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# Comprehensive Youth and Workforce Development Assessment in Rural Ethiopia *June 2012*

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# *Comprehensive Youth and Workforce Development Assessment in Rural Ethiopia*

June 6, 2012

Submitted in response to:

USAID/Ethiopia

GDG-A-03-00010-00 EQUIP 3



20 July, 2012

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USAID/Ethiopia  
Addis Ababa, ETHIOPIA

Dear Colleagues Wainer and Legasse:

I am very pleased to convey this Comprehensive Youth Assessment Report to you, in the hope that it will be helpful in considering USAID's next steps on behalf of young people of Ethiopia.

A team of four international experts, complemented by Ethiopian specialists in rural development, pastoralism, non-formal education and youth development, spoke with more than 100 professionals and over 450 young people in May and June of 2012. We reviewed every report and analysis we could get our hands on, and welcomed the guidance of yourselves and other members of the USAID education, economic growth teams and other specialists in the subject matters being considered. We developed a set of observations or findings based on this extensive, guided networking, and considered with your help a set of recommendations for next steps. These findings and recommendations form the bulk of the attached report.

We were gratified by the process, and are pleased with the product. Of course, we know that such a brief immersion in a deeply complex context will always be incomplete. However, the entire team of international and Ethiopian professionals is pleased to convey this report to you with confidence that in most respects we "got it right," and with the hope that it will prove to be a practical asset in considering the important matter of future USAID investments in young people.

Thank you again for your vision, great support and steady wisdom as we got to know each other and undertook this assignment. Please let me know if there is any way we may be of further assistance.

Best regards,

A handwritten signature in black ink, appearing to be "Erik Payne Butler", written over a light grey rectangular background.

Erik Payne Butler  
Distinguished Scholar  
International Development Division  
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## Acknowledgements

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# Acronyms

**ABE:** Alternative Basic Education

**ADLI:** Agricultural Development Led Industrialization

**AGP:** Agricultural Growth Program

**ATVET:**  
Agricultural Technical and Vocational Education and Training

**AU:** African Union

**CAHW:** Community Animal Health Workers

**CSO:** Civil Society Organization

**DA:** Development Agent

**DFID:** Department for International Development (United Kingdom)

**EDC:** Education Development Center

**EQUIP3:** Education Quality Improvement Project 3

**FTF:** Feed the Future

**FTC:** Farmer Training Centers

**GoE:** Government of Ethiopia

**GTP:** Growth and Transformation Plan

**ILO:** International Labor Organization

**MDG:** Millennium Development Goals

**MOWCYA:** Ministry of Women, Children and Youth Affairs

**PASDEP:** Plan for Accelerated and Sustained Development to End Poverty

**SDPRP:** Sustainable Development and Poverty Reduction Program

**SME:** Small and Medium Enterprise

**SNPPR:** Southern Nation and Nationalities People Region

**SNV:** Netherlands Development Organization (in Dutch)

**STC:** Skills Training Centers

**TOP:** Transitioning Out of Pastoralism

**TVET:** Technical and Vocational Education and Training

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# Comprehensive Youth and Workforce Development Assessment in Rural Ethiopia

USAID/EthiopiaGDG-A-03-00010-00 EQUIP 3

## EXECUTIVE SUMMARY

In response to a request from USAID/Ethiopia under the EQUIP3 mechanism, EDC along with partner FHI360, conducted a comprehensive assessment of rural youth livelihoods over a period of approximately six weeks, including three weeks of intense in-country fieldwork. While the assessment was originally focused on the productive woredas in the agricultural Amhara and Oromia regions, the target focus of study was later expanded to include pastoralist areas in the Oromia and Somali regions. The team broke into four regional teams, covered a total of nine target woredas including Bahir Dar and Bure (Amhara – agriculture), Jijiga and Gode (Somali – pastoralist), Agarfa, Bale, and Arsi Negelle (Oromia – agriculture), and Yabelo and Liben (Oromia – Borana pastoralist).

The Assessment team was charged with clear guidance from USAID to focus its time and attention on understanding the conditions at the local (woreda and kebele) level, contrasting the on-the-ground realities with national and regional policies and priorities, and listening closely to youth as the primary informers for the assessment. In order to gather primary data, the Assessment team conducted over 100 key stakeholder interviews and held focus

group discussions with over 400 youth. In addition to international and Ethiopian specialists in a range of fields (education, livelihoods, agriculture, pastoralism), five skilled youth assessors for each region complemented the team, and youth volunteers were added locally. The specialists, youth assessors and local volunteers served as entry points at the woreda and kebele levels and that conducted focus group discussions in local languages with youth.

The Assessment team began its work with the clear knowledge that rural and pastoralist youth in Ethiopia commonly face a number of challenges, including narrow skills sets, high levels of illiteracy, restricted access to land and other productive assets, and limited formal sector employment. While agriculture is clearly prioritized as the engine for overall economic development in Ethiopia, the sector is still characterized by small-scale farming with low levels of productivity, and most rural youth have poor prospects of working on their own land. In addition, rural youth in Ethiopia face similar challenges that affect many other poverty-stricken regions,

## Youth in Ethiopia

Rural youth in Ethiopia face a number of challenges including narrow skills sets, high levels of illiteracy, restricted access to land and other productive assets, and limited formal sector employment...

Including, but not limited to, poor health and nutrition, exclusion from decision-making by elders, and vulnerability to external shocks (i.e., drought).

Consequently, the Assessment team prioritized a cross-sectoral approach, noting that rural and pastoralist youth in Ethiopia require a broad range of inputs and supports in order to enhance overall development. The team analyzed a range of factors, including education, livelihoods, skills training, private sector development and youth participation, all of which will ultimately have an impact on determining future workforce development and demands and help inform programming options. In addition to analyzing diverse sectors, the report also highlights unique youth cohorts and their related assets, limitations, and future prospects.

## Major Findings

The report findings are broken down into separate sections for the pastoralist and sedentary agriculture regions, as well as cross-cutting findings that apply to both populations. This approach recognizes the very distinct conditions in these areas and the importance of being able to pinpoint specific livelihood issues. In addition to this basic breakdown, the report teases out issues specific to different segments of the youth populace, making reference to male vs. female youth, literate vs. illiterate youth, and town-based vs. village-based youth.

The major findings regarding rural youth in pastoralist areas include:

- Pastoralist livelihoods and way of life are under stress due to complex factors ranging from drought to government policy; nonetheless, some youth either wish to remain in pastoralism or return to it when they can. There are important regional, cultural, even

woreda, differences in the extent to which young people expect to return to pastoralism.

- Given the realities in both regions, youth transitioning out of pastoralism (TOPs) will require alternative livelihood paths, including agro-pastoralist, pastoralist-related, and non-pastoralist areas.
- Pastoralist youth are a fluid group, moving to and from towns and cities due to weather, seasons, conflict, opportunities, etc., although they maintain traditional linkages.
- While existing initiatives (programs, projects) offer potential, there are too few services available to pastoralists, and those that do exist are un-systematic and poorly coordinated with one another.

The major findings regarding rural youth in sedentary agricultural areas include:

- Trends in sustainable agriculture are leading to increased livelihood opportunities.
- A limited formal private sector -- especially in rural areas -- offers limited employment opportunities; this labor demand weakness is compounded by little organization or communication among employers where they do exist.
- Although commercial farming represents a plausible livelihood alternative for some, many youth view it with significant distrust and fear.
- Despite common perceptions of youth as having "attitude" problems, youth are highly occupied and highly motivated to take advantage of opportunities.
- Youth, particularly highly educated and town-based youth, want to pursue other off-farm opportunities.
- Youth have significant skills, vision and knowledge, and resource gaps.
- Existing training institutions provide inadequate support to youth, particularly at the village level, and face significant challenges and constraints.
- Targeted youth programming is minimal (and often non-existent at the community level), and there are few linkages leading to holistic youth programs.

The major cross-cutting findings include:

- Rural and pastoralist youth are a diverse group and cannot be approached through a single or uniform strategy.
- Young women face additional challenges due to exclusion and discrimination.
- The private sector is largely underdeveloped and uncoordinated, and offers limited formal sector employment.
- Youth programming, by donors, government, or NGOs is extremely limited, and tends to be very short-term.
- Few functional networks of youth service providers are operational.
- A strong culture of volunteerism exists, built upon community resiliency.
- Current youth-serving institutions are weak, and coordination between them is even weaker.
- Few youth programs or organizations (apart from party youth groups) exist with well-defined purposes and objectives.

### *The Way Forward*

The report presents a set of recommendations for USAID/Ethiopia to consider prior to moving to the next stage of program design. Specifically, recommendations are organized around three major outcomes, namely: 1) Improved stability by increasing youth engagement in vulnerable regions, 2) Enhanced capacity of rural youth to generate income, and 3) Groundwork laid for a successful pilot program.

Building on these recommendations, the report outlines a set of programmatic options. A first set of programmatic options revolves around the strengthening and capacity development of youth-centered entry points at the village level. A second set of options focuses on supporting youth with a menu of custom-designed skills training programs in a variety of areas including, but not limited to, life skills, literacy and numeracy, development of income-generating projects, demand-driven technical skills, work-readiness, and the use of modern technologies. A final set of programmatic strategies underscores the need for continuous support, monitoring, and mentoring for youth. The assessment report concludes with the identification of possible risks that could impact program delivery and presents a series of strategies to mitigate such risks.



## I. OBJECTIVES AND SCOPE OF ASSESSMENT

USAID/Ethiopia requested that the EQUIP3 LWA mechanism, managed by Education Development Center, Inc., (EDC) as lead grantee, conduct a Youth and Workforce Development Assessment in Rural and Pastoralist Ethiopia. The assignment evolved from the original concept of rural and agricultural focus on rural youth in targeted woredas in the Amhara and Oromia regions, where the USAID *Feed the Future (FTF)* Program is being implemented, to include the pastoralist regions of Oromia and two woredas in the Somali pastoralist region, for a revised total of nine woredas in all.

USAID/Ethiopia developed the following main assessment objectives:

**OBJECTIVE 1:** Identify youth workforce skill gaps (basic skills, soft skills, and work skills) to securing employment or entrepreneurship in the current and future economic setting in the targeted rural (and added pastoralist) woredas of Ethiopia. It is expected that the assessment will clearly explicate intervention areas for future USAID funding related to youth and workforce development.

**OBJECTIVE 2:** Identify labor market demands, trends, and opportunities in selected geographic regions.

**OBJECTIVE 3:** Provide a snapshot of the existing policies and institutional capacity (strengths, weaknesses, gaps) in public and private organizations providing education, training and employment services to youth in the target regions in Ethiopia.

These objectives, along with an overriding concern for making practical recommendations to the Mission for its investment in future programming, have guided the assessment process.

## II. ASSESSMENT DESIGN

### *II.1 Purpose*

The goal of the assessment is to inform the Mission’s development of a quality, sustainable, effective, results-oriented youth workforce development project in targeted zones that builds upon and strengthens existing structures. The Youth and Workforce Development Assessment in Rural and Pastoralist Ethiopia will assist USAID to broaden its understanding of issues related to youth unemployment and underemployment, as well as effective Ethiopian youth and workforce development programs. It will provide detailed information both on the status of youth and livelihoods policies and programs at the national level as well as an in-depth analysis of rural livelihoods issues, particularly in the targeted geographic areas.

### *II.2 Principles*

The Youth and Workforce Development Assessment in Rural Ethiopia activity is guided by the following principles:

**Listening to the voices of youth:** An underlying value of EQUIP3’s evolving experience with youth programs is authentic youth engagement at all stages of a program’s development. Experience indicates that the experiences of youth are best presented by the youth themselves. The imperative to listen to youth’s voices and youth’s needs has guided the planning and execution of the Assessment. As such, the team spoke with over 350 young people through more than 35 focus groups throughout the targeted woredas. The team engaged youth assessors as fully integrated assessment team members, and their advice and counsel, coupled with the direct feedback from and interaction with so many pastoralist and rural youth, formed the basis for many of the findings and most of the recommendations contained in this report.

**Developing a close working relationship with USAID/Ethiopia:** The assessment team has benefited greatly from USAID/Ethiopia’s extensive knowledge and understanding of context-specific sectoral issues, challenges and opportunities. The team worked closely with USAID/Ethiopia’s Offices of Education and Economic Growth. An entry meeting and a “mid-course review” in which the team presented preliminary findings was particularly helpful in refining and sharpening findings and recommendations to better align with Mission purposes and experience.

**Building on proven models:** While assessing constraints and key problems facing youth, the team focused on identifying, describing, and understanding what strategies and models have the potential for success in enhancing Ethiopian youths’ education and skills training and livelihoods and employment opportunities.

**Understanding the role of the Ethiopian government, at all levels (national, regional, woreda, kebele):** EDC recognizes the complexities of the Ethiopian government system, as well as the strength of decentralized authorities. The team consulted with government representatives in each woreda – and several kebeles – to ensure positive coordination with government actors at all levels.

**Focusing on sustainable youth development mechanisms:** The Assessment recommendations emphasize the importance, and assess the potential for, youth development and support strategies, which, to the extent possible, will be self-financing and thus able to continue long term in the absence of donor project support.

**Disaggregating youth:** EQUIP3’s working definition of “youth” extends from 15-24, conforming to the International Labor Organization’s (ILO) categories. However, both data collection and program interventions often make this categorization imprecise. The Government of Ethiopia (GoE) defines youth as aged 15-29, and often recommends consider younger ages, sometimes as young as 10 for “youth” interventions. Extremely high levels of out-of-school youth in this younger age bracket in Ethiopia, combined with low levels of employment and economic activity among 25-29 year olds, argues for some flexibility in these definitions. Given this wide diversity of ages, EDC has disaggregated findings by age group, education level, language, and gender to be able to understand trends and target recommendations accordingly. However, with an objective of understanding the challenges of the “transition to work” population, EDC has found that the most important age groupings are 15-19 and 20-25. These two cohorts will comprise the targeted population for analysis and strategy and program recommendations.

**Promoting Gender Equity:** Young women in Ethiopia have historically been more marginalized than their male counterparts, particularly in regards to livelihood opportunities. The assessment team included focused analysis of key gender issues, and both male and female youth assessors and volunteers accompanied each field team. The team also gave particular attention to the female youth voice by holding more than 15 female-only focus group discussions spread across the nine woredas. The Assessment team also consulted with both national and regional government and non-governmental institutions working on gender issues.

**Investigating emerging trends:** Given Ethiopia’s unique political and economic systems, the team paid close attention to emerging trends that will likely impact livelihood opportunities for rural and pastoralist youth. For example, the phenomenon of migration from pastoralist and rural areas to larger towns and cities emerged as a key factor in findings and recommendations. Similarly, with the expansion of the telecommunication sector, the use of information technology will likely be expanding rapidly in rural areas in the near future.

## *II.3 Methodology*

Approximately two weeks of advanced preparation and planning for the assessment preceded three weeks of intensive in-country fieldwork. The Assessment team comprised four international specialists from EDC and FHI360, along with a like number of Ethiopian youth specialists, and five local youth assessors. During three days of meetings (May 13-15) in Addis Ababa, the team established protocols, trained interviewers and focus group facilitators, and developed lists of common (and therefore comparable) questions for key constituents, informants, and young people.<sup>1</sup> The team confirmed targeted woredas and kebeles and scheduled appointments for key informant interviews and focus group meetings with youth. Four teams then deployed to the nine woredas in three regions indicated by the USAID Mission. Each team consisted of a senior international specialist, an Ethiopian specialist, and either one or two youth assessors.

Over the next two weeks, the team conducted more than 100 key informant interviews with local and regional government officials, international and local NGOs either knowledgeable about youth or operating current programs, donor representatives, employers, municipal or traditional leaders and elders. The team also conducted more than 40 structured focus groups with young people throughout the targeted woredas. Of these 40+, 20 focus groups strategically targeted youth engagement in the Oromia pastoralist regions. These discussions, which included groups segmented by gender, literacy level and marital status, focused on searching for commonalities and differences in life and livelihood experiences, and in opinions and recommendations. Each evening, each team filed reports<sup>2</sup> on each interview or focus group – following common formats, which the senior specialists then reviewed so as to begin analyzing, comparing findings, and formulating recommendations.

The teams then re-convened in Addis for reporting, review, and analysis, and initial findings and recommendations were generated for a mid-course discussion with a team of Education, Economic Growth, and pastoralist specialists in the USAID Mission. This resulted, as hoped, in revised and reorganized findings and recommendations, some re-contacts of sources of confirmed information, and re-analysis of certain data and conclusions. A revised table of contents was developed, reviewed by USAID and revised, and re-analysis resulted in a revised set of findings and recommendations reflecting USAID feedback. This report represents this intensive work, and the very collaborative exchanges held with Mission partners.

### III. BACKGROUND AND CONTEXT: POLITICAL AND ECONOMIC TRENDS AND YOUTH POLICY

#### *III.1 Profile of Economy and Employment*

Ethiopia is one of the fastest growing yet poorest countries in the world. Despite having the 17th fastest GDP growth rate in 2011, the GDP per capita was still among the lowest in the world (209). After the macroeconomic challenges of 2008 and 2010, exports, remittances, and foreign investments have recovered and exceeded pre-economic crisis levels. Nonetheless, 38.7 percent of the population continues to live below the poverty line, with a per capita income of \$170. Ethiopia has a population of over 80 million, 12 million of whom are “chronically or sporadically food insecure” with 38 percent of children under 5 “underweight.”<sup>3</sup>

#### **DHS Survey 2010 Key Findings**

- More than half of households in Ethiopia (54 percent) have access to an improved source of drinking water.
- Only 8 percent of households have an improved toilet facility, not shared with other households.
- About one household in every four (23 percent) is electrified.
- A large proportion of the Ethiopian population (47 percent) is under age 15.
- More than one household in every four (26 percent) is female-headed.
- Twenty-seven percent of Ethiopian children age 5-14 are engaged in child labour.

At the macro level, Ethiopia’s economy is based on agriculture, which represents between 41 and 45 percent of the GDP, 85 percent of employment, and 90 percent of exports. Despite this, smallholder crop yields are below regional averages, due to frequent drought, weak market linkages, limited agricultural innovation, and only 6 percent of land being currently irrigated.<sup>4 5</sup> Currently, the finance and telecommunications sectors are spurring the continued growth in Ethiopia’s economy. Private banks are currently holding 40 percent of total assets and are on course to overtake state banks in size. The previously state-managed telecommunications sector has been temporarily handed over to France Telecom.<sup>6</sup>

Limitations nonetheless continue to hamper private sector growth. Banking, insurance, and micro-credit are restricted to domestic investment, and according to the Ethiopian constitution, the government owns all land. Despite these restraints, foreign investment has come to Ethiopia in the textile, leather, agriculture, and manufacturing sectors, and land use certificates issued to tenants are now including more recognizable rights to continued occupancy.<sup>7</sup>

Changes in the national economy have been coupled with changes in the workforce demographic. The population of Ethiopia has experienced rapid growth in recent decades and an

accompanying growth of the labor force. The labor force grew from 12.9 million in 1984 to 32.3 million in 2005, with estimates that it will double again in the next 25 years.<sup>8</sup> The labor force represented 54 percent of the population in 2005, and as the population grows, the government must manage the dynamics of population growth as well as find ways to promote labor-intensive economic growth.<sup>9</sup>

The government last conducted a nation-wide labor survey in 2005. (The subsequent labor survey in 2010 focused only on the urban sector). As of 2005, the employment rate was 76.7 percent for individuals over the age of 10. The employment rate was higher for men overall, at 84.7 percent, than it was for women, at 69 percent; this trend was seen not only in aggregate but in each age group. The youth population aged 15-24 years recorded the highest unemployment rate (7.7 percent).<sup>10</sup>

These figures are misleading, however, considering that more than 80 percent of the labor force is engaged in subsistence agriculture<sup>11</sup>, which contributes to a low overall unemployment rate. Within urban areas, the employment rate drops to 50.2 percent.<sup>12</sup> This rate also fails to capture the issue of underemployment. Traditional “unemployment” rates (persons not currently working, but actively seeking work) in Ethiopia tend to reflect middle-class citizens awaiting positions in the public sector, while lower income populations seek some form of work, often short-term, informal, or part-time, in order to subsist.<sup>13</sup> This conclusion is supported by findings of lower employment rates among the literate population than illiterate (68.7 percent vs. 81.4 percent), and within the literate group, higher rates of unemployment for those who completed general education.<sup>14</sup>

The majority of those who are working are not engaged in the formal sector: 40.9 percent claim self-employment and 50.3 percent engage in unpaid family work.<sup>15</sup> Of the population of workers not employed in agriculture or unpaid family work, 34 percent of total employment operates in the informal sector as of May 2010. While the informal sector is relatively weak in Addis Ababa (20.5 percent), percentages of employees working in the informal sector hover around 40 percent in smaller cities such as Jijiga, Dessie town, Gonder town, and Dire Dawe town.<sup>16</sup>

### *III.2 Profile of Ethiopian Youth*

The majority of Ethiopian youth are working in some capacity. Almost three-fourths of 15- to 24-year-olds are employed (the majority in unpaid work), while less than one-fifth are actively involved in education or training. Jobless rates, which take into account unemployed youth actively seeking work and youth not seeking work due to discouragement or disability, are at 18 percent for youth. However, when disaggregated by adolescents and young adults, young adults (whether employed or seeking employment) are more represented in the labor force and less represented in education or training. Nonetheless, the labor force participation rate of teenagers is still more than 70 percent. Female young adults are also more likely than female teenagers to be inactive, due to young adulthood being a typical time of childbearing for many women.<sup>17</sup>

Further, disaggregation shedding light on youth employment is between rural and urban youth. Urban youth tend to have greater education opportunities, stay in school longer, and join the labor force at a later age. Education rates are three times higher for urban youth than rural youth; employment rates are twice as high for rural youth than urban youth. Reported unemployment is higher for urban youth, reinforcing the trend discussed earlier of middle class workers waiting for paid positions, while rural workers are underemployed as a result of necessity.<sup>18</sup>

The youth disadvantage in the Ethiopian labor market manifests in various ways. For example, 68 percent of youth across rural and urban areas engage in unpaid family work. The low level of wage employment speaks to a lack of job stability and benefits coverage among Ethiopian youth. In rural settings, informal farm work often serves to reinforce subsistence existence, while urban informal work is insecure and lacks labor regulation. According to the 2003 Urban Biannual Employment Unemployment Survey, over half of employed urban youth are in the informal sector, and urban youth are less likely to succeed in procuring wage employment than their adult counterparts. While in rural areas the agricultural sector dominates work opportunities for both youth and adults, urban youth find themselves confined mostly to construction and family farming, while adults find work in the service industry.<sup>19</sup>

Youth in rural areas face specific challenges in part due to the national policy on land ownership. All land was nationalized and redistributed through the socialism movement in 1975. The policy has been perpetuated by the 1994 constitution which states that land cannot be sold or exchanged; however, it is heritable and able to be sharecropped, and the GoE allows long leases for commercial farming.<sup>20</sup> This situation has resulted in shrinking areas of land for rural youth, however. The average rural landholding has fallen from .5 ha in the 1960's to .21 ha in 2005; younger and female-led households have average land holdings even less than that.<sup>21</sup> In addition, rural labor issues often go unmeasured and undocumented. Until 1999, there had not been a comprehensive labor force survey that studied both urban and rural areas. The second and most recent survey to incorporate rural areas in 2005 included only urban parts of the Gambella, Somali, and Afar regions, excluding the most disperse and often most marginalized rural populations.

Rural youth face several major barriers in pursuing livelihoods, including land shortage and the seasonality of casual farm work. Large-scale farmers' needs for labor are highest at times when subsistence farmers are harvesting as well, causing a mismatched labor cycle. Development of casual employment opportunities in non-farm economies such as construction, tree cutting, and driving could provide supplemental earnings to the poor and very poor; however, non-farm wage jobs are often the most difficult to enter for youth.<sup>22</sup>

A longitudinal study conducted by the Young Lives Foundation explores the aspirations of children and adolescents in rural Ethiopia— aspirations, which increasingly are moving away from agriculture. Approximately 600 children born in 1994 in 12 rural communities were surveyed at

three intervals (2002, 2006, and 2009) with 15 children from three communities taking part in qualitative data collection in 2007, 2008, and 2011. Results show that parents who were farmers typically did not want their children to follow in their footsteps, hoping for them to find non-agricultural occupations. Children reflected these desires in their own aspirations, with the desire to be a farmer declining as they aged. Approximately 6 percent of the children surveyed at 8 wanted to be farmers; by 15, the percent decreased to 2.4. In addition to monitoring these trends, the findings underscore the need to improve the status of farming in rural areas, as farming will be needed to address Ethiopia's growing food security issues.<sup>23</sup>

As compared to agriculture, which contributes 52.3 percent to national GDP but receives only 5 percent of the government's recurrent expenditure, livestock resources provide an even bigger area for opportunity: while livestock contributes 18.8 percent to the GDP, the government allocates only .3 percent of its recurrent expenditure to livestock. Recent decentralization efforts have also harmed pastoral livelihoods, as federal government no longer provides livestock services, and local governments are often unable to provide services such as vaccines, veterinary care, or animal disease control workers.<sup>24</sup> Pastoral areas in Ethiopia cover about 0.7 million square km and support about 9.8 million people (12 percent of the total population of the country) of which 56 percent are pastorals, 32 percent are agro-pastoral, and the remaining 22 percent are urban dwellers.<sup>25</sup>

In addition to the lack of educational and professional opportunities their agricultural counterparts face, pastoral youth face threats to their overall lifestyle. Policy recommendations to the GoE have advised the Central Statistics Agency to create a data task force to gather relevant statistics similar to what the government gathers for agricultural production and market analysis. Additional possibilities for strengthening pastoral economies include improving market infrastructure so formal exports could access pastoral livestock. Integration with agricultural markets to provide feed for livestock also provides opportunity.<sup>26</sup>

Youth are currently positioned at the brink of an undetermined future for pastoralism. While this type of advised government support and reform could create a vibrant and integrated pastoral economy, a lack of legal or economic intervention could lead to an unviable pastoral sector dependent on aid. Regardless, trends support an evolution of pastoralism toward a model with a fixed camp with a mostly sedentary family and young males migrating with herds. The implications for this trend are the necessity of youth to remain in pastoral communities to ensure livestock stay mobile. In parallel to this trend is the development of small and medium-sized towns to support pastoral groups and the expansion of peri-urban areas, which will add non-agro-livestock jobs and wage employment to local economies.<sup>27</sup>

### *III.3 Government of Ethiopia Policies and Programs*

Improvements in agricultural efficiency are continuing to be the focus of many development initiatives. Ethiopia's Plan for Accelerated and Sustained Development to End Poverty (PASDEP) guided poverty reduction from 2005-2010 and included a pillar for growth acceleration derived

from market-based agricultural development through higher value crops, niche export crops, commercializing agriculture, and integrating local and global markets; as well as private sector development through niche market growth and an increase in exports. PASDEP also included pillars for increasing opportunities for women, managing risk, and balancing economic development with population growth, outlining growth scenarios that would meet the MDGs by 2015.<sup>28</sup>

The five-year Growth and Transformation Plan (GTP) released in October 2010 lays out plans for continued growth at an ambitious 14 percent rate. Agriculture maintains the focus of major economic growth opportunity, with increased stability in both government and macroeconomics undergirding accelerated growth, with a base level of 11 percent growth and both faster and more equitable growth occurring through the addition of industrial expansion. As figures of growth and production have been exaggerated by government reports in the past, however, the high targets for the GTP could potentially lead to a distortion of statistics, which undermines the real need for assistance of many Ethiopians and impedes humanitarian assistance.<sup>29</sup>

In addition to poverty reduction and growth policy, the GoE recently released a revised youth policy in 2004. The objectives of the cross-sectoral youth policy include respecting diversity, increasing rights, and supporting democracy in addition to capacity building. The policy outlines ways to support the health, judicial, education, and economic wellbeing of youth and names the Ministry of Youth, Sports and Culture as primary coordinator for the implementation of the policy. Nonetheless, much of the responsibility is placed on family, civil society, and the youth themselves.<sup>30</sup>

The USAID Ethiopia mission has aligned its portfolio with GoE priorities, focusing on agricultural growth and productivity; scaling up its agriculture and trade program through FTF; conflict mitigation and prevention at state, local, and federal levels; integrated health programming focusing on maternal and child health; workforce development; and public sector accountability and conflict sensitivity.<sup>31</sup> USAID is also dedicated to scaling up agriculture and trade programming through FTF. FTF has focused efforts in promoting private sector engagement and improving market function in the maize, wheat, coffee, honey, livestock, and dairy value chains. The Systems Change Initiative Fund will support innovations with the potential to effect systemic change, while the Productive Safety Net Program bridges humanitarian assistance investments and agricultural economy supports.<sup>32</sup>

Additionally, USAID's country development cooperation strategy for 2011-2015 shifts away from democracy and governance and basic education goals. Formal work on democracy and governance has largely failed, and basic education has been taken up by the GoE in partnership with the World Bank; however, improved learning outcomes and governance as a support for sustainable development remain in the mission's development objectives for Ethiopia.<sup>33</sup>

## IV. CROSSCUTTING FINDINGS

At the request of USAID, the findings of the Assessment team have been developed separately for the sedentary agriculture and pastoralist regions in order to provide specific insights into unique livelihoods opportunities and challenges. However, there are several key issues identified by the team that are crosscutting and equally relevant for pastoralist and sedentary agricultural youth. The below is not an exhaustive list, but rather key findings prioritized by the Assessment team.

**Youth cohort segmentation:** Ethiopian youth represent tremendous diversity, and different groups of youth clearly display distinct assets and constraints. For the most part the Assessment team has tried to distinguish between several categories of youth as follows: literate vs. illiterate, male vs. female, married vs. single, town-based vs. rural-based, and highly educated (i.e. secondary school) vs. primary educated. Each category of youth has different skills and requires different forms of support. While the team did not undertake any serious statistical analysis, the research conducted makes several important conclusions. For example, the smaller but critically important group of highly- educated youth who are usually town based are more frustrated at what they perceive to be limited possibility (i.e., of formal sector employment). The less-educated youth are greater in number and more diverse (be they based in agriculture or pastoralist zones) are generally more focused on making enhancements to their existing lifestyle. The diversity of Ethiopian youth, while one of the important assets to be developed, must also be clearly understood in order to target programs accordingly. Strategies for engaging and supporting youth must be both targeted and localized, taking into account the very unique conditions at the village level.

**Gender Based Discrimination and Exclusion:** The Assessment team made strong efforts to remain sensitive to and cognizant of gender issues and conducted separate male and female focus groups, which allowed women in particular to express their concerns more freely. Not surprisingly, young women interviewed felt particularly marginalized by their families and by institutional structures that are dominated by men. Educated women voiced a strong fear of having to return to traditional life and of being thought of as a failure if they did not earn an income. On multiple occasions, women recounted stories of educated women turning to prostitution or trying to migrate overseas to avoid both the burden and the wrath of the family. The exclusion faced by young women was particularly heightened in regions with strong, male-dominated traditional cultures (Boran, Somali).

While the Assessment team, for the most part in the settled agricultural areas, encountered a spirit of optimism and engagement when interacting with youth, there were also several examples of pure despondency and desperation, almost always voiced by young women in the pastoralist rural settings. Comments like “I have no hopes and dreams,” “I am a black hole,” and “Any meetings held by women are held by ghosts” (interpreted to mean women

are invisible and considered meaningless) underscore the sense of isolation and desolation of these young women. Early forced marriage contributes to this sense of doom.

Female role models are few and far between, particularly women who are able to generate their own income. While women's groups and savings circles do exist, they seem largely to consist of married women, leaving unmarried young women further isolated from the offerings provided to groups, for example support for cooperatives.

**Nascent Private Sector:** Unlike many of its regional counterparts, Ethiopia's private sector is under-developed, uncoordinated, and generally dominated by the State. While certain business associations do exist, they exert relatively little power or influence over policy or programs at the national or local level. While the economy is clearly – and very rapidly – growing, the private sector has yet to come together and clearly communicate its priorities or needs. The team did have the opportunity to visit several agro-processing companies, and none had clear plans to aggressively expand recruiting efforts.

**Limited Youth Programming:** While the Ethiopian government is clearly aware of the need to engage its large youth cohort in productive activities and is starting to formulate specific policies and programs, there is very little in terms of explicit support for youth programs. Aside from the very limited influence (and budget) of the Ministry of Women, Children and Youth Affairs (MOWCYA) and the regional bureaus, the State has limited offerings for young people, particularly out-of-school youth. Ethiopia is somewhat behind the times vis-à-vis its regional neighbors in this regard. By way of example, while clearly far from perfect, the Kenyan government has a very robust structure that supports youth ranging from youth-focused public works program (with training elements attached) to an independent fund targeting youth enterprises. The lack of focus on youth programs by the government is paralleled by very limited donor activities that put youth at the forefront of the interventions. The assessment team was indeed able to identify a host of programs supported by the USG, EU, DFID and others that are provide services for youth beneficiaries. However, with the very limited exceptions of some programming by a handful of international NGOs (i.e., Save The Children) and some small-scale European NGOs, were unable to identify any programs explicitly targeting youth.

**Culture of Volunteerism:** The Assessment team witnessed several examples of a robust culture of volunteerism in all of the target woredas. The work of the volunteers varied greatly from government-identified gender activities (e.g., women's discussion and education groups, early childhood training, savings and credit groups) to informal agricultural extension workers, to private businesspeople that were volunteering their time and expertise to help others. This strong culture of volunteerism provides an important entry point to consider for future youth programming.

**Weak institutions and programs and weaker coordination:** As highlighted in both the sedentary agriculture and the pastoralist findings, the assessment team found very weak institutional structures at the woreda and kebele levels, and the institutions and services

that do exist are largely geared towards town-based populations. Perhaps most noteworthy is the lack of coordination on the ground between the different institutions tasked with serving the same population. In one example, when the team requested a common meeting with woreda level officials of various institutions, many of the representatives had never met. Since the majority of the institutions are state structures, with a very limited presence of local NGOs and civil society organizations (CSOs), the institutions are in many cases highly politicized. The team witnessed few examples of coordination between the different institutions and few, if any, “networks” linking service providers.

**Few youth groups with defined purposes:** At the national level, the discourse on youth in Ethiopia is dominated by high-level policy debates regarding the youth charters of the African Union (AU) and the United Nations. The team was only able to identify one national-level youth organization that had a clearly articulated technical (rather than political) action plan and agenda. With most of the youth structures dominated and directly supported by the ruling party, there is little development of youth-focused agendas or priorities. At the village level, youth associations operate more as informal clubs, with little purpose beyond recreation or modest income-generating schemes. The assessment team noted that little external support (i.e. organizational development, funding, etc.) has been provided to help develop youth groups and that there is not a strong culture of self-generated youth groups. Youth development and participation are relatively new concepts in the Ethiopian context and significantly underdeveloped. This seems to be the case for both secular and religious youth groups. The assessment team did not note any significant youth programming undertaken by the Ethiopian Church or the Mosques.



## V. FINDINGS

### V.1 *Strengths and Challenges for Youth in Pastoral Areas*

*“Some 10 million semi-nomadic people depend primarily on grazing herds of cattle, camels, and goats, and are concentrated mostly in the dry lowland areas of Afar and Somali. Human development indicators and poverty among this group are uniformly worse than elsewhere in the country, and they have proven difficult to reach with traditional services. Under PASDEP a major effort will be made to reach them with tailored programs.”*

**PASDEP, Federal Government of Ethiopia, 2009**

*“Maybe if I knew more modern things, we could get better production from our cows and be able to sell enough milk to stay in my family and doing this kind of work.”*

**Single young woman, age 19, Duduye, Jijiga Woreda**

*“Due to lack of income, many youth here migrate to Jijiga in order to find income-generating activities. Sometimes it works for them, but many do not succeed.”*

**Married young man, age 22, Tuli Gulead, Jijiga Woreda**

#### V.1i *Stresses on Pastoralist Youth*

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**FINDING:** Pastoralist livelihoods and way of life are under stress due to complex factors ranging from drought to government policy; nonetheless, some youth either wish to remain in pastoralism or return to it when they can. There are important regional, cultural, even woreda, differences in the extent to which young people expect to return to pastoralism.

Most young people with whom the EQUIP3 Assessment Team spoke in the Somali region expressed a desire to find a way to remain in the pastoralist communities and still achieve economic success via a sustainable livelihood. Youth recognized that pastoralism will need to “modernize” if it is to survive as an option for many of them, yet the existence of multiple projects and initiatives toward this end fueled youths’ (and NGO informants’) hope for this possibility. On the other hand, a higher proportion of the Oromo youth with whom we spoke were actively interested in alternative livelihoods. For each ethnic group, both culture and economic choice factored into these desires.

#### V.1ii *Somali Youth*

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In Somali, both current active pastoralists and TOPs--those who have transitioned or are transitioning out of the pastoralist way of life, and who have often migrated to Jijiga, Gode, or

another larger community--agreed that several elements of current policy and programs would help sustain the pastoralist livelihood:

- The strategy of herd and flock management known as “de-stocking” and “re-stocking” struck youth as a good application of “science” to the management of livestock.
- The introduction of training for community animal health workers (CAHWs) seemed both a positive introduction of applied veterinary science and the creation of a new class of pastoralist employment. As one young woman in Tule Guled said, “I understand animals, especially cows and goats. If they will let girls do it, I’d like to learn this job.”
- Any technology involving access to *land* (“We need land to use to create a cooperative of selling milk. We [youth] can work together, but we need resources.”) or *water* (“The water table is only eight meters down, but we will need a pump.”) offered them hope to sustain their commitment to pastoralism.
- “You can only make a living herding if there’s someplace to sell your animals, and at the right time,” said one young man in Jijiga, arguing for a livestock market and more efficient transportation.
- “I never knew there was an association of pastoralists, until I came to Jijiga. Isn’t that backwards? There is no information about things that can give us help.”

The excellent report from Tufts University (*Education and Livelihoods in the Somali Region*), reviewing the DFID-supported BRIDGE program in the Somali region, adds the element of access to education – especially literacy and numeracy skills – to this debate. Young people were reluctant to discuss literacy needs in the focus groups, but in one informal conversation, one young man said, “To use new information, you have to be able to read. To keep track of your money, you need to do accounting. Most of my friends can’t do either...”

**Gaps and Shortfalls.** In short, there were self-reported gaps in information, and in skills for young Somalis – both for current pastoralists wishing to remain, and for those who have left and migrated to larger communities:

- They lacked information about modern pastoralism approaches, though they had seen examples.
- They lacked information about opportunities related to pastoralism and livelihoods, although some believed the opportunities existed.
- They lacked information about livelihood opportunities related to pastoralism and other ways of earning a living, though some thought there were probably opportunities.
- They had a sense that they had skills and knowledge that could be applied to other aspects of things like animal care, veterinary (or para-veterinary) medicine, or to making a subsistence activity a more commercial one.
- They lacked sufficient ability to read and do at least as much math as is needed to keep track of money.

### *V.iii Oromo Youth*

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While Oromo Youth shared many of the experiences of their Somali counterparts, one finding that surprised the Assessment team was that many more youth desired to leave pastoralism than wanted to remain. Further, unlike the Somali youth with whom we spoke, those who had already left were determined to stay in larger communities and not return to their previous lifestyle.

In the last decade, especially, the pastoral system in Oromia has been weakening. A multitude of factors has contributed – climate-induced recurrent drought, inter-and intra- tribal conflicts, degradation of natural resources, population increase, urbanization and entertainment that is perceived by elders as weakening the traditional institutions, and policy hurdles (inadequate pastoral land policy and market as well as lack of livestock marketing infrastructure and facilities). Finally, deepening poverty and widening gaps in distribution of wealth among community members, combined with strong faith in the existence of sufficient urban employment opportunities, has further exacerbated this youth migration to urban areas.

In Oromia, youth tended not only to go to larger towns and cities to live with extended family, they also migrate beyond. Reportedly, the largest migration is to Burjuji area (known for its gold mining tradition) and other mining areas to search for precious stones. According to a key informant from the Yabello Woreda government and a group of elder pastoralists in Oromia Pastoral Association, the Burjuji attracts about 45 percent – some 35,000 – 50,000 – of the unemployed and/or underemployed youth workforce, while 30 percent of them migrate to urban areas, and 20 percent migrate to Kenya to seek daily labor. In some parts of the region, only about 5 percent may be retained in the community. Our focus groups revealed differences among young people along the dimensions of literacy and educational level, gender, marital status, but there were important commonalities, as well.

- Most youth reported hopes and dreams for a better (and different) lifestyle. (Unlike many of the Somali youth to whom we spoke, for whom nostalgia about pastoral lifestyle was more powerful).
- Many young men reported income from daily labor in house and road construction, small trading activities, livestock sales, and small farming. Most also reported family support, either in housing provided by extended family or as cash remittances from “outside.”
- The team noticed a breakdown of certain traditional values, such as the Boran pastoral value system, more use of, and addiction to, Chat (and some to alcohol), and youth were less devoted to being the main family labor force.
- Youth perceived that there is not much opportunity for them – for either gender, though both young men and young women conceded that opportunities for young women are far fewer than for men.
- As with youth in Somalia region, both literate and non-literate youth stressed the need for information – about jobs, about opportunities, about things like health matters (including HIV/AIDS) – and believed they need to read to access most information. In

Oromia, there was less expectation that information and advice would come from elders than in Somali region.

**Gaps and Shortfalls.** While much of the team’s focus was on listening to youth directly, meetings with NGOs and local government complemented the “youth voice.” In speaking with non-youth informants, the team confirmed, and expanded upon, these impressions:

- One NGO (Gayo Pastoral Development Initiative) encouraged economic activity as a way to promote youth empowerment and supported youth income generation through fuel sales and petty trading. Gayo argued there were other available livelihood opportunities in the area, such as collecting incense and creating irrigation systems, if financial capital was available.
- The woreda administration confirms that young people are eager for government employment, but believes they have “an attitude problem; they don’t really want to work, they just want to have a job.”
- Current training programs have a mixed reputation. Informants believe technical and vocational education and training (TVET) institutions “are not demand-driven, and not practical.” “They teach what they know how to teach, not what is needed.”
- Programs are not well coordinated, and they do not work together. According to one NGO official, “Different funding sources, whether government (usually) or donor-supported, are too small, and there is no incentive to work together because the need is so great, we can all fill our programs without needing to work together.”

**FINDING:** Given the realities in both regions, TOPS youth will require alternative livelihoods paths, including agro-pastoralist, pastoralist related, and non-pastoralist areas.

Research, key informant interviews and focus groups with youth indicate that the USAID estimate of 40 percent of former pastoralists as TOPs is, if anything, conservative, especially in the Oromia Region. Despite indications that Somali youth may return to pastoralism in large numbers when (and if) conditions improve (about half said they would), Ethiopia will not escape the worldwide trend of urbanization. Newly-urbanized (or “town-ized”) youth in both regions expressed attitudes similar to urban and pre-urban youth around the world:

- They spoke of a desire to understand the world and have access to technology – cell phones, computers, and (in Oromia region) radios.
- They expressed a desire for social networking – in person through groups and associations, and via internet access. Though pastoral lifestyles are family-centered, adolescents crave peer associations and do not find them easily in traditional lifestyles.
- They wanted to learn computer skills.
- They believed they needed to learn other skills, citing construction skills (boys), sewing and beauty shop skills (girls), and computer/IT skills (both).

- Many who had moved to towns viewed a government job as the best promise of a stable life.
- All wanted to earn money – enough to be able to spend on food, clothing, housing, and Chat.
- Most were eager to find ways to earn money and believed they would need to work hard to do so. Others described themselves as waiting for remittances and being supported by extended family – either in town or by relatives sending money.
- Most believed there were no jobs for them. “Have they looked?” we asked. “Well no, but we have heard, and we believe it.”
- They would be willing to learn more and train for jobs, but they needed reassurance that the jobs were actually available if they did.

**Gaps and shortfalls:** Despite a greater eagerness to embrace the change from pastoralism in the Oromia region than in Somali, both regions are resource poor and lack the technical and economic resources to support successful transitions – from traditional to more modern pastoralism, or from pastoralism to town and urban life and livelihoods. Youth and informants in the regions reported other parallels as well, leading the team to the following conclusions:

- TOPs youth lack the knowledge of how communities (and labor market) work;
- As a result, TOPs are easily exploited for child labor and potential trafficking.
- TOPs are generally poorly educated – not having even basic literacy and numeracy skills – and lack the confidence that comes with possessing those cognitive skills.
- Most TOPs are living away from their immediate families – either they are living with extended family, on the street, or in unstable living arrangements.
- While many TOPs have good skills and practical knowledge in livestock management, they have no opportunity or support to translate those skills to other occupations;
- Except for small and intermittent contact with such supports as youth centers (which don’t exist in most places), youth associations, youth cooperatives, young TOPs tend to remain isolated without much opportunity for social networking. To be sure, they tend to *find* collective activities, but these activities are not always constructive.
- Both TOPs and other rural youth lack exposure to the elements of preparation for work, or access to means of developing the skills of *work readiness*, applicable and adaptable to informal and formal employment alike. These so-called “soft skills” are not much present in this young population.

**FINDING:** Pastoralist youth are a fluid group, moving to and from towns and cities due to weather, seasons, conflict, opportunities etc., although they maintain traditional linkages.

A decision to leave a pastoral area and move into a town does not always mean a permanent move. In the Somali region, in particular, the team was told that many young people come to towns when things are bad, but unless they get different work, or get “stuck” in some other activities, they “always say they will go back.” It appears that many Somali youth do. Both

regions reported that young people maintain family connections, and take advantage of the affiliations with clans and extended family. But some youth felt that after a time they “wear out their welcome,” and needed to find a way to contribute income to the family, if not fully support themselves. Nonetheless, youth from both regions expressed a notable nostalgia for the pastoralist way of life and livelihood, though this desire was decidedly stronger amongst Somali youth, who declared their wish to “return, soon, or at least some time, when things are better.”

**Gaps and shortfalls:** Even the largest towns in the region lack service, which are even scarcer in the smaller towns. The operating assumption by local officials is that Somali youth in the towns and cities are a temporary phenomenon and that they will return to pastoralism. While that may be so for some, it is not for all, and opportunities are needed for young people in towns and cities to learn some skills – both related and unrelated to livestock care and pastoralism – that will help them earn their own livelihoods.

**FINDING:** While existing initiatives (programs, projects) offer potential, there are too few services, and those that do exist are un-systematic, and poorly coordinated with each other.

Current opportunities for skill development were limited in Jijiga and Gode. However, some small services showed some promise:

- Youth centers, youth associations, and some small cooperatives have developed over the past few years and could form the base for building newly-expanded opportunities in the population centers where TOPs have migrated.
- TVETs are largely oriented to higher-level technical training, but the Jijiga TVET College has begun a program of short-term (3-month) level 1 and 2 training in response to a partnership with UNICEF, constituting a potential resource for an initiative in that region.
- Although very few literacy services exist for older, dropout youth, local officials and donors recognize this problem and expressed interest in resolving it.

**Gaps and shortfalls:** Despite the fact that regional government authorities believe the TOPs “phenomenon” is temporary and, therefore, not deserving of significant intervention, the team’s findings suggested otherwise. Unfortunately, the services available are inadequate:

- Formal schooling is weak at the secondary level, and in TVET, with some exceptions of small programs.
- Non-formal education, and Alternative Basic Education (ABE) is more promising, but the supply is scant in both regions.
- The assessment team encountered more donor-supported and NGO program services in Somali region than in Oromio, but in neither place were programs well coordinated or truly substantial.
- There is no systematic response to the phenomenon of a growing youth population, let alone a coordinated response to pastoralist migration to population centers. The

assessment team judges this to be a significant development that, though different in degree between the two regions, is resulting in considerable growth in the young population in the towns and small cities in both regions.

## V.2 *Sedentary Farming Areas*

*“If we get irrigated communal land in group bases we can do any farming activities. The area has irrigation potential. But the support must help us all year and for many years. To get us to be strong and successful.”*

**Focus Group, Andasa village, Bahir dar zuria**

*“To build an economy which has a modern and productive agricultural sector with enhanced technology.”*

**Economic Vision, GoE Growth and Transformation Plan**

*“I wish I had more land. If I had more land I would be successful.”*

**18-year-old male, Bure woreda**

### *V.2i Agriculture as the Engine for Economic Growth and Youth Livelihood Development*

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As discussed in the [background](#) section, the GoE has consistently centered its economic growth and poverty reduction programs on agricultural growth and diversification, and consequently, over the past decade significant investments were made to both improve the employability of the Ethiopia labor pool as well as enhance the productivity of land resources. As noted in its FTF Strategy, USAID is responding to the GoE’s economic growth strategies by making significant investments in Ethiopia’s productive agricultural regions, anticipating that sizeable opportunities will be generated as a result of this investment. The questions that the assessment team had been tasked to answer revolve around the types of support required by youth to take advantage of such opportunities and the workforce development gaps that need to be filled. Table 2 provides details on the selected woredas and their livelihood opportunities.

**FINDING:** Trends in sustainable agriculture are leading to increased livelihood opportunities.

The Assessment Team has identified five major areas in which changes in agricultural production are leading to changes on the ground in rural communities and thus creating potential opportunities for youth. These areas include:

### Improved Irrigation Systems

From the interviews and observations gathered during the assessment, enhanced technology in the area of irrigation is improving the income of farmers and creating youth employment opportunities. In Toke Kutaye woreda, some youth have had the benefit of forming cooperatives with the help of the Agricultural Growth Program (AGP). With the equipment (pumps, pipes, etc.) provided to them by AGP, they have been able to cultivate highly sloped land that has not been farmed before. In the Agarfa Qararaoo Village, youth are producing market crops like carrots, onions, wheat, barley, and teff. Some are already irrigating their land and want support to expand these efforts. A young woman in the Qararaoo Village, when asked about her future, stated that she wanted to “expand the irrigation to produce mangos, oranges and avocados.”

### Cash Crop Production

Introduction of cash crops in some kebeles of the selected Woredas has provided a sustainable livelihood for rural farmers, and it has also created seasonal employment opportunities for youth. For example, red pepper production in rural kebeles of Agrafa, which was introduced by the Agarfa AgTVET, has increased the income of farmers and has provided seasonal jobs for the surrounding population. Both rural and urban youth flock to these farms that are offering good wages during the weeding and harvesting periods. Some youth that participated in the focus group discussion indicated that the majority of their income is generated from red pepper production, although many also voiced concern regarding conditions at commercial farms, seeing it as a last resort opportunity (see [Private Sector](#) section below for more details on commercial farming).

### Veterinary and Livestock Services

Besides crop production, the majority of the productive agricultural woredas communities earn income from livestock production. However, they are constantly challenged by diseases and consequently low production. Wider availability of basic veterinary services in many rural kebeles is helping to improve productivity. In rural Toke Kebele, the team witnessed several farmers receiving free cattle vaccination and was told that the information on animal husbandry received from the authorities is helping them to improve production. Youth aspire to have more animals and enter into productive activities (and sales) of livestock products. For example, in the Agarfa Qararaoo village, young men and women alike dream of having more cattle “to be able produce milk and butter.”

### Use of Improved Production Technologies

Ethiopian agriculture is characterized by the use of inadequate production technologies that, in a variable climate, produce important fluctuations in crop yields and thus food insecurity. Access and availability to improved production technologies, which thus far seems to emphasize seeds and fertilizers, are limited for poor farmers in remote and isolated villages. Besides the above limitation, some farmers lack proper knowledge of these new technologies, and some are resistant to adopt them. Others, however, have

benefited greatly from the use of newer technologies and are serving as role models to other farmers. In Agarfa woreda (Kerora kebele), the team encountered a youth farmer that is earning higher income by using new production technologies on rented land and has even managed to provide employment opportunities to other youth in the area. Opportunities exist for further exploration of new technologies that would increase crop production and contribute to increased employment, as well as food security.

### Alternative Income-Generating Opportunities

Introduction of alternative income-generating activities by different governmental and non-governmental organizations is providing sustainable livelihood for both urban and rural youth, particularly women and disabled youth. In Toke Kutaye woreda, disabled youth, with the help of an SME agency, have formed a cooperative and are engaging in beekeeping and poultry production. From youth interviews and discussions, the team noted a strong demand from young women for alternatives that require less manual work and land. In the Agarfa woreda, the Agricultural Bureau supplies modern beehives, and young women are earning additional income from honey production. In the Andasa kebele (Badir Dar Zuria), an agriculture research center assists farmers to improve agricultural practices, which could be supported to promote and train on short-term agricultural practices that create quick return for the youth, like meat poultry production, fattening of sheep and goats, and beekeeping.

There are multiple and diverse income-generating projects in which youth could engage if they had the appropriate skills, knowledge, and resources. The below table is prepared based on findings of the Amhara team as an example of the diversity in income-generating opportunities that youth could take advantage of building upon existing assets. See Table 3, *Examples of income-generating project ideas in Bahir Dar Zuria and Bure*.



## V.2ii Opportunities in the Private Sector

### Challenges and Opportunities of Private Sector: Textile Sector as an Example

The Assessment team visited Badir Dar Textiles, a large textile mill employing over 1300 employees, to find out the perspective of employers in the area. It has a stable workforce with limited additional opportunities in the foreseeable future. An upgrade planned for the mill will require the installation of new machinery and thus increase the demand for raw cotton by up to three times the current requirements. The textile management is concerned that there is no support for the cotton producers to increase output and improve quality. Employing youth on the cotton producer side offers a viable livelihood opportunity. The management is also attentive on the need for support to access export markets (logistics, transport, etc.). Such constraints and possibilities are representative of future trends in Ethiopia's private sector.

As noted in the [Background](#) section, the private sector in Ethiopia is largely underdeveloped and uncoordinated, with strong state control over much of the enterprise development of the country. Over the past decade, commercial farming has been prioritized by the government, with farms owned by Ethiopian and mixed Ethiopian-foreign joint venture companies offering opportunities for largely seasonal and unskilled labor. New growth areas, like hospitality and tourism, have also contributed significantly to growth in the non-agricultural sector.

**FINDING:** The formal private sector offers limited opportunities, with poor coordination amongst stakeholders.

The Amhara and Oromo teams visited several private sector organizations and companies operating in the target woredas. The team quickly realized that the private sector is not recruiting in large numbers. Existing companies experience little turnover, and none of the private sector organizations that the team met had any significant expansion plans. The main messages delivered by the private sector representatives to the assessment team include:

- Limited recruiting of new positions targeting youth
- Criticisms of existing technical training programs, which were viewed as being analytical, rather than practical, and lacking in strong teaching methodology
- No engagement with training institutions regarding demands of the private sector
- Demand for youth with greater personal development skills, such as communication and time management
- Concern about lack of knowledge on work ethics, health and hygiene, teamwork, personal financial literacy and other soft skills
- Limited partnerships between employers, associations, training centers, and government
- Private sector itself requests support on management training
- Private sector representatives willing and able to serve as role models but lack structures to engage with youth directly in this manner

- Business chambers focusing more on registering companies than on membership activities, with the result that there is very limited coordination of activities among members
- Sectoral business associations (i.e., of hotel owners, construction owners, tourism association) would appear to offer greater potential for coordination and communication

**FINDING:** Although commercial farming represents a plausible livelihood alternative for some, many youth view it with significant distrust and fear.



With land being such a major constraint and the government’s clear focus on agricultural productivity, commercial farming has received considerable attention in the past few years. While many youth are indeed engaging in unskilled labor at commercial farms and thus earning an income, most of the youth interviewed by the assessment team voiced strong concerns about working at commercial farms. Youth note

that they are often paid for their labor with in-kind production, not cash. Furthermore, the youth perceive significant risks in going far from home to engage in commercial farming, with a particular concern for young women. According to a group of young boys in Bure, “Even our younger sisters are going far away for work and are suffering.” For some, simply managing to avoid having to move to leave the homestead for commercial farms is viewed as a success. “Living here in the community, without going to remote areas, that is my success.” While commercial farming may indeed prove to be an income-generating alternative for many youth, it is also viewed with a degree of fear and distrust.

### *V.2iii Youth motivation in agriculture productive areas*

Youth have relatively little idle time. For example, when asked what they had been doing prior to attending a focus group discussion just outside Bure, all youth participants identified engagement in some form productive activity. Almost all of the youth interviewed as part of the Assessment indicated that they had multiple roles and responsibilities, typically supporting the family farm,



contributing to domestic activities and chores, pursuing schooling or training, and often engaged in some form of small-scale, income-generating project.

Youth in the targeted woredas are almost all involved in agricultural activities mostly on family land managed by their parents. Many are also involved in limited, but increasing, self-employment and cooperative initiatives coordinated by agricultural TVET college programs, small- and medium-enterprise (SME) support agencies, Women, Children, and Youth Office programs, and kebele youth initiatives. Youth did express a(n) (uninformed) desire for jobs and formal sector employment. However, most recognize that the greatest opportunities for income generation in the rural areas, small villages, and kebeles is through agriculture. Many youth requested support to expand their existing activities. They know that there are better management and farming techniques and are trying to apply what they have learned at training centers or from others, but lack the resources to do so with significant results.

**FINDING:** Despite common perceptions (by adults) of youth as having “attitude” problems, youth are highly occupied and highly motivated to take advantage of opportunities.

There is a common perception, and in fact mantra of sort, repeated regularly by government sectors, that youth have “attitude” problems, meaning that they are unwilling to engage in self-employment or seek income-generating activities. In the Bure area, the SME agency as well as the woreda administration identified attitude as one of the biggest challenges to youth development. The issue of having a poor attitude has been at least partially contradicted by the Assessment findings. When asked about their hopes and dreams, their motivation, and what they wanted to achieve, the focus group discussions revolved around the need for support for youth to create their own income-generation projects, rather than more formal sector jobs, which was seldom mentioned except by groups of highly educated youth. This sentiment can be summarized by a statement by a 24-year-old educated male in Agarfa Town, “My family is forcing me to look for a government job opportunity, but I know that I need my own business.” This young man recognizes both the appeal and family pressures of government work, but also has the insight to know that he is unlikely to find a government job and must identify alternative opportunities.

In the case of rural youth not living in town centers, the motivation surrounding income-generating opportunities is strongly stated. For example, in Bure, when asked their dreams and aspirations, male and female youth replied:

- To rent more land and expand farming
- To plan more seedlings of different types
- To expand poultry production
- To start rearing sheep and goats
- To expand poultry production to gain more income from eggs
- To start a petty trade with my family
- To have start-up capital to start a business

This list provides an important example of the study's finding, namely that rural youth are indeed motivated and want to improve their lots in life through hard work and recognize the opportunities in self-employment and income-generation projects.

While income is a main motivator for youth in the productive rural area, a few youth mentioned raw consumption (of food, entertain, cellular phone credit, etc.) as the driver behind their desire for increased income. In fact, most youth were able to clearly articulate productive investments that they would want to undertake if they benefited from increased income, while noting a desire to contribute to overall household expenses.

#### *V.2iv Youth Interests Beyond Agriculture*

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**FINDING:** Youth, particularly highly educated and town-based youth, want to pursue other off-farm opportunities.

While the majority of the youth interviewed by the assessment team (particularly those based in rural kebeles and those with limited educational levels) expressed that they are interested in on or off-farm opportunities related to agriculture, there is some variation amongst highly educated youth based on the main town centers of the sample woredas. Among highly educated youth, particularly young women, the primary aspiration was to obtain formal sector and/or government employment. Youth in this category expressed significant anxiety over whether they would indeed find work and articulated strong family pressures to provide a return on the family investment in education (either direct investment or the opportunity cost of sending the youth to school). They were worried about having to return to their rural homes empty-handed and being forced back into a life of purely domestic tasks.

This group of youth also expressed a greater desire for technical skills that would result in them gaining employment or the ability to generate their own income.

#### *V.2v Skills, Knowledge, and Resource Gaps*

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**FINDING:** Youth have significant skills, vision and knowledge, and resource gaps.

If youth are highly motivated, despite claims to the contrary, what are the true challenges for youth in terms of accessing better opportunities? The Assessment Team has identified three major challenges (or gaps) that rural youth in productive agricultural zones face: skills; vision and knowledge; and resources.

### Skills Gap

Compared to youth in other areas of Ethiopia, youth in the productive agricultural zones have relatively high levels of formal education. Many youth note, however, that the education system does not provide them with the skills that they need. Many youth, as well as private sector representatives, are able to clearly articulate the desired skills sets. According to a 23-year-old boy from Bahir Dar, “We need a program that helps youth to improve their skills – how to save money, how to earn money while trying to study – these are good ideas.” Participants in one focus group discussion held in Debre Markos, attended by representatives of various government organizations (TVET; SME; Labor and Social Affairs; Cultural and Tourism Office; Women, Children, and Youth institutions; and various NGOs), noted that “youth want training and skills which enables them to proceed beyond schooling and makes them able to earn an income or get employed. They want to stay in rural areas for appropriate training and post-training opportunities.”

### Need for Work Readiness Skills

The Operations and Plant Manager at the Moha Pepsi Cola Plant in Bure is a good role model for youth. He was a pastoralist in his youth, but persisted with his schooling and eventually took a job as a laborer at the plant. Mr. Mulualm Addis has worked his way up through his own hard work to serve as plant operations manager. He says that it would be useful to equip young people with self-motivation and skills, encourage them to work hard, and give them life skills that are useful for the work place, like “working in teams, working with colleagues, working hard, and work ethics.”

In addition to soft skills, recognized by youth and employers alike as a critical gap for Ethiopian youth in productive rural areas, there is also a strong need for locally focused technical skills that can be provided through short-term courses. The technical training programs that do exist (TVET, Farmer Training Centers [FTCs], Skills Training Centers [STCs]) are largely limited to offering traditional courses that are not tailored to local market conditions and often more theoretical than practically based. Youth have very little opportunity to take advantage of niche market opportunities that exist.

In fact, youth enrolled in technical or skills training areas openly admitted that they were often studying in areas because of the availability of a space to study, rather than any particular desire to study the topic. Almost all expressed concern about whether the technical skills that they gained during the study period would translate into work or an income-generating opportunity. Many youth felt that the towns were already saturated with graduates of programs that were not working and felt they would contribute to a glut of unemployed technical graduates. Others recognized new opportunity areas (i.e., tourism) but complained that the TVET programs in their area did not offer skills training in this area.

### Knowledge and Vision Gap

Many of the youth interviewed as part of this Assessment openly acknowledge that they simply do not know where to go for information, advice, or guidance. Most rely on their immediate family members, who have equally limited access to information regarding opportunities,

services, and supports available. While youth in town centers might be savvier in terms of approaching institutional structures (NGOs, government, training institutions, etc.) to obtain information, most of these structures are not youth friendly, meaning that they are not easy for youth to approach or navigate. Further, information rarely flows from the town centers to the rural communities. Information supply is largely limited, and demand is largely thwarted by a lack of knowledge and accessibility.

For the most part, rural youth in Ethiopia are largely ill equipped to think creatively about alternative visions for the future or to identify new and different opportunities, in essence to “think outside of the box.” This limits the ability of youth to find creative solutions to the challenges they confront. While the issue of creativity is addressed in the National Youth Policy (2004), which aims to “to create favorable conditions ... to inculcate in the minds of youth self-confidence, creativity, and hard work,” few structures or activities are in place that support such development. Furthermore, few role models exist to provide exposure and serve as examples of replicable pathways to success.

### Resource Gap

The single strongest request voiced by rural youth in the productive agricultural regions is increased access to land that will enable youth to remain in agricultural production. Youth are not necessarily asking to be given land, by their families or by the government, but rather to have the chance to rent land. According to a young man in Bure, “I wish to rent more land and expand farming. That is my dream.” Youth and government workers recognize that this land is often not prepared for farming so requires considerable initial investment and preparation before youth can use it to generate income. The concern is that there is no support and limited resources available to do this and to sustain the youth while they are preparing and waiting for the first crop.

Of course land is not the only resource gap. Youth also discuss not having adequate inputs to work the land, including but not limited to seeds, fertilizers, irrigation pumps, and tools. While youth do consistently discuss the availability (or lack thereof) of micro-credit, youth themselves identify this as a lower priority than other resources. This healthy attitude confirms that youth are interested in growing their income opportunities through expanding their produce and their customer base, and do not just want handouts. Youth understand that to access the majority of resources available, they must form cooperatives, which are now mandated to have a minimum of 10 members. However, they do openly admit that the cooperatives are often formed solely for the purpose of accessing funds and therefore lack solidarity, shared vision, or true commonality of purpose amongst the cooperative members.

### *V.2vi Existing youth-serving institutions’ strengths and weaknesses*

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**FINDING:** Existing training institutions provide inadequate support to youth, particularly at the village level, and face significant challenges and constraints.

The Ethiopian government has invested heavily in human resource development through the establishment of a host of schools and training centers at all levels of the country. Nevertheless, all of these institutions have limitations that greatly reduce their value to youth. The impressive gains made over the past years in terms of access to education at all levels are largely threatened by poor quality and learning outcomes.

### Formal Education System

Many youth recognize the importance of formal education and put a high value on staying in school and become despondent when they are forced to drop out of school, typically due to family pressures to contribute to the household. A 17-year old woman from the Andasa kebele in Bahir Dar said, “I have ambition to learn, but my family needs me and I can’t do it anymore.” In the past several years, Ethiopia has made huge investments in formal education, increasing the numbers of youth in all levels of schooling and largely expanding secondary and tertiary education. One negative side effect is the existence of a glut of educated but unemployed secondary and university graduates. Seeing their well-educated peers struggling for work, other youth are beginning to question the value of higher education, as youth are asking themselves whether the investment in higher education translates into a work opportunity. One example is a 23-year-old boy from Bahir Dar, who is studying electrical technology at Bahir Dar University. Although he is enrolled in a prestigious university, he openly admits that he does not know where his studies will lead him and whether he will find relevant work. As such, he is investing his time, energy, and money in running a small-scale tourism project (tour boat operator on Lake Tana). The government representatives recognize this challenge. For example, the woreda education office in the Bale woreda explained, “Youth are getting disappointed in accomplishing further education by watching others that have graduated and not yet gotten employed. We don’t know what to do.”

### TVET System

Ethiopia has an extensive TVET system with hundreds of centers operating throughout the country, offering a strong potential institutional network. The TVET system, which is now semi-autonomous, is in the process of undergoing a full reform. While the agency has a solid vision, the reality on the ground is in stark contrast to the new policies and sheds some important light on the reality of the TVET system in Ethiopia.

In the agricultural region, the team visited TVET centers in Agarfa and Bure. The center administration in both institutions openly admitted that they were not offering any Level 1 or Level 2 (basic level skills programs). While recognizing the strong demand, they simply did not have the time or staff to offer short courses in practical skill areas. The TVET colleges, while based in town centers, typically do not serve the greater community with outreach or extension services. Another major limitation noted was the over-emphasis on theory (rather than practical application) and challenges due to language limitations, since all of the theoretical work was taught in English.

Instructors often lack both content and pedagogical knowledge required to teach the curriculums effectively. Furthermore, TVET instructors often lack knowledge on diversified teaching methodologies and the hands-on experience required for practical components. Another major challenge identified is the inability of TVET institutions to tailor their offerings to the very fluid local market conditions. The course offerings tend not to change from one year to the next and TVETs are churning out students regardless of demand for skills sets. In the Arsi Negelle area, potential employers noted that there is strong potential in tourism and hospitality services, but no training locally in these skills areas.

Perhaps the single biggest challenge, noted by students and teaching staff alike, is the lack of an exit strategy and post-training support for TVET graduates. The TVET centers have no tracking systems or strategies to engage with graduates once they leave the program. Once they finish their formal studies, no structured apprenticeship or internship programs exist to link graduates to work opportunities. Graduates do not receive follow-on support or career guidance from the TVET centers or elsewhere, nor do they receive toolkits to help them put their technical skills into practice. As such, many youth fear losing the skills that they have worked so hard to acquire. A 21-year-old boy in Bure said, “I’m afraid of losing the skills of tailoring if I don’t get employed immediately.”

### Farmer Training Centers

Many of the local kebeles visited by the project team did have some form of FTC, however, for the most part the centers themselves were neither robust nor inspiring to the community. The development agents (DAs), supported by the woreda agriculture office often had extremely limited skills to enable them to successfully impact knowledge. Many indeed were recent TVET graduates, or TVET dropouts, as was the case in Zalma kebele in Bure, in which the Center Manager himself only had two years of TVET training. There is a notably high turnover in the DAs, who typically stay at the FTC only until they can secure a better opportunity. There seems to be little provided in the way of skills or knowledge upgrading for DAs, with no ongoing or established links to agricultural colleges or universities.

While the scheduled FTC programs are for three months, typically part-time a few days per week, farmers often only attend in the holiday periods when they are not in the fields. The team observed little in the way of true knowledge transfer and no post-training support programs. Several of the centers visited were either unstaffed or abandoned. The team saw no evidence that guidance is given to the FTC trainees regarding how they are to share their knowledge with others, a basic premise of the extension programs.

The FTCs serve the broader community at large and did not have programs established specifically for women or youth. Anecdotal evidence indicates that many of the farmers who do attend the FTCs are often heads of households and not grouped by age or gender. The Assessment team concluded that the FTCs are largely underutilized, and there is little community incentive to attend programs at the FTCs.

**FINDING:** Targeted youth programming is minimal (and often non-existent at the community level), and there are few linkages leading to holistic youth programs.

According to one youth in the Andasa kebele of Bahir Dar, “We need help. The support must help us all year and for many years, to get us to be strong and successful.” Still, there is very little evidence of any sort of coordinated, comprehensive, long-term support programs for youth. Essentially, as mentioned in the previous section, there is no continuum of services for youth, few entry points into existing programs, and little support as youth transition from one life stage (i.e., formal studies) to another (i.e., work). The majority of the youth interviewed by the assessment team were not aware of any specific youth programming in their region.

The Director of the Ministry of Women, Children and Youth Affairs (MOWCYA), Mr. Haile Luol, clearly articulates the role of the Ministry as “creating demand for services and programs;” however, supply is severely restricted and largely uncoordinated. The National Youth Policy is well written, focusing on creating favorable conditions for a variety of priorities, but the Ministry and its regional bureaus and woreda offices have rather limited implementation capacity or resources. The Ethiopian government, aside from the work of the MOWCYA, has indeed created extensive networks of programs and initiatives that are tasked with serving youth and adults alike, yet there is a long way to go before these disparate offices and activities are part of a networked system.

An additional challenge is the distance between government bodies and the community at large. There are few structures in which community leaders or youth leaders have oversight or direct engagement with the government on youth issues. For example, microfinance decision-making is taken at the institutional level, with little consultation with the community. Cooperatives are “formed” by the government, rather than support being provided for communities to organize themselves according to their own needs and interests.

For the most part, the agencies at the woreda and kebele level do not offer any specific youth-friendly services or products. For example, SME support agencies have a fixed rules and regulations, including a 20 percent savings requirement, that apply to all potential applicants. The SME agency in the

#### **Example of Limited Coordination**

In discussions with the Amhara Bureau of Women, Children and Youth Affairs, the team was introduced to an extensive plan for rolling out the national policy. The Bureau, recognizing that unemployment was a large issue for youth, initiated research on the issue at a local woreda level, and then tasked each woreda to identify and develop relevant kebele-level, youth-related projects. The Bureau confirmed that while at the woreda level, key government stakeholders that have a mandate to work with youth, there is limited structured coordination, capacity or resources to implement support effectively. Stakeholders include representatives of education; health; women, youth and children; SME; microfinance; TVET; and agriculture.

case of Bure itself acknowledges poor performance, with an estimated less than 5 percent of clients having operational self-employment activities. They recognize that youth need targeted support in group dynamics, leadership, and informed decision making but are unable (and not mandated) to provide such services.

Youth specific organizations and activities, where they do exist, have a severely limited scope as discussed below:

### Youth Associations

As previously mentioned, some of the established youth associations have a political agenda and are directly linked with party politics. In other areas, independent youth associations do not have a clear program or vision of what they want to achieve. The woreda offices of the MOWCYA have limited human resources to conduct the level of outreach required at the kebele level to support initiatives and strengthen youth associations. While in some regions there are some discussions of implementing a volunteer program whereby the local bodies sponsor voluntary youth mobilizers to “bridge the gap” between the youth associations and the government, no resources (human or financial) or structured plans are available to do this.

### Youth Centers

In some of the town centers visited by the Assessment team, there were indeed operational youth centers, often overseen by representatives of the Women, Children, and Youth Offices and supported directly by woreda or kebele administrations. These centers vary tremendously in terms of both capacity and resources. For example, in Bahir Dar town, the city administration manages a youth center that has 30 paid employees. The center itself is sustainable with income provided from hall rentals, IT programs, a cafeteria, and Internet services. While the youth center is indeed active and is a space for youth to congregate for recreational purposes, it offers limited programming to help develop youth capacity. The programs that do exist are managed and implemented by external agencies or NGOs, thus having limited long-term sustainability. The Assessment Team also witnessed very little ownership of the center by youth or youth organizations.

While urban youth centers face capacity constraints, the situation is even more complex at the kebele level. By way of example, in the Bure Zuria woreda the Women, Children, and Youth Office has youth centers in 9 out of 19 kebeles. The centers are only operational on holidays and are largely used as community cafeterias. No other activities or programs are conducted in the centers. The existing youth centers are clearly underutilized, often understood more as a physical space to do something with (i.e., prepare tea) rather than a gathering place whereby youth can organize, identify needs, and request and receive services. There are few linkages between the more developed town youth centers and the kebele youth centers.

The degree of involvement of young women in the youth centers is also unclear. Many young women, particularly married women, affiliate with women’s associations, rather than youth associations, leading to youth organizations having a high degree of male leadership.

### Youth Cooperatives

Almost all services provided by the government in business development are centered around cooperatives, which as mentioned above are often formed by the government themselves and given little to no orientation or support regarding group dynamics, team building, or leadership. Issues surrounding misuse of funds, sharing of responsibility, and division of labor often lead to conflicts within the cooperative that lead to project failure.



## VI. RECOMMENDATIONS

Having spent several weeks in Ethiopia, with four field teams travelling to nine target woredas, meeting with over 100 key stakeholders, and listening to the input of over 400 Ethiopian youth, the Assessment team has designed a series of recommendations for USAID to consider as it further develops its strategy in regards to programming around rural youth livelihoods. At the request of USAID, the recommendations have been structured according to potential outcomes of a rural youth livelihoods program. While specific recommendations will likely contribute to multiple outcomes, they have been organized in regards to the primary outcome contribution. Taking into account the guidance provided by USAID, the outcomes are organized into three main categories:

1. **RECOMMENDATIONS TO IMPROVE STABILITY BY INCREASING YOUTH ENGAGEMENT IN VULNERABLE REGIONS**
2. **RECOMMENDATIONS TO ENHANCE CAPACITY FOR RURAL YOUTH TO GENERATE INCOME**
3. **RECOMMENDATIONS TO LAY THE GROUNDWORK FOR A SUCCESSFUL PILOT**

### *VI.1 Recommendations to improve stability by increasing youth engagement in vulnerable regions*

Rural youth in Ethiopia represent a tremendous asset for growth throughout the country, but there are also potential risks inherent with such a large number of young people if they are not able to participate productively in society. This is a particular concern in the pastoralist (and border) areas, where there is a great degree of fluidity and movement across borders and a relatively limited presence of government safety structures. With more TOPs youth moving to the town centers, there is an increased risk of youth engagement in non-productive activities that could contribute to the deterioration of security in these areas. For example, in pastoralist areas, the team witnessed large groups of young people chewing chat and roaming idly in the main towns. While cultural structures have largely contained potentially destabilizing activities (i.e., theft, violent attacks, widespread prostitution, ethnic rivalries, fundamentalism, etc.), programs that help engage youth in productive and positive activities will go a long way toward maintaining stability along the borders, reducing illegal out-migration, and reinforcing traditional structures of law and order. The following are recommendations focused on increasing youth engagement so as to create conditions for improved stability:

1. **Develop multi-woreda, kebele-focused program.** While the Assessment team was not tasked with identifying specific intervention sites, which will be determined by USAID based on geographic priorities and programmatic synergies, the team strongly recommends that any interventions be focused at the kebele level, building from the bottom-up to the

woreda level, with potential spillovers to zones, regions, and the country as a whole. This will enable the program to reach some of the most vulnerable and disadvantaged youth, clearly indicated as a priority by USAID. Only by working at the local level will the program be able to ensure widespread and legitimate youth ownership and engagement, and provide the type of external support necessary. This is also a crucial component of sustainability over time. If the program is seen to be imported from the outside, or as a top-down imposition, there will be limited authentic engagement, and power and control will likely be concentrated in the hands of “elite” youth who do not necessarily act on behalf of the most vulnerable populations. The program will have to identify local stakeholders and entry points for interventions, which will vary greatly from one locale to the next. Education and health centers should be given particularly attention as sites in which youth congregate, in addition to any existing training institutions.

2. **Start with youth-led community resource mapping.** While any intervention at the local level is likely to initiate with an information gathering process, the team recommends that this process be led by youth. Not only will this provide legitimate information regarding the true vision, needs, and priorities of youth, it will also provide an opportunity to ensure widespread youth engagement and ownership, resulting in youth feeling very much part of the program from the onset. With youth leading a mapping exercise, there is also a greater likelihood that program interventions will respond to actual youth needs, rather than needs perceived as important from an outside perspective. Youth-led mapping as part of the local design will also help ensure that program elements are adequately responding to local conditions.
3. **Design customized approaches that reflect regional, local and other differences.** As evidenced throughout the Assessment, each community – whether sedentary or pastoralist – has its own unique circumstances and priorities in terms of youth programming. The community itself must identify the different youth cohorts and prioritize support based on limited resources. By tailoring approaches and services to local conditions, interventions can more properly target prioritized youth cohorts and help ensure that the most vulnerable youth are not left behind and further marginalized. Approaches will vary greatly depending on the multiple characteristics of the primary targets (i.e., literate vs. illiterate, town vs. rural, on-farm vs. off farm, male vs. females, single vs. married, etc.
4. **Identify, engage, and support underutilized youth spaces, organizations, and associations as kebele “hubs” to promote youth affiliation and belonging.** Taking into account the key assessment finding that existing youth spaces and organizations are generally weak, the team recommends support to help develop youth spaces and organizations at the kebele level. Such strengthening will foster a sense of youth pride and identity as well as provide a space

*“By organizing the youth in different association and cooperative we can able to rescue the youth from bad habits and give them skills”*

*Boy age 18, at Tuli Guled,  
Somali Region*

(physical or conceptual) for youth to meet, share experiences, and feel a sense of belonging or support outside of the family structures. By nurturing local youth structures, the groundwork can be set to develop genuine youth cooperation and solidarity based on a sense of inclusion, rather than exclusion. Unity of purpose and common interests amongst youth will contribute greatly to the ability of groups of youth to undertake specific projects, be they income-generating projects or otherwise, and provide opportunities for vulnerable youth to become more engaged with their peers. As such, youth will also be less vulnerable to recruitment to groups that do not have constructive values or a productive agenda.

- 5. Use appropriate technology (e.g., interactive radio, cell phones, SMS messaging) for accessing remote areas to keep youth informed and engaged.** While the assessment team recognizes the current limitations of a technology-based platform in rural areas of Ethiopia, and experienced first-hand the challenges of coverage and quality of cellular services, Ethiopia is nonetheless poised for rapid growth and expansion of the technology sector. In the interim, program interventions must lay the groundwork for future technology-based platforms, perhaps piloting some aspects of functionality in major towns with a view towards scaling up in the future. In addition to preparing to utilize new technology, the team recommends the use of appropriate media to reach vulnerable rural communities, for example, radio (interactive or otherwise) or more traditional communication mechanisms like print media. The overall recommendation would be to ensure that information regarding potential opportunities and programs is reaching remote communities and the most vulnerable youth, facilitating a reduction in exclusion and isolation. Further, such a strategy will also help young people make better informed decisions, particularly regarding decisions on whether to stay in their local communities or migrate (to towns, across borders, or for seasonal employment).

## ***VI.2 Recommendations to enhance capacity for rural youth to generate income***

One of the primary desired outcomes of a future USAID program, clearly articulated by USAID/Ethiopia staff from multiple sectors, is for youth to have the capacity to generate additional income. While income generation is indeed fundamentally important, an important caveat to consider is that youth in Ethiopia are able to best utilize additional income in a productive manner. When they do have access to additional resources, youth are frequently challenged, on decisions around consumption versus savings and/or investment. Thus, while youth in Ethiopia will require a set of services and support to be able to improve their livelihoods and earn additional income, they will also need guidance, support, and information on how best to allocate income to achieve lasting improvements in their own lives as well their family wellbeing. Specific recommendations include:

**1. Provide integrated skills training for youth, based on a menu of options.**

The findings of the Assessment team have highlighted major gaps in skills that Ethiopian youth require in order to improve their lots in life. These skills include diverse areas such as:

- Life skills, work ethics, health and hygiene, teamwork, personal financial literacy
- Literacy and Numeracy
- Livelihood skills (including technical skills training)
- Planning for income generating projects
- Employability
- Technology

*"I dream of getting training on welding and help to expand my little business."*

**Single young man, age 25,  
Yenesa Sosetu, Badir Dar**

Youth will need to acquire new and additional skills so that they are able to take advantage of the opportunities that are being created in both the agriculture and pastoralist regions, as well as benefit directly from the robust economic growth fueled by agriculture. A new set of skills not currently offered in most parts of the country is required to help youth identify, conduct, sustain, and adapt income-generating projects and/or successfully enter the labor market and continue on a path of professional growth.

Given the diversity of youth throughout the country, and the very different needs and demands, skills training must be tailor-made for distinct groups of young people. For example, basic literacy and numeracy skills will be much more relevant for pastoralist youth, while employability skills would be best targeted for more highly educated youth that are poised to enter formal sector employment. Finally, as noted above, youth will need specific support in financial literacy and how to make sound investment decisions so that they are able to make wise financial decisions with the newly generated income.

*"Maybe if I knew more modern things, we could get better production from our cows, and be able to sell enough milk to stay in my family and doing this kind of work."*

**Single young woman, age 19, Duduye,  
Jijiga Woreda**

**2. Create continuous system that supports and mentors youth to develop and expand self-generated income projects.**

The findings of the assessment strongly advocate for a focus on helping youth to plan, design, implement, evaluate, and expand self-generated income projects as the primary mechanism to improve livelihoods as well as potentiate income in rural areas. A fundamental requirement is that youth are provided with ongoing

and comprehensive support for their projects. It is not enough to simply form a cooperative or be given access to micro-finance. Even the lucky ones who have gained access to credit often falter during project implementation when they come across unforeseen obstacles. As they experiment and build projects, youth need to be given ongoing support to stay on course and better manage the frustrations and feelings of failure associated with

challenges. Youth also need to be able to visualize what success looks like by interacting with positive role models.

Thus, comprehensive project development support structures must be created that help guide youth through income-generating projects over time until they graduate from the program and are self-sustaining. Identifying mentors and role models for youth and youth groups would be a critical component of such a strategy. In pastoralist areas, newly arrived TOPS youth could be partnered with mentors that have had more experience in navigating the town structures. In sedentary agriculture areas, existing business associations and businesspeople could be identified to help play a role in supporting youth in the rural kebeles. While the strategies might differ from region to region, the key recommendation is that a future program must nurture ongoing support structures that go beyond the traditional family unit.

**3. Develop capacity for direct delivery by local partners in targeted skills areas (when possible).**

The findings of the Assessment team have highlighted that existing Ethiopian institutions and training programs that target rural youth are weak and uncoordinated, with skills training focused largely on technical areas that are supply-driven rather than demand-driven. Any intervention at a local (woreda or kebele) level must begin with a comprehensive mapping of existing resources and assets, which would include both the existing and potential capacity of local organizations operating in the region. Priority support should be given to strengthening existing institutions, rather than creating new and possibly unsustainable structures. In addition to increasing the capacity of local partners, such a strategy would help avoid duplication of efforts and potentially increase the quality of programming in the local intervention area, as well as lay the ground work for scaling-up over time. While the primary strategy will be to help strengthen organizations at the local level, there will also likely be areas in which there is simply no existing capacity, in which case strategies need to be developed to build new capacity.

*“If we get better assistance from the NGOs, it would transform our livelihood; with programs we need, we can have better income and also create job opportunity for others.”*

**Boy age 20, at Tuli Guled,  
Somali Region**

**4. Support existing institutions (e.g. FTCs, TVETs) to tailor and offer short-term (levels 1 and 2) technical training.** While the government TVET strategy prioritizes short-term technical trainings, the Assessment team found little evidence that existing institutions have appropriate and adequate programs in place oriented towards rural youth. While other donors and agencies are providing institutional support for the large-scale TVET centers, a rural youth livelihoods program could support institutions at the local level to provide better services to youth in the rural communities, engaging existing instructors and students alike to support a broader set of local youth who do not have the requisite skills to enter more formalized programs. Creative approaches, like introducing the concepts of service learning to technical training institutions or supporting volunteer community

placements, could be utilized in order to create more robust engagement with vulnerable youth. The more youth that are able to benefit from the knowledge base available, the more likely the rural youth will have increased exposure to new ideas and techniques that can translate into increased agricultural productivity and income potential.

- 5. Develop links to ABE and other nonformal education programs prioritizing functional literacy and numeracy.** Recognizing the diversity of the youth sector in Ethiopia, and the low levels of literacy, particularly in rural villages, any program targeting youth and workforce development must provide functional literacy and numeracy skills to youth who have either dropped out of the educational system or been excluded from attending. This strategy will be particularly important in the major towns of the pastoralist areas, which are attracting youth from pastoralist backgrounds that have had little to no access to education. The recommendation for a rural youth livelihoods program would be to create linkages with existing programs, or help program expansions into new areas or with new target audiences, rather than creating standalone services, although this would ultimately depend on the final decisions regarding interventions sites.
- 6. Provide ongoing “wrap-around” work readiness support.** While recommendation 1 identifies some of the gaps and requirements in terms of skills development, it is critically important that youth are provided with ongoing “wrap-around” services as they navigate through different stages in their growth and development, particularly those that will enter into the workforce. Such support will improve the likelihood of a positive outcome of youth converting newly acquired skills into an employment opportunity (and improved income). Wrap around support can be provided through the provision of technical assistance to strengthen existing institutions or direct service provision until institutional capacity is more fully developed.
- 7. Support the strengthening of local networks of youth livelihood education and training partners.** The Assessment team notes that there is not a strong tradition of networks in the regions it visited and understands the challenges involved in coordinating between diverse stakeholders and organizations. Nonetheless, there are examples, particularly at the woreda and kebele levels, of coordinating mechanisms that have been successfully organized, typically under the direction of a committed lead agency. The assessment team recommends that a rural youth livelihoods program support and guide coordination amongst relevant livelihood, education, and training partners, possibly under the stewardship of the relevant Bureaus of Women, Children, and Youth Affairs or the woreda and/or kebele administration. If the program could take advantage of existing initiatives (rather than trying to create its own networks), there could be significant benefits in terms of establishing long-term support for youth, enabling youth to enter services through multiple access points, fostering an ongoing succession of support and services that youth can aspire to over time, and ultimately leading to improved outcomes for youth.

- 8. Engage private sector, informal and formal (where it exists) to help identify local employment needs.** While the private sector is relatively under-developed in Ethiopia, it is growing more sophisticated over time. Ethiopians who have successfully tapped into the economic growth potential and are operating their own businesses have a particularly strong entrepreneurial spirit, as well as a wealth of knowledge. They typically know how to navigate government structures in order to capitalize on opportunities are able to identify new areas of potential growth. While the formal private sector might not be able to employ the millions of rural Ethiopian youth, they have important information and knowledge to share that can help prepare youth to take advantage of new areas of opportunity. They are also able to clearly articulate their needs, both present and future, and can be critical in helping to identify new markets and new opportunities along the multiple value chains.

### *VI.3 Recommendations to lay the groundwork for a successful pilot*

USAID/Ethiopia is entering into a new area of programming by focusing explicitly on rural youth livelihoods. While many missions in the region are, indeed, starting to develop expanded youth programming, much of this programming targets urban, rather than rural contexts. As such, the lessons learned from this pilot activity will provide important lessons to inform future programming and decision-making, particularly for rural areas. As such, ensuring that a knowledge management component is integrated into the program design is critical to be able to eventually draw out and document the relevant experiences and lessons learned.

- 1. Develop a tracking system for the program.** One of the key pitfalls of a program of this nature is to implement activities without putting in place the systems to track outputs and outcomes. Thus, one of the initial priority activities should be the design of a tracking system that charts participant progress over time. This system would include levels of participation in activities, training completion, and changes in employment and/or educational status. Only by collecting relevant data will the program be able to evaluate the impact of services. This will be particularly important if the measure of success is related to income generating potential. Such a system would serve not only program objectives, but also be of great value to partner institutions as well, who often do not have established tracking systems that follow young people through their growth and development.
- 2. Establish a learning and policy agenda based on local practices that could inform regional and national policy and programs.** With the acknowledgement that the rural youth livelihoods program will have a limited target geographic area and hopefully provide the experience and knowledge for scaling-up in the future, either by USAID, the government, or other donor programs, it is critically important to design a bottom-up learning and policy agenda. Only by documenting the variations in interventions and outcomes, and sharing this knowledge with relevant stakeholders, can the pilot program hope to influence broader system-wide changes and create the conditions for widespread ownership and support of program objectives.

- 3. Design baseline data collection and information systems that set groundwork for impact evaluation.** Related to the above, the program must build in a strong monitoring and evaluation system that is based on measuring both outcomes and impacts. Such a system will provide the hard evidence needed to influence the government policy agenda, leverage other donor support, and advocate for system-wide adjustments.
- 4. Collaborate, when possible, with existing government initiatives while avoiding any dependence or direct implementation.** There are several government initiatives, agencies, and programs underway which could serve as important key counterparts and with which collaboration would be critical. This collaboration would be mutually advantageous as the program could support the roll out and implementation of important government policies, and the government in turn could become a key advocate (and supporter) for continued programming on behalf of rural youth. Engagement of the Government of Ethiopia will be key in order to help ensure sustainability and scaling up of program interventions over time, and falls within the identified priorities of the current state structures. By looking for synergies (i.e., focus on volunteer programs) USAID and the GoE can play a mutually supportive programmatic role.



## VII. RISKS AND STRATEGIES TO OVERCOME

There are risks and strategies of at least two kinds: 1) those that arise from program design and implementation, and 2) those that impinge on the environment in which an initiative is conceived and operates. In the first category there are controllable factors: program designers have to ask whether we have scoped the population correctly to understand what services and information are most important and needed. Have we estimated the resources to match up with the need and the projected/desired outcomes? Has the right implementing partner been selected to carry out the tasks and mission involved? Can they galvanize partners in and out of government sufficiently to leverage resources beyond those directly available from USAID? Have we thought through implementation sufficiently to create a sustainable impact?

In the second category, there are risks that require consideration, but are less directly controllable. Here are a few requiring some consideration for an initiative in Ethiopia:

- 1. Government is wary of initiatives that organize young people, or seems to encourage advocacy, mobilization or youth leadership.** We thus need to ensure that the program maintains a purely technical approach, focusing on education, skills training, and livelihoods, with support for deeper youth development being built in rather than explicitly part of the program design.
- 2. The possibility of heightened conflict in pastoralist regions** - One of the big fears of the government is civil unrest, particularly in the pastoralist regions. We need to have contingency plans in place in the event that conditions deteriorate and flexibility in terms of shifting programmatic resources and interventions.
- 3. Possible external shocks** - Ethiopia is prone to cycles of drought and famine - another cycle could affect programming in all zones. Strategies to mitigate would be close coordination with food security and vulnerability programs in target areas.
- 4. Community skepticism** – Like government, community leaders, particularly elders (in pastoralist communities) might be wary of programs that are perceived as giving too much power, influence, etc. to youth. Careful community entry strategies need to be designed to keep traditional structures supportive of the program.
- 5. The risk of “mission creep” and scattered focus** - We are advocating for long-term focused resources that are tailored to individual community needs. This will require careful targeting and focus in order to achieve results that are measurable (and hopefully replicable).

## VIII. CONCLUDING REMARKS

Taken all together, the experience of conducting this assessment was heartening and encouraging, leading the team to believe that a serious future investment by USAID in livelihood development in rural and pastoralist Ethiopia is desirable, and likely to be impactful.

A very exciting process of engaging with youth directly, and adults who thought about what they need and desire, drove this assessment. Young people were interested, expressed optimism in many cases, and certainly shared their dreams, and also their fears and doubts. Government



officials at all levels, from federal to woreda to kebele, believe that young people require support in order to thrive and succeed. Some good program models exist (or have done so recently), and can form a good basis for future work. Donors beyond USAID are interested in what USAID might have to add into the mix.

A set of findings and recommendations is presented here, with the hope that the process might lead quickly to a program design and investment decisions. The educated bias of the assessment team is that there are common elements of need and common strategies for both agricultural and pastoralist areas of Ethiopia, and the most successful approach will

build from the ground – kebele and woreda level – up. The Government of Ethiopia has several seemingly sound national policies and national “packages”, but there is little effective implementation locally. USAID can establish a different approach, building on local practice in a way that confirms national policy but does not threaten or contradict it. A well-designed, capably implemented program at the local level, established in a variety of local situations, is a niche begging to be filled.

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**Table 1 List of Regions Visited by the Assessment Team**

<b>Region</b>	<b>Woreda</b>	<b>Kebele</b>
<b>Addis</b>	Addis	1. Addis
<b>Somali</b>	Jijiga	2. Dudeyidi
<b>Somali</b>	Jijiga	3. Tuli Guled
<b>Somali</b>	Gode	4. Gode
<b>Somali</b>	Gode	5. Goderay
<b>Somali</b>	Gonde	6. Gode kebele 03
<b>Oromo</b>	Toke Kutaye	7. Guder
<b>Oromo</b>	Toke Kutaye	8. Toke
<b>Oromo</b>	Agarfa	9. Agarfa
<b>Oromo</b>	Agarfa	10. Qararaoo Village
<b>Oromo</b>	Yabello	11. Yabello Town
<b>Oromo</b>	Yabello	12. Dida Yabello kebele
<b>Oromo</b>	Liban	13. Negele Town
<b>Oromo</b>	Liban	14. Siminto kebele
<b>Amhara</b>	Bure	15. Bure town
<b>Amhara</b>	Bure	16. Bure kebele
<b>Amhara</b>	Bure	17. Bure kuche
<b>Amhara</b>	Bure	18. Bure Zalma
<b>Amhara</b>	Bahir dar zuria	19. yenesa sosetu
<b>Amhara</b>	Bahir dar zuria	20. Andasa
<b>Amhara</b>	Bahir dar	21. Bahir dar

**Table 2 Agricultural Woredas Description**

Woreda	Population /Towns	Livelihoods	AGP	Description
<b>Agarfa (Bale Zone Oromia)</b>	102,110 Agarfa and Sheikh Ali	Fruit, Coffee & Chat Livestock (poultry) Beekeeping	X	Local agricultural employment Sensitive to drought and food insecure Presence of strong Agarfa TVET college Irrigation Potential Limited alternative /off farm activity (No factories) Road Infrastructure has been recently improved and increase in market access
<b>Toke Kutaye (West Shoa Zone Oromia)</b>	119,999 Guder town	Mixed Farming (Ambo Selale Ginderberet Teff & Wheat) Livestock	X	Local agricultural employment Opportunities in construction sector Transportation hub and ease of central/export market access Need for Agro-processing plants (Non Existing to date) Largest Cattle Market in the Zone
<b>Arsi Negelle (West Arsi Zone Oromia)</b>	260, 129 Arsi Negele Town	Pastoral Wheat, barley, potato, maize		Local agricultural employment Irrigation potential using the rivers located in the area Sensitive to drought and food insecure in lowlands Easy market access High tourism potential
<b>Bure (West Gojjam Zone Amhara)</b>	143,142 24 kebeles Bure Town Shendi	Mixed Farming (South West Maize, Finger Millet and Teff & Central Highland Potato and Barely) Livestock	X	Local agricultural employment Seasonable urban migration to town centers Transport hub- Bahir Dar, Nekemte and Addis(On the main Addis Ababa to Gonder Highway)
<b>Bahir Dar Zuria (West Gojjam Zone Amhara)</b>	182,730 18 kebeles Meshenti, Tis Abay, Zege Town	Mixed farming (South West Maize, Finger Millet &Tef ) Cattle, Sheep and Goat Fishing	X	Local agricultural employment Sensitive to drought and food insecure Presence of strong Agarfa TVET college Irrigation Potential Limited alternative /off farm activity (No factories) Road Infrastructure has been recently improved and increase in market access Additionally the potential for enhancing tourism is significant

**Table 3 Examples of income-generating project ideas in Bahir Dar Zuria and Bure**

Project Type	Description
<b>Livestock fattening and breeding</b>	With limited grazing and common land available, youth could grow fodder trees for fattening and breeding livestock. The trees can be planted on the family farm or even used as a fence line. Youth could be taught to enrich hay feed, thus improving feed nutritional requirement.
<b>Dairy production</b>	Dairy production in various forms (liquid milk, sour or fermented milk, butter and cottage cheese) is components of the traditional Amharic diet, and youth can be supported to increase production and get involved in processing and sales.
<b>Poultry Production</b>	Poultry in the region is characterized by low productivity, with the Amhara region importing products from Addis. Youth can raise poultry, as well as engage in egg production and sales.
<b>Nurseries</b>	With small plots of land, youth can establish nurseries for forest, fodder, fruit trees as well as vegetables.
<b>High-value tree planting</b>	Depending on the agro-ecology, tree planting could form part of income generating scheme for youth in rural areas. This could include fruit trees such as apple, mango, banana, papaya, avocado, citrus fruit, neem and moringa (tree for life).
<b>Fruit Processing</b>	Related to the planting of fruit trees, fruit processing into dried fruits and jams is another potential opportunity for youth requiring minimum investment.
<b>Compost Making</b>	Compost is important natural fertilizer for the soil. Since the cost of fertilizer is increasing, farmers would prefer to use compost for their farms, and youth can both prepare and sell compost to larger farmers.
<b>Vegetable Processing</b>	Tomatoes, potatoes, and other vegetables can be processed by youth. Examples include the production of tomato paste, tomato juice, dried potato chips, and dried onions.
<b>Honey production</b>	Youth can apply modern technologies to small-scale beekeeping to improve both honey and wax production.
<b>Oilseed processing</b>	Nuge (Niger seed), sesame, soybeans, and flax are produced in great quantity in this region. Youth can clean, pack, and label oils for the domestic, as well as export market.
<b>Semi-processed foods including spices</b>	The productive agricultural region contributes the major share of production of cereals, pulses, and oil seeds of the country. Local pulses (including horse beans, lentils, chickpeas, and field peas) and cereals (heat, barley, oats and maize) can be cleaned, split, and ground by youth. This opportunity is particularly relevant for young women, as basic food processing is already typically part of their daily chores.
<b>Kolo production</b>	There is strong rural and urban demand for kolo (made out of roasted cereals – mainly barley and chickpeas mixed with sunflowers and peanuts). Youth, particularly young women, can roast and process kolo with limited inputs.
<b>Handicraft production</b>	With increases in tourism, youth can begin to improve handicraft production and sales.

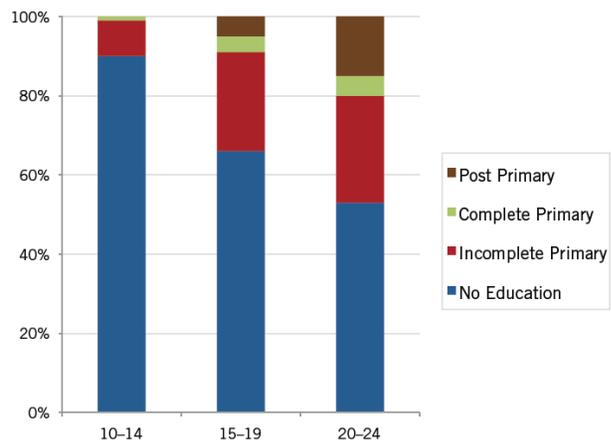
**Table 4: Major Donor Projects**

	Sectors	Projects/Programs
<b>USAID</b>	Health	Global Health Initiative; Integrated Family Health Program; Maternal Child Health Integrated Program; HIV Prevention for Vulnerable Adolescent Girls
	Food Security	Feed the Future; Agricultural Growth Project-Value Chain Expansion
	Education	School-Community Partnership Serving Orphans and Vulnerable Children; Transforming Education in Hinterlands ; Fre-Addis Girls’ Scholarships; Strengthening Civic Education in Primary Schools
	Conflict Mitigation	Strengthening institutions for Peace and Development (SIPED); Culture of Discussion Initiative
	Good Governance	Human Rights and Administration of Justice Training; Legal Education in Ethiopia
<b>DFID</b>	Health	Support for the Ethiopian Health Sector Development Programme
	Capacity Building	Protection of Basic Services Programme; Support for Public Sector Capacity Building Programme
	Food Security	Productive Safety Nets Phase 2
	Private Sector Development	Land Investment for Transformation
	Education	General Education Quality Improvement Project; Pilot Project of Results Based Aid in the Education Sector
	Conflict Mitigation	<a href="#">Peace</a> and Development Programme
	Cross-Cutting Initiatives	Support to Humanitarian Response Fund; End Child Marriage Programme; Water Sanitation and Hygiene Programme
<b>World Bank</b>	Capacity Building	Protection of Basic Services Program Phase II Project; <a href="#">Urban Local Govt Development Project</a>
	Food Security	<a href="#">Productive</a> Safety Net Program; Agricultural Growth Program
	Infrastructure	<a href="#">Road Sector Program to support GoE's RSDP</a> ; Electricity Network Reinforcement and Expansion Project; Accelerated Electricity Access (Rural); <a href="#">Irrigation and Drainage Project</a>
	Cross-Cutting Initiatives	<a href="#">Urban Water Supply and Sanitation Project</a>
<b>African Development Bank</b>	Infrastructure	<a href="#">Electricity Transmission System Improvement Project</a> ; <a href="#">Solar &amp; Wind for Water</a> ; <a href="#">Rural Electrification Project II</a> ; Multiple Road Upgrading Projects
	Cross-Cutting Initiatives	<a href="#">Ethiopia-Humanitarian Relief Assistance</a> ; Rural Water Supply & Sanitation Program
	Food Security	<a href="#">Agriculture Sector Support Project</a> ;
<b>European Commission</b>	Health	Promoting sexual and reproductive health and rights
	Food Security	Sustaining the forest landscape in south-west Ethiopia; Food security and livelihood recovery in Eastern Harrarghe zone of Oromia regional state of Ethiopia; Preservation of farm resources and improvement of food security for the vulnerable rural families of Damot Gale and Kacha Bira

**Table 5: Education Attainment for Out-Of-School Youth by Age Group and Gender**

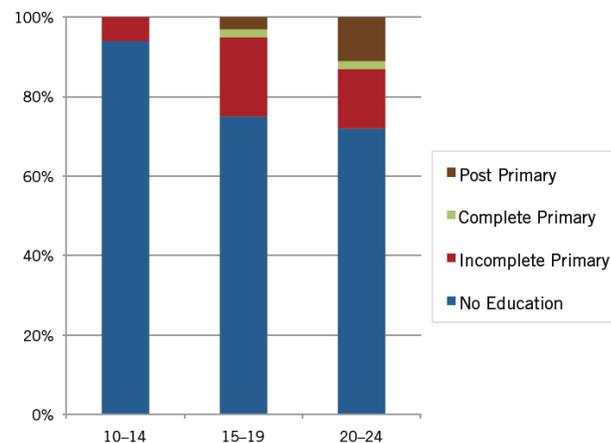
		10-14	15-19	20-24
<b>Male</b>	No education	91%	66%	53%
	Inc. primary	9%	25%	27%
	Complete primary		4%	5%
	Secondary		6%	16%
	Higher			5%
<b>Female</b>	No education	94%	75%	72%
	Inc. primary	6%	20%	15%
	Complete primary		2%	2%
	Secondary		4%	11%
	Higher			4%

**ETHIOPIA: Education Attainment Out-of-School Males**



Source: DHS data for Ethiopia (2005)

**ETHIOPIA: Education Attainment Out-of-School Females**



Source: DHS data for Ethiopia (2005)

**Table 6: Youth Literacy Profile**

**LITERACY BY EDUCATION ATTAINMENT**

<b>Education Level</b>	
<b>No schooling</b>	1%
<b>Incomplete primary</b>	44%
<b>Complete primary</b>	84%
<b>Post-primary</b>	100%

**YOUTH LITERACY BY LOCATION**

<b>Urban</b>	76%
<b>Rural</b>	29%

**Table 7: Youth Work By Type Of Work And Education Level**

<b>MALE</b>	<b>No Ed</b>	<b>Primary</b>	<b>Secondary+</b>	<b>Total</b>
Pro/tech	0	0	6%	1%
Sales/service	6%	11%	29%	14%
Manual	3%	8%	27%	11%
Agricultural	90%	81%	38%	74%
<b>FEMALE</b>				
<b>FEMALE</b>	<b>No Ed</b>	<b>Primary</b>	<b>Secondary+</b>	<b>Total</b>
Pro/tech	0	0	17%	4%
Sales/service	40%	49%	61%	48%
Manual	9%	14%	14%	12%
Agricultural	51%	35%	6%	36%

*Source: DHS data for Ethiopia (2005)*

<b>Part-time and seasonal work</b>	<b>47%</b>
<b>No pay or pay in-kind</b>	<b>62%</b>
<b>Work on Family Land</b>	<b>90%</b>

**Table 8: Occupations By Wealth Group: Percent Employed (Formal And Informal Sectors)**

<b>Women</b>						
<b>Wealth Quintile</b>	Professional/ technical/ managerial	Clerical	Sales and services	Manual labor (Skilled)	Manual labor (Unskilled)	Agriculture
<b>Lowest</b>	0.0	0.0	19.0	3.0	5.3	70.3
<b>Second</b>	0.2	0.0	18.9	6.3	5.0	68.3
<b>Middle</b>	0.0	0.0	22.8	5.0	3.4	68.1
<b>Fourth</b>	0.0	0.2	28.8	3.7	3.7	62.4
<b>Highest</b>	12.2	3.7	51.2	9.3	6.5	16.0

<b>Men</b>						
<b>Wealth Quintile</b>	Professional/ technical/ managerial	Clerical	Sales and services	Manual labor (Skilled)	Manual labor (Unskilled)	Agriculture
<b>Lowest</b>	0.0	0.0	1.9	0.0	0.7	96.8
<b>Second</b>	0.3	0.0	2.0	0.4	0.5	96.3
<b>Middle</b>	0.0	0.0	1.9	0.4	0.2	96.4
<b>Fourth</b>	0.7	0.0	3.2	0.7	1.7	93.2
<b>Highest</b>	11.4	0.8	24.0	14.4	8.9	39.4

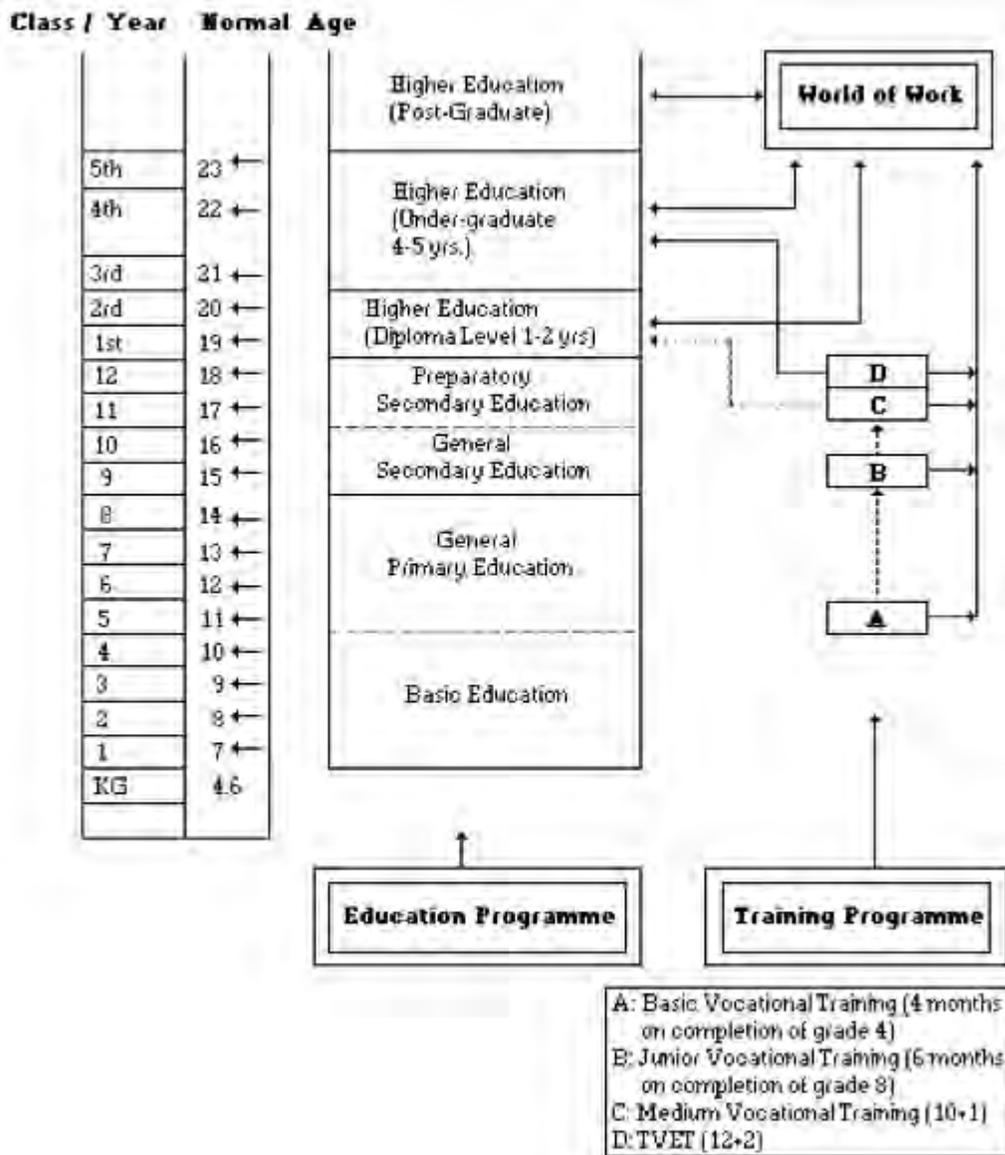
*Source: Ethiopia DHS Results, 2005*

**TABLE 9 Ethiopia Entrance and Transition Profile**

<b>Primary age in school (%)</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Urban</b>	<b>Rural</b>	<b>Richest</b>	<b>Poorest</b>
<b>Primary school</b>	42.2	41.9	42.5	69.8	39.4	63.8	25.1
<b>Secondary school</b>	2.9	3.0	2.7	15.8	1.6	10.3	0.7
<b>Secondary age in school (%)</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Urban</b>	<b>Rural</b>	<b>Richest</b>	<b>Poorest</b>
<b>Secondary School</b>	26.2	29.5	22.6	59.9	20.5	51.5	10.5
<b>Higher education</b>	.6	.6	.6	3.9	.0	2.5	.0
<b>Primary School</b>	28.5	29.6	27.4	13.2	31.1	19.8	23.5
<b>Entrance and transition (%)</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Urban</b>	<b>Rural</b>	<b>Richest</b>	<b>Poorest</b>
<b>Primary net intake rate</b>	17.6	18.1	17.0	14.5	17.8	19.4	11.8
<b>Primary gross intake rate</b>	117.2	119.4	114.9	121.6	116.8	109.7	80.6
<b>Transition rate prim.-sec.</b>	91.2	89.5	93.4	94.0	90.5	92.2	89.6

*Source: DHS Data 2005*

FIGURE 1 STRUCTURE AND ORGANIZATION OF THE ETHIOPIAN EDUCATION SYSTEM



## ANNEXES

- ANNEX 1 ETHIOPIA YOUTH VOICES
- ANNEX 2 ILLUSTRATIVE KEY INFORMANT AND ASSESSMENT TEAM REPORTS
- ANNEX 3 YOUTH ORGANIZATIONS SUPPORTING EMPOWERMENT AND CAPACITY
- ANNEX 4 YOUTH AND ENTERPRISE & EMPLOYMENT OPPORTUNITIES
- ANNEX 5 ORGANIZATIONS SUPPORTING/FINANCING YOUTH ENTERPRISE
- ANNEX 6 KEY TECHNICAL, INDUSTRIAL, VOCATIONAL AND ENTREPRENEURSHIP TRAINING

# Annex 1 ETHIOPIA YOUTH VOICES



**If I get a water pump, I can produce more than hand to mouth and I will be able to send my brothers and sisters to education**

*Young boy , age16, Bure kebele*

**We want to participate in agriculture programs, we want earn money, but we have limited access to land and assistance**

*Young girl with Grade 8 at the Farmers Training Center, age 17, Zalma Kebele, Bure Woreda*



**My parents and my school should assist me with what I need, but they don't have the resources or library. I will have to do it by myself.**

*Young girl in Ras Betweded Comprehensive School, age 18, Bure Woreda*

**Our instructor motivates us to work hard to get out of our economic difficulties from the start and also to work as a team and build trust among ourselves and save for us to buy machines**



*Girl in welding class working on Saturdays to earn money at Badir Dar Poly Technique , age 19, Badir Dar*

**“...we talked to youth...”**

## SOME OF THE THINGS WE LEARNED FROM YOUTH

**“We want our views to be heard by government, our opinions to be respected”**

(18 year old female Bure kebele)

**I have a strong ambition to complete my education but I’m forced out to earn money because of my family, if I can grow more crops I will be able to go to school sometimes**

Illiterate girl , age17, Andasa kebele

### *Similarities across regions for different groups*

**Employment:** Many youth are eager to get employed but realize there are limited jobs in their local areas, especially in rural areas. While government and NGO jobs are what they aspire to, most will not be able to be absorbed in these jobs. School students aspire to being teachers, doctors, lawyers and even engineers.

**Self-Employment:** Many youth know they have no option but to initiate their own income generation activities and are happy to do so. However they suggest that they would like support to access resources (land, finance, equipment, skills, and structures). These youth are already conducting their own small activities – livelihoods, hand to mouth, contribution to household income. They indicate these could be expanded through support and training as well as post-training support or mentoring.

**Skills Training:** Youth living in the small towns speak more about skills training than those in the rural areas. They indicate that they would benefit from practical training in trades that they can use such as woodworking, welding, and construction.

**Exposure and Role Models:** Youth have limited exposure to a broader range of job options because they don’t see them in their communities. Their future aspirations and career dreams are limited to that which they know. In many cases there are no role models, younger or older people who have been successful.

**Personal Development:** As a result of the limited education and exposure of most youth, many indicate that programs that help them with issues that are more than just income related would be useful. They express this by asking for support to work in teams, health and wellness issues including gender issues, to be able to manage personal finance appropriately, youth centered facilities. They have also spoken about the need for leadership and management development.

**In Education:** Youth who are still in education even in rural areas (secondary and preparatory school) aspire to careers and employment. They know it will be hard work. They feel that their parents and schools are not sufficiently equipped and resourced to assist them adequately. They would like libraries and access to new technology (computers and cell phones). They would like support programs to guide and support them to further study and employment.

**Income:** Many youth, particularly females, are involved in household and family activities. Much of this activity kept them occupied full time but did not earn them a personal income that they could use for themselves. These included agricultural and pastoral family activities. Other youth

are involved in small-scale income generation activities through which they earned minimal amounts of money. These included agricultural related activities (poultry, animal fattening, vegetable crop production), while others are involved in trade related activities.

**Technology:** All youth expressed an interest in new technology. Computers, cell phones and radio are seen as a mechanism for enhancing communication about the world around them, increased education exposure, as well as being tools for business opportunities.

**Youth Programs:** All youth expressed a desire for more youth programs. These are seen as programs that specifically enhance livelihoods as well as those that focus on personal and youth development. They also express interest in youth programs that are cultural, sport and recreation. These would be located in youth friendly spaces where they can gather, connect and exchange ideas. They indicate the need for leadership and management development of these venues.

**Long Term Support:** Youth have indicated that support programs should be long term. They recognize that unless there is mentorship and guidance post the training, they are not likely to succeed.

## *Differences between pastoralists and settled agriculture*

### *Settled agriculture*

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The lives and future of many youth in the rural and urban (small town) agricultural woredas are dependent on agricultural production. They recognize there are limited jobs in the area, so they look to self-employment as an option, usually related to agricultural activity.

**Land:** Youth in the settle agricultural woredas speak continually about the challenge of access to land for agricultural activities. Most of the land is already used, and further sub-division would make it economically unviable. They indicate that they struggle to get land for rent. Programs that have trained groups of youth have in some cases got access to land that is difficult to reach or prepare. This includes access to small areas land for small agricultural activities such as poultry, animal fattening, and beehives, trading agricultural products. Youth do want access to land. They state this clearly. They request support to enable this.

**Support to expand:** Most youth aspire to initiating or expanding their activities. They indicate however that a major challenge is access to land. They request support and training to do these initiatives and access land. There are very few youth programs in their areas. The few programs that are there are SME programs from the woreda that train groups and aim to get access to land; occasional agricultural programs; and woman-youth-children office programs. These are short term with no long-term support and handholding / mentoring.

**Opportunities for Girls:** Girls tend to stay at home longer than boys who move away to look for unskilled work. As a result they appear to stay in schooling longer. Once finished school they are unable to find jobs that match their education so remain at home underutilized, working but not being paid. Some less educated girls do leave home to find menial and domestic jobs.

Girls indicate that they need initiatives that they can conduct close to home at times they are flexible according to their domestic responsibilities.

**“Better cows better livelihoods”**

*A Dido Yebello youth talking about his interest in learning about new methods of range management and having improved quality of animals.*

**Girls in Education:** Girls in pastoralist areas seek further schooling and education in towns away from home to escape early marriage or dangers the dangers and risks related to traveling (walking) longer distances to schools. They express a need for additional hostel accommodation to facilitate this.

**Personal Development:** Girls in pastoralist areas express a concern regarding the low status of woman in their communities. This includes early and forced marriages, abuse, and absence of women friendly skills training

**Social Issues:** There were more reports on the abuse of chat and alcohol in the pastoralist areas than elsewhere. These youth also spoke more limited and oppressive opportunities for woman.

**Youth Spaces:** The desire for youth friendly spaces was expressed strongly in the pastoral areas. Young woman in particular, talked about a youth center where they could gather and talk about issues of their children and about livelihood opportunities. These spaces would provide education and entertainment, sport and cultural; and life skills.

**Functional Literacy:** Youth have indicated that there is a need to increase their functional and financial literacy. The personal development needs are about being able to understand more of the changing world around them, and learn more. The financial literacy is both for personal finance matters as well as business matters.

**Improving Pastoralism:** Youth have indicated concern about the challenges of sustainable pastoralism. The threats of drought are ever present. There is thus a need for livestock diversification to increase family resilience. These need to be supported by assistance in restocking, natural resource management, and veterinary services. Training and support to improve farming techniques and agricultural production could include grain mills, pumps for irrigation, selected seed, fertilizer, and livestock fattening.

**Additional Livelihood Activities:** Many youth recognise that pastoralism is the essence of their family and community structures, but they recognise that they need to add additional livelihood initiatives to pastoral activity. They need to earn additional income through cooperative venues, agricultural activity and linked business options. If this is possible in the rural areas, it will decrease the migration to the urban towns.

Many of the literate young men spoke about support to diversify into agriculture. In order to succeed in this they indicated that they required improved technology (irrigation, feed lots, and improved seed) as well as access to electricity and piped water.

# WHAT WE LEARNED ABOUT YOUTH FUTURE AMBITIONS

## *What they aspire to*

**I want to have a job after school, I want to earn money. I walk 5km to school each day. It will be hard to get a job, but I will hope.**

*Boy in Ras Betweded Comprehensive School, age 17, Bure Woreda*

**Further Education:** Most of the literate youth we spoke to were still students in secondary or preparatory schooling, in TVET or college institutions. School youth had higher ambitions for their future, with many aspiring to study further, or seek employment in government jobs. TVET students hope to get employed in the field in which they were studying.

**Employment:** Youth want jobs and careers in professional capacities or in government institutions. However they also know that these opportunities are limited in a small formal economy.

**Self-Employment:** Many of those in TVET institutions hoped to earn their own income, mainly through group self-employment initiatives. The same applies to youth in rural areas, where they want to expand the small initiatives they are currently involved in.

**Technology:** All youth expressed an interest in new technology. Computers, cell phones and radio are seen as a mechanism for enhancing communication about the world around them, increased education exposure, as well as being tools for business opportunities.

**Youth Programs:** All youth expressed a desire for more youth programs. These are seen as programs that specifically enhance livelihoods as well as those that focus on personal and youth development. They also express interest in youth programs that are cultural, sport and recreation. These would be located in youth friendly spaces where they can gather, connect and exchange ideas. They indicate the need for leadership and management development of these venues.

## *What they need to know*

**Methods will need to Modernize:** Youth in pastoral and settled agriculture know they need modernized methods and equipment and resources, improved veterinary knowledge.

**About Improved Farming Methods:** Youth know that they need to improve how they farm, both with crops and animals. They don't know how to improve and require support, guidance and training.

**Expanding Livelihood Opportunities:** While youth know that they want to expand the small initiatives they have, they don't know how to do this.

**Vision and Exposure:** Exposure to what is possible, exposure to new ideas and opportunities

**Improved Literacy:** They need to be able to read and do math to understand business transactions and keep track of money. They know they need to read to access information

## *What they think of education*

Youth currently education want more education. They feel that the schools and institutions will not give them all they need. However they recognize the importance of further education. They

speak of more practical experience, links to employers, post-training support. They want additional resources like libraries and computers at their institutions.

School youth had higher ambitions for their future, with many aspiring to study further, or seek employment in government jobs. TVET students hope to get employed in the field in which they were studying.

### *What are their beliefs about livelihoods*

Youth in Ethiopia appear to be optimistic about their ability to earn an income if they receive support to access resources, and receive input, training and long term support. They appear to be comfortable about increasing the contribution to household and personal income, recognizing that small gains make a big difference. They recognizing that for many youth their income activities will remain small, but even a small increase will make a significant difference.

Youth know that for many they need to work hard to develop initiatives for generating their own incomes. They do feel that there should be support programs to assist them. To do it smarter to increase their income. These programs should assist with access to land, resources and capital. Many youth have not yet worked out how to begin to do this for themselves, and need guidance and inspiration.

They indicate that they need personal skills as well as business skills, support to find markets and customers.

### *What are their beliefs about employment*

Youth want jobs. They want to be employed in government and NGOs. School students speak about being doctors, teachers, lawyers, business persons, even engineers. However, they recognize that the local economy will not provide them all with sufficient employment.

So they speak about self-employment and access to training and support to make these income generation activities possible.

## WHAT DO YOUTH WANT

### *Personal Development, Knowledge and Skills that can be practically used to further their lives*

**About Youth Work Readiness** Youth need programs that provide them with basic skills suitable for a variety of work places. These include motivation, teamwork, working with other people, work ethics, and financial literacy.

**Personal Development:** As a result of the limited education and exposure of most youth, many indicate that programs that help them with issues that are more than just income related would be useful. They express this by asking for support to work in teams, health and wellness issues including gender issues, to be able to manage personal finance appropriately, youth centered facilities. They have also spoken about the need for leadership and management development.

These programs should be included in training programs for those in education, and as extra programs for those in self-employment. They could include exposure to work places so youth can see what it involves

## ***Initiatives and Opportunities to expand their ability to earn income in the local community***

Youth in Ethiopia indicate that they would like to continue to live and work in their own communities. They are optimistic about their ability to earn an income if they receive continued support to access resources, and receive input, training and long term support. They recognize that many youth income activities will remain small if they can grow steadily they will be able to support their families.

## ***Sustained Support to guide them to achieve moderate medium term success***

Youth have indicated that support programs should be long term. They recognize that unless there is mentorship and guidance post the training, they are not likely to succeed. They need hand holding. They point out that many programs start and after the training is finished they are left on their own. Youth speak of local support through institutions and agencies that are always there. The farmers training center could be useful if it was accessible every day. A youth center or skills center that had a mentor or guide available and resourced, who assist.

## ***Integrated networks of local youth serving agencies and institutions that are equipped to provide necessary inputs***

Many of the youth serving institutions have limitations that impact the quality of the programs that they deliver for youth. There are TVET facilities, Farmers Training Centers (Ministry of Agriculture), Skills Training Centers initiated by NGOS (but often falling under TVET institutions). There are Polytechnic Skills Training centers that appear to be able to better equip youth to seek employment. The programs have more practical training. Some programs are innovative and link the students to income generation activities.

All these provide a mix of programs including technical and soft life skills. However the impact of these programs is reduced as a result of limited capacity. Support to develop the management capacity and delivery capacity of all these institutions would greatly benefit the youth. This would include:

- Assesses the training programs for skills gaps compared to what they might require to be employable and fully functional in the workplace
- Conducting trainer development programs that deal with improving teaching methodology and the practical workshop components of the teaching
- Conducting institutional development initiatives with the institution. Unless the institution is functional, the respective teaching and learning in each program cannot be properly improved. So conduct institutional capacity development (management, leadership, workshop maintenance).
- Link the process with a workplace integration initiative

### TVET SKILLS TRAINING:

The government exit strategy for most of these youth is self-employment. In the agricultural areas the exit is through group training with promises of access to land as a group. These groups do not receive sufficient leadership and management training, support to work as a group, and motivation. It appears that many of these groups cease to function, even if they have received finance. The complaint is that the land they receive is difficult to utilize. The criticism of these youth is that they want easy solutions and access to easy farming land like their parents. Programs that have been successful with these youth include motivational, life skills and work ethics components.

There are few good role models or success stories to inspire these youth. The support programs for self-employment are limited and short term.

### *Youth friendly spaces that are well managed*

**Youth Centers:** Youth have spoken about multi-activity youth centers – youth spaces that could provide a selection of varied activities for youth. There are youth centers in some communities. Some are functional providing venues for social activities, television viewing and games. A few offer computer-training facilities and even fewer have libraries.

Youth have expressed a desire for a center managed by trained youth who have been through leadership programs. Youth who serve the needs of community youth. The youth space would draw youth to just ‘hang out’. They speak of sports programs, cultural programs, and personal development programs. These centers could be used by youth serving training agencies (NGOs, TVETs) to provide training for youth, technical, or business or life skills programs.

At present these youth centers appear to be the responsibility of the woreda level office of the Women, Children and Youth Affairs. At a local level they are town municipality or kebele responsibility.

## THE PROCEDURE FOR LISTENING TO THE VARIED VOICES OF THE YOUTH OF ETHIOPIA

**Listening to the varied voices of the youth of Ethiopia.** The assessment believed it was important hear and attempt to understand the varied views of the youth across Ethiopia. Our experience is that the best way to do this is to sit down with youth, both in structured groups and also through informal contact opportunities. We wanted to engage with them in their local contexts, formed and shaped by their immediate realities: economic, social, cultural and political contexts.

**Process and Methodology for hearing Youth Voices.** The ability of each of the four teams to actively engage with youth where they lived was made possible by working with youth assessors and local volunteers. Their assessors prepared for their field trip by familiarizing themselves with a set of questions based on EQUIP3 and individual members extensive experience in youth programs. Some of the assessors translated the questions into local dialects to ensure they could probe for local nuances.

Once in the field, a participatory youth focus group methodology was used to collect direct, first-hand information from youth. The groups were formed with the assistance of local volunteers from the respective kebeles. Mixtures of groups were conducted. Some were mixed gender, while at other times separate focus groups were held for boys and girls.

The purpose of the methodology was to let conversation flow around questions related to youth realities and aspirations. The youth assessors with the assistance of local volunteers captured salient points during the discussion. At the end of each day the youth assessor completed a brief report against a standard template. (See the end of this annex)

## THE NUMBERS OF YOUTH VOICES WE HEARD

The assessment teams listened to the voices of youth through structured and informal focus groups, as well as through individual contacts with youth in the field.

In total we heard:

216 Female

226 Male

452 Total

42 Focus Groups

*See a full table at the end of this Annex.*

## THE DIVERSITY AND DISTRIBUTION OF THE YOUTH VOICES LISTENED TO

**The Diversity of the Youth Voices.** The youth who participated in the focus groups were drawn from a wide range of backgrounds.

In the agricultural woredas the youth were obviously more involved in agriculture while in the pastoral woredas they were more involved in pastoral animal activities.

Focus groups included the many rural youth who have moved into the small towns to study further or earn a living there. This is common in settled agriculture areas as well as pastoral areas. In pastoralist areas these are defined as TOPS youth (*those who have transitioned or are transitioning from the pastoralist way of life, and who have often migrated to towns*).

Many of the literate youth we spoke to were still students in secondary or preparatory schooling, in TVET or college institutions. Others were already employed either part time or full time as teachers, traders, or merchants. Most retained a link to the rural family agricultural or pastoral activities but many were no longer dependent on these roots for sustaining them in the towns.

The illiterate youth were drawn from a wider range of activities. A large amount, particularly females were involved in household and family activities from which they earned no personal income. Others were doing menial work, home domestics or labor in construction, mining or carrying things. Those females in the rural towns had moved there to seek literacy or education, a better way of life for themselves or their children, or to escape the oppressive and limiting environment of rural life.

Many youth in their late 20's were earning incomes through agricultural activities and trading produce (milk, vegetables, eggs, firewood), working on other people's land, small trading in a range of non-agricultural products (clothes, tea, bread), manual unskilled labor including carrying

things. A few had jobs in small traders, barbers, teahouses, and some were teachers or trainers at farmers training centers.

Many of the younger youth (early 20's) were involved in small-scale income generation activities through which they earned minimal amounts of money. These activities were often as part of groups or cooperatives, in agricultural related activity.

**The Distribution of the Youth Voices.** Focus groups were conducted in all the woredas that were visited and include:

***Agricultural:***

In the Amhara region, the selected woredas were Bure and Bahir Dar Zuria.

In the Somali region, the woreda of Gode, and the Goderay rural kebele, the woreda of Tuli Guled; in the Woreda of Jigjiga the town of Dudeyidi;

***Pastoral***

In the Oromo region , the woredas were Liban and Yebello (Negele Town, Yebello, Dido Yebello kebele, Siminto Kebele)

In the Oromo region, the selected woredas were Agarfa, Arsi Negelle, and Toke Kutaye.

## USAID/EDC/FHI360: Ethiopia Comprehensive Youth Assessment

### Youth Focus Groups: Listening to the voices of youth

#### Questions of a Focus Group: Understanding the challenges of youth transitions to work

##### Suggested Questions to guide your facilitation

- (1) Tell us about who you are
  - What were you doing today, before you came to this group
  - What are the most important things you have achieved so far in your lives?  
(what has made you proud of yourself)
  - How did you get the skills to do these things
  - What training and education do you have
- (2) Tell us about your dreams
  - What do you think you will be doing in 3 years' time?
  - What would you like to be doing?
  - What will help you get there?
  - What will improve your life?
  - What might prevent you from getting there?
- (3) Youth Programs
  - Are you involved in any (youth) programs today?
  - What? How do they help you?
  - How did you get involved?
  - Do you know of any other (youth) programmes in your area? What? How do they help?
- (4) Youth Opportunities to earn income
  - What are some of your friends doing?
  - Do any of your friends earn an income? How do they do this?
  - Do you earn any income at the moment? How do you do this?
  - What do you spend your money on? Where do you spend it?
- (5) Where can you get advice in your community
  - Who are the people you respect in your community
  - Could any of them give you advice about how to get study or work opportunities
  - Are there places where your friend gather to discuss these issues
- (6) Youth Issues and Ideas
  - What are today's most pressing issues or realities that prevent youth from making positive gains?
  - If you were to design a program for youth in this country what would you include?
  - Describe a person from your community who has achieved well
  - Any other comments

**USAID/EDC/FHI360: Ethiopia Comprehensive Youth Assessment**

**Focus Group Report**

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**Date:**17/5/2012

**Woreda:**

**Town:**

**Focus Group Category:**

**Focus Group Facilitator:**

**Other Facilitators / Coordinators(s):**

**Coordinator Contact Information:**

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**1) What the youth have achieved and are doing at present**

Quotes

**2) What are the dreams and aspirations of the youth**

Quotes

**3) What youth programs are the youth involved in**

Quotes

**4) What opportunities are there for youth to earn an income**

Quotes

**5) Where do youth get advice in their communities**

Quotes

**6) Other youth issues and ideas**

Quotes

## The Focus Group Numbers of Youth Voices We Heard

Region	Woreda	Kebele	Group Description	Total	Male	Female	Age Range
Addis	Addis	<b>1.</b> Addis	Urban youth in education	8	5	3	
Somali	Jijiga	<b>2.</b> Dudeyidi	female, settled agriculture	11		11	15-13
Somali	Jijiga	<b>3.</b> Tuli Guled	Male, settled agriculture	10	10		17-23
Somali	Gode	<b>4.</b> Gode	Male	10	10		15-22
Somali	Gode	<b>5.</b> Goderay		10	10		15-25
Somali	Gonde	<b>6.</b> Gode kebele 03	Woman	10		10	
Oromo	Toke Kutaye	<b>7.</b> Guder	Male	8	8		
Oromo	Toke Kutaye	<b>8.</b> Guder	Male	8	8		
Oromo	Toke Kutaye	<b>9.</b> Toke	Mixed	12	8	4	
Oromo	Agarfa	<b>10.</b> Agarfa	TVET students	14	8	6	
Oromo	Agarfa	<b>11.</b> Agarfa	Male	10	8	2	
Oromo	Agarfa	<b>12.</b> Qararaoo Village	Young female	10?		10?	15-18
Oromo	Agarfa	<b>13.</b> Qararaoo Village	Agric Male	10?	10		16-25
Oromo	Yabello	<b>14.</b> Yabello Town	Single TOPS male literate	10		10	17-20
Oromo	Yabello	<b>15.</b> Yabello Town	Single TOPS female literate	10		10	14-17
Oromo	Yabello	<b>16.</b> Yabello Town	Married TOPS male literate	10		10	18-29
Oromo	Yabello	<b>17.</b> Yabello Town	Married TOPS female literate	10		10	16-24
Oromo	Yabello	<b>18.</b> Dida Yabello kebele	Married TOPS female literate	5		5	18-23
Oromo	Yabello	<b>19.</b> Dida Yabello kebele	Single TOPS female literate	10		10	17-20
Oromo	Yabello	<b>20.</b> Dida Yabello kebele	Single TOPS female illiterate	10		10	15-20
Oromo	Yabello	<b>21.</b> Dida Yabello kebele	Married TOPS female illiterate	9		9	19-23
Oromo	Yabello	<b>22.</b> Dida Yabello kebele	Single TOPS male literate	10	10		18-25
Oromo	Yabello	<b>23.</b> Dida Yabello kebele	Married TOPS male literate	9	9		22-28
Oromo	Yabello	<b>24.</b> Dida Yabello kebele	Single TOPS male illiterate	10	10		16-23

Region	Woreda	Kebele	Group Description	Total	Male	Female	Age Range
Oromo	Yabello	<b>25.</b> Dida Yabello kebele	Married TOPS male illiterate	10	10		22-29
Oromo	Liban	<b>26.</b> Negele Town	TOPS female literate	10		10	16-19
Oromo	Liban	<b>27.</b> Negele Town	TOPS female illiterate	6		6	16-28
Oromo	Liban	<b>28.</b> Negele Town	TOPS male literate	13	13		20-28
Oromo	Liban	<b>29.</b> Negele Town	TOPS male illiterate	10	10		16-22
Oromo	Liban	<b>30.</b> Siminto kebele	female literate	10		10	16-29
Oromo	Liban	<b>31.</b> Siminto kebele	female illiterate	10		10	16-25
Oromo	Liban	<b>32.</b> Siminto kebele	male literate	10		10	16-27
Oromo	Liban	<b>33.</b> Siminto kebele	male illiterate	9		9	17-27
Amhara	Bure	<b>34.</b> Bure town	Mixed Secondary School	10	5	5	16-18
Amhara	Bure	<b>35.</b> Bure kebele	Village youth unemployed agriculture	13	8	5	20-27
Amhara	Bure	<b>36.</b> Bure kuche	Village youth unemployed agriculture	20	9	11	17-26
Amhara	Bure	<b>37.</b> Bure Zalma	Youth at Farmers Training Center	12	5	7	17-20
Amhara	Bahir dar zuria	<b>38.</b> yenesa sosetu	Village youth unemployed agriculture	26	17	9	19-25
Amhara	Bahir dar zuria	<b>39.</b> Andasa	Village youth unemployed agriculture	19	15	4	19-22
Amhara	Bahir dar zuria	<b>40.</b> Andasa	Sewing Group	10	10		
Amhara	Bahir dar	<b>41.</b> Bahir dar	Gione Preparatory School Students	10	5	5	17-20
Amhara	Bahir dar	<b>42.</b> Bahir dar	Bahir dar TVET Students	10	5	5	17-22
				<b>452</b>	<b>226</b>	<b>216</b>	

## Annex 2 Illustrative Key Informant and Assessment Team Reports

*(NOTE: THESE ARE A HANDFUL FROM NEARLY 100 KEY INFORMANT INTERVIEWS, PLUS TWO OF EIGHT SUMMARY REPORTS)*

**USAID/EDC/FHI360**

### **Ethiopia Comprehensive Youth Assessment Interview/meeting report**

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**Date:** 21 May

**Reporter:** Chris Murray; Sosena Demissie

**Meeting or interview with:**

**Name:** Habtamu Alebachew

**Organization:**SNV

**Location:** Bahir Dar

**Contact Information:** 251.582.264.553 / 0918.762.461

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**1) What are the purposes and key activities of this organization, and what is the role of the interviewee?**

- SNV does three programs in Ethiopia
  - Water Sanitation and Hygiene
  - Bio Gaz
  - Agro Processing Improvement

**2) What are the (2-5) most important things we learned from this meeting?**

- Under the WASP (Water Program) SNV have been working to improve the quality of the TVET training in the Water area. Their purpose is to guide and improve the quality of the teaching and practical components by working with the TVET lecturers, as well as the TVET institutions. In the Amhara region they are less advanced than their initiative in the south (need to contact the Addis office for detail)
- The TVET improvement process involves:

- Assessing the recent graduates from the relevant TVET program and doing a gap analysis on their skills compared to what they might require to be employable and fully functional in the workplace
- Conducting lecturer development programs that deal with improving teaching methodology and the practical workshop components of the teaching
- Conducting institutional development initiatives with the TVET institution. SNV recognize that unless the institution is functional, the respective teaching and learning in each program cannot be properly improved. So they are conducting institutional capacity development (management, leadership, workshop maintenance). We hope to get a detailed report from them
- SNV links the TVET process with a workplace integration initiative
  - Many graduates are employed in district structures. The capacity of these structures to maintain the water facilities is limited. So SNV are working to build an integrated process as well as capacity to manage any improvement processes.
  - Integrated into this support, is an assessment of recent TVET graduates, and a capacity building program to fill these gaps with additional training

**3) What recommendations were offered by participants?**

- SNV is looking for partners to expand this initiative to enhance the options for graduates exiting the TVET system, to ensure they are more employable. They would like to work more holistically and with more TVET programs and institutions.
- The DEC model of teacher development is a possible option for doing this (see report)

**4) What further contacts or information do you recommend?**

- Contact SNV Addis to get a full report on their activity in the south

**5) Are there useful or necessary next steps?**

**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

---

**Date: 21 May**

**Reporter: Sosena Demissie; Chris Murray**

**Meeting or interview with:**

**Name: Getachew Selshi**

**Organization: Amhara Regional Chamber of Commerce and Sectoral Associations**

**Location: Bahir Dar**

**Contact Information: 0918-767716**

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee?**

- Give advisory services to the members on area of tax, book keeping, project planning and other business development services;
- Promoting the product of its members and searching market for their product;
- Creating conducive environment for experience sharing by conducting trade fares, bazaars and expiations;
- To create awareness among members on the policies, proclamations, regulations and directives issued by the government;
- Engage in public-private dialogue geared towards the creation of conducive environment..

**2) What are the (2-5) most important things we learned from this meeting?**

- The private sector is at its infancy stage absorbing very little labor;
- There are abundant labor supply;
- About 75%-80% employers need unskilled labor;
- We have to work on the soft ware to improve the livelihood of the youth;
- Chat is becoming a problem among unemployed and employed youth in the region.

**3) What recommendations were offered by participants?**

- The quality of vocational and other trainings should be improved for both formal and informal sector jobs;
- At this stage youth employment should be focused mostly on the informal sector such as organizing themselves in different economical activities;
- Schools at early stage of teaching should be geared to enterprise development and practical teaching;

- Since there is not enough land in the rural areas attention should be given to off farm activities.

**4) What further contacts or information do you recommend?**

5) To contact World Bank and UNDP on their activities regarding the subject area.

**6) Are there useful or necessary next steps?**

To work as partner with chamber of commerce to improve their capacity and serve better for the development of private sector.

**Ethiopia Comprehensive Youth Assessment  
Focus Group Report**

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**Date: 21/5/2012**

**Woreda: Bahirdar zuria**

**Town: kebele: Andasa**

**Site Visit:**

**Youth Center, Farmers Training Center  
Agricultural Research and Poultry Center**

**Report Writer: Wondwosen Tesemma**

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**1) The Youth Center**

- About youth center: the center is recently handed over to youth from the kebele and has at least the capacity of accommodating 200 people .it is poorly equipped with chairs and tables and used mostly for meeting. And it has to be:
- Equipped with chairs and tables
- Expanded and maintained in such a way that it can incorporate recreational spots like café , sport, library and learning gallery.
- Has to be linked with livestock research institute and poultry production center located in the kebele for training and other research trial and hence should benefit with special package
- It has to be linked with FTC in terms of special training and demonstration

**2) The Farmers Training Center**

- About the FTC: even if I didn't get a chance to get inside all the roof and wall is constructed with corrugated iron sheet from outside, very intolerable to attend class in that hot temperature .As in other FTCs it is used as for different purposes such as storing grains ,agricultural equipment and the likes. The courses were given jointly from all department but graduate in one special course and one batch graduated with animal rearing. And they should look like generally:
- They should have separate blocks and well-constructed walls for class room ,store and workshop
- Irrigation schemes should be installed to make practical class tangible and diversify production as the area is irrigation potential
- The time frames both graduates and enrolling the next batch should be clearly known and applied in consecutive and participatory manner.
- It is Worth to prepare farmers day inviting community and influential government officials as a learning and motivational event during graduation and in between.
- There should be linkage between research institute and poultry center and there should be special package for the youth.

**3) The research institute and poultry center**

- About the research institute:

- it is the only research institute in the region working specifically on livestock out of 8 research institute in the region.it works on breeding ,health ,feeding distributing hybrids of cows, oxen, forage seeds ,grasses, socioeconomics ,and promoting research trials that are scientifically proven on( sheep and goat ,cow, oxen ,poultry ,bee keeping and silk worm).it promotes and experiment trails in the community with 20-30 farmers research group by preparing farmers day to create learning. Even if the issue is gender sensitive and regards the youth they are not doing separately on that. and they should geared towards:
- Promoting and training on short term agricultural practices that create quick return for the youth like meat poultry production, fattening of sheep and goat, and bee keeping
- To integrate bee keeping with watershed development, production of vegetables and agroforestry
- There should be integration of ready groups for training and benefiting from the package
- There should be policy framework to mainstream all technologies into the community in all age groups
- About the poultry:
- this is as that of research institute promotes a one day chicken ,provide edible egg, fertile egg, and poultry for different woredas and organized groups and not specifically working with youth .and what should be done :
- To diversify the species source and there supply
- To place incubator in different location to use fertile eggs
- To integrate training and production with practical session
- To develop special package and training for youth in collaboration with different stakeholders

**USAID/EDC/FHI360**  
**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

**Date:** 17 May

**Reporter:** Chris Murray

**Other Participant(s):** Sosena Demissie

**Meeting or interview with:**

**Name:** Plant Operational Manager

**Organization:** Moha Soft Drinks (Bure Pepsi Plant)

**Location:** Bure

**Contact Information:** x

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee?**

- Bottles Pepsi and Miranda soft drinks and bottled water
- Employ 187 personnel , 14 with Bachelor Degree, 40 with Diplomas, the rest average below Grade 6
- They have a stable workforce with no expansion planned so few openings occur.

**2) What are the (2-5) most important things we learned from this meeting?**

- There are limited job opportunities in the wordea as there is no other large industry. The small industries employ few people.

**3) What recommendations were offered by participants?**

- Equip young people self-motivation and skills; encourage them to work hard
- Life skills that are useful for the work place are
  - Working in teams
  - Working with colleagues
  - Working hard, work ethics
  - Financial literacy, Savings, and financial planning
  - Hygiene health, safety
  - Precision and accuracy
- Get parents involved, get good role models

**4) What further contacts or information do you recommend?**

- nil

**5) Are there useful or necessary next steps?**

**No**

- Try to see other Farmers Training Centres to get a greater understanding of what they do. Try to find a successful centre

**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

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**Date:** 17 May

**Reporter:** Chris Murray

**Other Participant(s):** Sosena Demissie

**Meeting or interview with:**

**Name:** Agriculture representatives from TVET and Polifin Colleges  
(list below)

**Organization:** TVET and Polifin Colleges

**Location:** Bure

**Contact Information:** x

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**1) What are the purposes and key activities of this organization, and what is the role of the interviewee?**

- The meeting with the representatives of the TVET and Politek centres focused more of the exit opportunities for youth than on the courses and programs they offer.
- Both institutions offer agriculture programs as well as TVET and other programs (construction, technology). The agriculture programs cover crop production, animal husbandry and natural resource conservation.
- When questioned about the completion and certification rates of the institutions, they were unsure but suggested 80% completed as they supported their students to do so instead of having them drop out or not pass
- It takes 3 years to complete an agriculture course, and 4 years to complete a Level 5 Politec course.

**2) What are the (2-5) most important things we learned from this meeting?**

- Youth are not informed and prepared about study and career options before coming to the institutions. They don't always get into the program of choice .
- Many youth struggle to pay the small monthly fee (40 birr). Many youth cannot afford to be economically inactive (not earning) while studying.
- The challenge for youth on exit is that there are no jobs in the area. The bottling plant has a full complement of staff and is not employing more. Other employment options are government, NGOs, service stations, small institutions and small hotels, training institutions
- The only option is self-employment which the youth do not want.
- Youth have difficulty accessing land or machinery for their own use. Some college programs organize coops but this does not even work

- There is limited post training support, even for coops. There is a small SME Program but it is not very structured or long term.
- There are no positive role models or success stories of graduates so youth are not encouraged to become self employed

### 3) What youth want?

- Jobs, employment in government and NGOs, not self-employment, because they have no role models of success
- Easy access to land for easy farming like their parents . they don't want to work hard but want quick wealth.
- To go to the city (some of them)

### 4) What recommendations were offered by participants?

- Initiate a program that motivates youth to for self-employment, and encourages and supports them
- Enable easier access to land and resources including finances for youth

### 5) What further contacts or information do you recommend?

- The Farmers Training Centre in Zalma Kebele

### 6) Are there useful or necessary next steps?

- Nil

## Meeting with Stake holders at Bure on May 17, 2012, at the Administrators Office

	Name of Person	Organizations
1	Ato Getnet Tarik	Bure Woreda Adminstratorand Woreda Council Head
2	Abebe Getahun	Bure Agriculture TVET College
3	Zelalem Liyew	Bure Poly Technique College
4	Lamenew Asmare	Bure TVET College
5	Tsedalu Derso	Poly Technique College
6	Tadesse Denekew	Bure Facilitator for Change (NGO)
7	Denekew Bayabele	TVET College
8	Ayinengida Yeshambel	SME (Tikaken)
9	Abebaw Gebeyhu	SME (Tikakin)

**USAID/EDC/FHI360**  
**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

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**Date:** May 19, 2012

**Reporter:** Erik Butler      **Other Participant(s):** Ayanleh Farah

**Meeting or interview with:** FOCUS GROUP over breakfast

**Name:** 8 Jijiga business men

**Organization:** mostly in construction, transportation, export/import (cars, food, grain, electronics)

**Location:** home of one

**Contact Information:**

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**1) What are the purposes and key activities of this organization, and what is the role of the interviewee? (If this was a focus group or group meeting, please indicate the venue, and attach a list of participants)**

This was an informal group of friends, colleagues, and sometime competitors, who agreed to discuss the employment process in Jijiga, their own practices, and the prospects for young people in the region. All had employees, ranging from the smallest at 10 to the largest, who reported permanent employment of 120, and seasonal employment of 30 to 40 more. Each employer had several lines of business, a not uncommon phenomenon of rural and outlying economies. They spoke openly and without apparent reservation.

**2) What are the (2-5) most important things we learned from this meeting?**

- Except for seasonal need for staffing up, all employers reported a fairly stable workforce.
- When they hire new staff it is from references from family or other people they know.
- They all agreed that the three most important criteria for new hires are experience, trustworthiness, and familiarity, i.e. “I know them already”.
- As community members they confirm the observation that there are many new use, apparently disconnected from employment or the economy, even as consumers.

**3) What recommendations were offered by participants?**

- Youth need practical, hands-on skills, and not theory. They recommend short-term vocational training linked with something like one on one apprenticeship in which a skilled person is paid a small amount to train and mentor a young person in his own skills.
- Construction is a growth sector, and could use more and better trained people. Pastoralists are practical problem solvers. Such an attitude could be useful in training and practical skills and in employment.
- Girls could be trained in traditional skills, but also in other skills not for hiring great physical strength, like IT and computer skills.
- Government employment is still a growth sector and should be targeted.

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**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

**Date: 5-17-12**

**Reporter: Erik Butler**

**Other Participant(s): Ayanleh Farah**

**Meeting or interview with:**

**Name: Mohammed Ahmedou, planning officer**

**Organization: Pastoral Community Development Project**

**Location: Jijiga, Somali Region**

**Contact Information:**

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee? (If this was a focus group or group meeting, please indicate the venue, and attach a list of participants)**

This substantial project is funded by about \$20M in funds from the World Bank and IFACD through the Presidents Office, and matched by 10% from Ethiopian government working with the Regional Livestock Bureau, the Environmental Protection Office, and the Disaster Preparedness Office, the project works in all woredas in the region. Most funds go to woredas directly, where project staff -- a program planner and a financial manager -- coordinate technical assistance and capacity building in all 21 woredas. There are three main components:

- An \$11 million fund supports sustainable livelihood enhancement through training to savings and credit groups, supporting 84 different cooperatives, and providing training and development and management of cooperatives and small enterprises. The majority of participants are younger than 29.
- Pastoral risk management consists of systems of early warning, disaster preparedness, and strategic investment.
- The third component engages in Participatory Action Learning (PAL), knowledge management, and policy and implementation studies.

**2) What are the (2-5) most important things we learned from this meeting?**

- There is a great deal of government and international donor support of work on pastoralism. This signifies potential for partnership, and the need for care to be taken regarding duplication.
- The project confirms the perception that young pastoralists who drop out generally come to towns, and stay with family. The sustained drought and the stresses on the pastoralist lifestyle is drawing people into towns, a trend the project is trying to discourage.

- Many youth have livestock skills, but little else. There is nothing that renders them job ready in any of their experience, whether in education or in any other form of employment.

### **3) What recommendations were offered by participants?**

- Other incentives need to be provided for youth not to come to town. Not all measures should take place in towns, lest a perverse incentive be created that will make things worse. Consider whether job-training, literacy, and work skills could be taught through a mobile approach that takes training to youth rather than waiting for them to arrive in Jijiga or other towns.. The
- For youth who do come to town, there needs to be a venue, like a youth center, developed to support youth with training in such fields as construction and computer skills along with the social or work readiness skills required to be able to adjust to a different life.

### **4) What further contacts or information do you recommend?**

This project could be consulted during the design phase of a potential youth project for the prospect of shared contacts, resources, and other partnerships.

### **5) Are there useful or necessary next steps?**

## LCRDB Jigjiga Meeting Summary

By Ayanleh Farah

**DATE:** May 18, 2012

**VENUE:** Livestock, Crop, and Rural Development Bureau, Jigjiga.

**MET WITH:** Dr. Abdulkadir Iman, Bureau Head

**EDC STUDY TEAM:** Ayanleh Farah

### What they do:

They have 5 main departments:

- (1) **Animal Health.** It does disease prevention and treatment work. Already vaccinated more than 50% of the 23 million livestock in the region. It treated more than half of the animals too. It also does surveillance and control of disease outbreaks.
- (2) **Extension.** It distributes seeds and fertilizers and agricultural equipment. It also trains farmers in modern agricultural crop production and helps in control of crop diseases and locust and improvement of grain storage. It also helps in animal feed production and control of soil erosion. It introduces fish and honey farming and production.
- (3) **Natural Resources Management.** It works in soil and water development; environmental protection; adaptation to climate change; and soil and water conservation such as terrace building and other protective measures.
- (4) **Agricultural marketing.** It promotes all agricultural products through trainings for farmers and cooperatives and advocacy.
- (5) **Food Security.** It helps the resettlement programs. It runs the Complimentary Community Investment (CCI) project which does infrastructure development such as the Shinile 220 water pipeline for pastoralists and their animals. Settlements are targeted in vicinities of four rivers: Dawa, Weeb, Ganaale, and Shabeelle; and in the Shiniile area to some extent.

### Our Findings:

- The office mainly works in the technical aspects of agricultural and animal production.
- They don't specifically different groups such as the youth
- Dr. Abdulkadir thinks that the youth is part of the community and they benefit from the overall activities of the Bureau. He says, **“If production is improved, the youth livelihood is improved too”**.
- When asked how can rural and urban poverty reduced? His response was, **“I think if we provide 50 chickens to a family who has several youth members, they can help the family improve its income through egg and meat production.**

**There is a big market for those products and currently eggs and chicken meat are imported into the region from other regions.” He added, “The youth can also be trained in agri-processing industries and in becoming traders of agricultural products and operators of agricultural machineries.”**

- Overall, Dr. Abdulkadir recommends the following skills”
  - (1) Poultry farming,
  - (2) Dairy farming,
  - (3) Animal fattening and marketing,
  - (4) Small agri-processing industries such as oil extraction machines; grain mills; and soup production.

**USAID/EDC/FHI360**  
**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

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**Date:** 5/16/12

**Reporter:** Erik Butler

**Other Participant(s):** Ayanle Farah

**Meeting or interview with:**

**Name:** Mohammed Elebe, Manager protective Environment Programme

**Organization:** UNICEF

**Location:** Jijga, Somali Region

**Contact Information:**

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee? (If this was a focus group or group meeting, please indicate the venue, and attach a list of participants)**

UNICEF operates of funds a variety of programs in the Somali Region, generally working through government bureaus to implement, and assisting with technical resources as well as financial. The Protective Environment program includes activities in four areas:

- Youth
- HIV-AIDS
- Social Welfare
- Justice for Children

In the area of youth, UNICEF'S programs offer services in 12 woredas in the Somali Region, focused on support for development of income-producing activities for young people. They are coming to the end of a five year program cycle, and have recently completed a planning exercise for the next five years, to run from 2012 – 2017. The first five year cycle was managed by the local Bureau for Youth, part of the Ministry of Youth. The next cycle, reflecting government re-organization, will be operated by the new Bureau of Women, Children and Youth. Our informant, a former official with the Ministry of Labour and Social Affairs, indicated no reservations about the Bureau's management of the program.

**2) What are the (2-5) most important things we learned from this meeting?**

- UNICEF's programs have provided *Lifeskills* Training to 3,000 youth aged 15-29 in the region. This has focused on communications and negotiation skills, money management and "peacemaking". (They promised to send us the curriculum, which – along with a Training Manual – was developed by the Ministry of Youth, funded and assisted by UNICEF)

- The second main element of the program involved identification of 200 “vulnerable youth” – mostly among pastoralist communities – for targeted *Youth Livelihood Supports*. These took the form of 1,000brr grants followed by up to 4000brr loans from a revolving loan fund – all to support the development, then operation, of small enterprises. Repayment of the loans into a permanent revolving loan fund, was expected in 7-8 months.
- The next five year cycle will continue with life skills training to be administered by the newly reorganized Bureau of Women, Children and Youth (BOWCY), and will pursue a modified Livelihood program, still to include grants and a revolving loan fund, but now with the formal addition of the Bureau for Small and Medium Enterprise and the new Micro Finance Institution. The MFI will now administer the loan fund, and the SME bureau will add a third element to the program, capacity building to new small enterprises produced through the program

### 3) What recommendations were offered by participants?

- Measures are needed to reduce the numbers of youth who drop out of school too soon
- “Youth livelihoods are the single most important thing for donors to invest in”.
- “Short-term skills training is fine (indeed, there needs to be more of it) but training in understanding the labor market, and knowing how to get access to jobs, along with soft-skills training are maybe even more important.”
- “Concentrating on former pastoralists coming into towns is a good idea. Everyone will tell you that extended families will take youth in, but the fact remains there are large numbers of street youth, many homeless. This needs attention”

### 4) What further contacts or information do you recommend?

- There are manuals for life skills training developed by the Ministry with UNICEF funding
- See the “Pastoralist Youth Situational Analysis” prepared by Jijiga University, now in draft. (Muhammad will send)

### 5) Are there useful or necessary next steps?

- See TVET Ag school
- See program group in Code

**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

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**Date:** May 18, 2012

**Reporter:** Erik Butler

**Other Participant(s):** Elyas

**Meeting or interview with:**

**Name:** Roxma Haybe, Bureau director

**Organization:** Bureau of women, children, and youth

**Location:** Jijiga

**Contact Information:**

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee? (If this was a focus group or group meeting, please indicate the venue, and attach a list of participants)**

The Bureau of women and children and youth is the regional government manifestation of the federal ministry by the same name. The bureau is responsible for all policies and administration of activities sponsored by the Ethiopian federal government in the Somali region. The Bureau has responsibility for overseeing implementation of the “youth development package”, a set of measures sponsored by the federal government.

**2) What are the (2-5) most important things we learned from this meeting?**

- The Bureau acknowledges that there is a major challenge to pastoralist youth, both economic and social. While some pastoralist youth have good livestock skills, the continuing drought and lack of ready market has driven many away from this traditional lifestyle and into the towns and city of Jijiga.
- Dropout youth in towns lack job skills of all sorts, especially technical, and they have not been trained to understand how to look for work were to succeed at work.
- The bureau is happy with the UNICEF program but consider it much too small. They appreciate the support of youth centers, and like the training in decision-making and communications.
- Youth centers are an essential approach, but existing centers have insufficient programs -- there are not enough of them, not enough training, not well-trained staff, just not enough programs. The best youth center in the region is in Jijiga, and even it falls short.

### **3) What recommendations were offered by participants?**

- Youth centers should be used as the basis for both social gathering and job training. There is a need for more centers, and the centers that exist have a “capacity gap” that must be filled.
- Technical skill training could be offered on a short-term basis by the TVET college, but it would need modification and supervision for the group of youth concerned.
- Other, complementary training, should be done at the centers to establish their credibility. This training should include the kind of life skills training currently offered through UNICEF program, but should be more job and career oriented.
- The centers, properly developed, would have greater sensitivity to the challenges of gender mainstreaming than either the TVET college or other venues.
- Some youth should be supported to improve their literacy skills and, if younger, encouraged to return to school. Older youth also need the education supports of literacy programs.
- Some youth will have interest in developing their own business. These youth will need training and some financial support, such as currently being done through the UNICEF program.

### **4) What further contacts or information do you recommend?**

We need to visit youth centers in this and other regions and consider their role in possible programs.

### **5) Are there useful or necessary next steps?**

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**Ethiopia Comprehensive Youth Assessment**  
**Interview/meeting report**

**Date:** May 18, 2012

**Reporter:** Erik Butler

**Other Participant(s):** Elyas

**Meeting or interview with:**

**Name:** Mohammed Yusuf, programs manager

**Organization:** SAVE UK

**Location:** Jijiga

**Contact Information:**

**1) What are the purposes and key activities of this organization, and what is the role of the interviewee? (If this was a focus group or group meeting, please indicate the venue, and attach a list of participants)**

As in most locations, SAVE UK has a focus on emergency response and interventions. They also have long-term development goals in the area of health, education, food security, and livelihoods. In education they support alternative basic education for pastoralists children. DFID supports them through funding primary schools for school-age pastoralist children. Their premise is that *education leads to economic stability and supports the objective of bringing about peace and stability in the region.*

**2) What are the (2-5) most important things we learned from this meeting?**

- SAVE's support of livelihoods focuses on improving present livelihoods, especially livestock management including veterinary care, vaccination.
- They have provided training for CAWS, community animal health workers.
- Regarding youth they believe that pastoralist youth are marginalized because of no education.
- They confirm the observation that youth are increasingly coming to Jijiga and other regional towns as pastoralists lifestyles are challenged. They tend to spend the day "drinking tea." It is not clear how many of them look for work but it is clear that most do not believe work is available.
- They believe that some work is available, especially in road building and other construction projects but youth lack connections to these projects and the Somali region especially is all about connections.
- Much current day labor in construction is filled by Oromo visitors, and not by Somali workers.

### **3) What recommendations were offered by participants?**

- Youth need both vocational training and social support. Literacy training and computer skills training would be important, and could be linked to current systems such as TVET, if their leaders were open to modifying existing programs to accommodate the special needs of these youth.
- Youth strongly need the skills of knowing how to look for work and to present themselves to potential employers. All Somali youth, but especially school dropouts and pastoralist dropouts, lack such skills. What looks like poor motivation to work may simply be lack of skills and lack of confidence.
- The region needs a shortcut or catch up curriculum for dropouts from primary school. Properly managed this could encourage returning to secondary school. The current trend for youth to come to English private schools, then not allowed to reenroll in public schools leaves them with no credentials and no skills.
- Doing anything in this arena will require the approval and support of the regional education bureau.
- We should look to expand the number and function of youth centers, and reprogram them to focus on a “work mentality”

### **4) What further contacts or information do you recommend?**

- Mercy Corps
- regional education Bureau and Bureau for women children and families.
- Look at Tufts University report “ Education and Livelihoods in the Somali region of Ethiopia”

## Findings on the rural youth assessment study

Bure and Bahir Dar Zuria

Sosana, Wondwosen, Chris

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### I. What are the five major findings of the team?

1. **Youth have limited exposure to career informing information and opportunities.** They have very few successful role models who have broken out of the constraints of their community to inspire them. They thus only aspire to know career options. For youth still in education, particularly preparatory school, this is in structured formal employment in government and NGO institutions which have limited capacity to absorb those prospective employees.
2. **Rural youth would like support to enhance existing income generating activities.** Many aspire to get employed but know that there limited jobs in their local areas. They would like support to access resources (land, finance, equipment, skills, structures). These youth are already conducting their own small activities – livelihoods, hand to mouth, contribution to household income.
3. **Employers feel that these youth would benefit from personal development programs.** They recognize that there is an abundance of youth qualifying with TVET, Poli-technique and College qualifications. They would benefit from programs that make them more ready to work, prepare them as youth employees, or enable them to engage more meaningfully in self-employment opportunities.
4. Most **youth serving training institutions would benefit from capacity building interventions** that develop both personnel (methodology, practical) and the institution (management, facilities). The present education and training system, including informal education programs, does not adequately prepare the youth for self-employment or employment. These institutions should also be developed to develop practical, hand-on post-training support programs for graduates.
5. **Young woman would like support to develop initiatives that they can conduct close to home.** These need to be flexible according to their domestic responsibilities. Many to pursue their education by staying in schooling longer than boys. However once finished school they are unable to find jobs that match their education so remain at home under-utilised, working but not being paid. Some less educated girls do leave home to find menial and domestic jobs

## II. What are the five assets/strength to build upon

1. **Youth have hope and aspirations and are interested in training and self-employment.** Rural and urban youth including those who have migrated to the city want to advance and improve.
2. **The Women, Children and Youth Affairs Regional Offices have a policy that is intended to promote the youth's livelihood through training and self-employment programs.** There is a significant difference between policy and on the ground delivery through woreda offices to kebele volunteer youth activists. It is however a government structure that would lend itself to a partnership for mobilizing around youth centers and volunteer youth.
3. **Urban youth have an interest in technology.** Creative, innovative approaches to youth programming need to be considered.
4. **There are a existing entry points into local communities.** Farmers training centers, youth centers, skills centers are under-utilized but could be used.

## III. Messages from Youth

1. **Youth have hope and aspirations and are interested in training and self-employment.** Rural and urban youth including those who have migrated to the city want to advance and improve.

## IV. Program Recommendations

1. **There are a range of under-utilized youth spaces that could be used as Entry Points into local communities.** These include youth centers, farmers training centers and skills centers. These facilities can be used as training venues, gathering points for youth centered programs. They could be improved and developed, resourced and self-resourced. Guided to develop income generation programs.
2. **A partnership with Women, Children and Youth Affairs to strengthen volunteer youth organizations and local structures to appropriately mobilize youth programs.** Suggestions include identifying voluntary youth mobilisers or activists in each kebele, youth who understand the four or five issues of the different critical bureaus in the kebele and provide training for them. They will be responsible for identifying and developing relevant youth related livelihoods projects at kebele level.
3. **Develop a pool of local youth volunteers to act as agents of change in the local community.** Successful initiatives require focused energy that is supported by training and long term mentoring through youth serving NGOs
4. **Build the capacity of youth serving training institutions that are currently offering short practical programs for youth.** TVET institutions, NGOs, colleges, Poly-Techniques have programs and trainers that can be improved and enhanced and delivered

at youth friendly centers (youth centers, farmers training centers, skills centers). This results in scaling up successful programs and in the area.

5. **Programs that develop vulnerable young woman in their local communities.** Young woman require special consideration through programs that enable them to earn and income in their local communities as well as to improve their education, skills, livelihood opportunities and living conditions.

## Somali Region

### The 5 (well, 9) Major Findings

- A focus on school dropouts and TOPS is needed and possible
- TOPS have knowledge and strengths from former livelihoods; these skills should be built upon
- Woreda and district government have interest in youth, but only slight programs
- Current youth “spaces” (e.g., youth centers, cooperatives, and associations) exist but are weak and in need of capacity-building and new programs
- Jijiga has some basic resources/programs for youth; Gode has very few
- Lifeskills programs (UNICEF) and short-term training (TVET College) exist but need deepening and expanding
- There is little turnover in formal employment, but a need for livelihood opportunity
- Employers value the soft skills of trustworthiness, communications and practical problem-solving, and tend to hire people they already know who possess those qualities
- There are growth areas in the regional economy, notably construction, IT, and government employment

## ANNEX 3: YOUTH ORGANIZATIONS SUPPORTING EMPOWERMENT AND CAPACITY

### **The ARC Initiative**

<http://arcinitiative.com/capacity-building/>

The ARC is the partnering of business people in Canada and students, alumni and faculty from the University of British Columbia. The main focus of the capacity building component is a multi-day interactive workshop conducted by Sauder faculty, Sauder alumni, and members of the Vancouver and Seattle business community. This business toolkit workshop is geared to the development of an understanding of key business tools and the application of these tools and concepts. Specifically the workshop focuses on providing training that is not easily accessible in the community. Through local partnerships, community people are identified and invited to the workshop as participants.

### **Pathfinder International**

[http://www.pathfind.org/site/PageServer?pagename=Programs Ethiopia Projects Empowerment](http://www.pathfind.org/site/PageServer?pagename=Programs_Ethiopia_Projects_Empowerment)

Pathfinder works to educate communities and policy makers to increase understanding and enforcement of a new national penal code criminalizing harmful traditional practices that Pathfinder and its partners helped pass in 2003. Specific issues in their new legal codes include early marriage, female genital cutting, trafficking, abduction, and sexual violence. Pathfinder partners with the Ethiopian Women's Lawyers Association to bring legal assistance to victims of gender-based violence and trafficking. Pathfinder also works with parents, schools, police, judiciary, community-based reproductive health agents, and women's associations in communities to prevent early marriage.

### **Mercy Corps**

<http://www.mercycorps.org/countries/ethiopia/15064>

**The Strengthening Institutions for Peace and Development (SIPED) Program** is helping to increase good governance and mitigate inter-ethnic conflict in three volatile regions: Somali, Oromiya and Southern Nations, Nationalities, and Peoples by building institutional capacity, creating ties between communities and local government, empowering officials to identify and address tensions before they turn violent, and providing opportunities to youth to promote peaceful change with gender sensitivity.

## ANNEX 4: YOUTH EMPLOYMENT OPPORTUNITIES

### **International Rescue Committee (IRC)**

<http://www.rescue.org/program/programs-ethiopia>

Through its community services programs in the camps, the IRC works to increase community representation of vulnerable groups such as women, the elderly and the disabled and assists in the removal of barriers to their access to camp services. Vulnerable groups receive vocational training in skills such as embroidery, tailoring, masonry, carpentry and soap making, and small grants are provided to assist them in setting up small businesses such as tea shops, bakeries, and laundries. Refugees take part in small business management training in order to learn how to run their operations. Tailoring graduates are engaged in the production of sanitary napkins and pants for women and girls age 13-49, which in turn helps encourage girls to stay in school.

### **Digital Opportunity Trust Ethiopia (DOT)**

<http://ethiopia.dotrust.org/dotethiopia/wherewework>

DOT Ethiopia implements its program in urban and peri-urban areas where it is possible to facilitate access to Internet and computers. Studies have shown that there is a high rate of youth migrating from rural areas to urban and peri-urban centers mainly in pursuit of educational or work opportunities. These at-risk youth need increased program attention as they lack parental presence, social networks, work readiness skills, financial literacy, and access to employment opportunities. DOT delivers its program to vulnerable youth in Addis Ababa and in the regional centers of the southern region of the country (including Awasa, Arbaminch, Butajira and ideally Moyale) as these are areas that are easily accessible with access to an ICT infrastructure and highly vulnerable livelihoods.

### **Pathfinder International**

[http://www.pathfind.org/site/PageServer?pagename=Programs Ethiopia Projects Empowerment](http://www.pathfind.org/site/PageServer?pagename=Programs%20Ethiopia%20Projects%20Empowerment)

Pathfinder trains poor women in vocational and business management skills and provides them with seed money to establish small-scale businesses.

### **Talent Youth Association (TaYA)**

<http://www.talentyouthassociation.org/employment-menu-addis-ababa-ethiopia.html>

The project TaYA success Center aimed at providing skills, job training, career mentoring, and guidance on financial planning and management that will improve Ethiopia's young men and women's job readiness, making them better prepared to find employment or to create their own business.

### **Mercy Corps**

<http://www.mercycorps.org/countries/ethiopia/15064>

With funding from the Source of Hope Foundation, the **Promoting Sustainable Partnerships for Economic Recovery (PROSPER) Program** is working in three districts of southwestern Ethiopia where challenges include high population density and chronic shortages of water and land for farming and grazing, environmental degradation, coupled with ongoing conflicts over land use and resources leading to food scarcity and damaged livelihoods. PROSPER focuses on creating economic opportunities, enhancing access to water and sanitation, promoting healthy behaviors, improving nutrition, and improving natural resource management.

## ANNEX 5: YOUTH ENTERPRISE OPPORTUNITIES

### **International Rescue Committee (IRC)**

<http://www.rescue.org/program/programs-ethiopia>

Through its community services programs in the camps, the IRC works to increase community representation of vulnerable groups such as women, the elderly and the disabled and assists in the removal of barriers to their access to camp services. Vulnerable groups receive vocational training in skills such as embroidery, tailoring, masonry, carpentry and soap making, and small grants are provided to assist them in setting up small businesses such as tea shops, bakeries, and laundries. Refugees take part in small business management training in order to learn how to run their operations. Tailoring graduates are engaged in the production of sanitary napkins and pants for women and girls age 13-49, which in turn helps encourage girls to stay in school.

### **Talent Youth Association (TaYA)**

<http://www.talentyouthassociation.org/employment-menu-addis-ababa-ethiopia.html>

TaYA is currently working with Kirkos Sub City Kebele 20/21 Bureau of Youth and Sports to establish the TaYA Success Center. The center contains business and career planning books and offers training, mentoring, and networking opportunities to Ethiopian youth to improve their abilities to obtain employment. The center has a career counselor to support individuals, computers with internet access, and numerous periodicals as well as career building workshops and programs.

### **Pathfinder International**

[http://www.pathfind.org/site/PageServer?pagename=Programs Ethiopia Projects Empowerment](http://www.pathfind.org/site/PageServer?pagename=Programs_Ethiopia_Projects_Empowerment)

Pathfinder trains poor women in vocational and business management skills and provides them with seed money to establish small-scale businesses.

### **Alchemy World**

<http://www.alchemyworld.org/>

Alchemy World works with young people to help alleviate their poverty by equipping them with the skills and entrepreneurial initiatives to get the jobs that do exist and to start their own businesses. Participants are helped to identify new initiatives and to build their own confidence in their ability to succeed through customer focus, quality and innovation. Alchemy World also provides incubation support for new businesses to help the young entrepreneurs create a reliable income for themselves and their families and to create employment and income for others.

### **Mercy Corps**

<http://www.mercycorps.org/countries/ethiopia/15064>

The Revitalizing Agricultural/Pastoral Incomes and New Markets (RAIN) Program is increasing the resilience of pastoral and farming households by improving their productivity and income generation. RAIN protects food-insecure households and prevents food insecurity through strengthened and diversified livelihoods. It promotes efficient market-based business, local economic development and economic integration.

### **ARC Initiative**

<http://arcinitiative.com/business-ideas-generation/>

**The ARC is the partnering of business people in Canada and students, alumni and faculty from the University of British Columbia.** The ARC hosts a competition to stimulate business ideas in the community. This is a series of events in which aspiring business people can pitch their business idea to a group of business professionals from both the local community and Canada. The top business ideas is awarded prize money to enable them to further develop their business idea. Once the business plan is developed, mentorship is provided by Sauder alumni, faculty and business people from Canada and the local community in Phalaborwa or Addis Ababa.

## ANNEX 6: KEY TECHNICAL, INDUSTRIAL, VOCATIONAL AND ENTREPRENEURSHIP TRAINING

### **Goodwill for Ethiopia (GE)**

<http://www.goodwillforethiopia.org/facts.html>

GE is a technical and vocational training center that's committed to providing and reinforcing knowledge, practical and social skills, and a positive attitude. Training changes the lives of these students while at the same time influencing productivity and economic growth in Ethiopia.

### **Formal TVET Institutions**

TVET institutions are provide training in approximately 40 trades in regular, evening and distance learning environments. A one-year training program is organized for the 10 + 1 program certificate students, a two-year program for 10+2 diploma students and a three-year program for 10+3 advanced diploma students. The Ministry of Agriculture runs 25 of the 388 TVET centers and the MOE runs agricultural TVET programs in animal science, plant science, natural resources, animal health and co-operatives.<sup>1</sup>

### **Non-Formal TVET Institutions**

NFTVET is any organized form of training that accommodates learning/training needs of various target groups both in content, scope and depth and goal orientations. It also includes informal training, e.g. learning on the job or self-learning. Training may take place over different periods of time, through difference modalities, with components for basic education and life skills, and may target unemployed/out-of-school youth. The recent Non- Formal TVET mapping survey report showed that Non- formal TVET is provided in over 400 government, private, community and non-governmental organizations.<sup>2</sup>

### **Short-Course TVET at Jijiga**

In response to formal TVET programs that required students to live at institutions and did not provide stipends, the BRIDGES program (a partnership between Save the Children UK, Mercy Corps and Islamic Relief that was funded by DFID) put into place specially designed short courses with the Jijiga TvET in construction, plumbing, IT, woodwork, and mechanics.

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## ENDNOTES:

<sup>1</sup> Annex 1 includes interview guides for each constituent group interviewed: donors, employers, government officials, educators, NGOs, and a cross-cutting set of questions, “What we want to know from Everyone”.

<sup>2</sup> Annex 2 provides a sample of these reports on key informant interviews and other meetings

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