

# ENDLINE REPORT ETHIOPIA

Impact on socio-economic situation of youth participating in the Empower Youth for Work programme in Ethiopia

EMPOWER  
**YOUTH**  
FOR WORK



**OXFAM**

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# SUMMARY

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

This impact evaluation report focuses on the impact achieved by the EYW project in Ethiopia by comparing the results of the endline study (July-September 2021) with the baseline (2017) and midline (2019) studies. The main objective of this impact evaluation was to determine the impact of the EYW programme using the key performance indicators (KPIs) for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people.

This endline study comprises both quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs each of the three pillars, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project. Two reflection workshops contributed to the interpretation and analysis of the findings.

For pillar 1, we found that EYW in Ethiopia had a positive impact on the agency and skills of young people. For instance, young women participants felt more capable of changing things in their youth group. Also, we saw that EYW participants felt capable of changing things for themselves and their families, whereas, over time, non-participants thought it was more difficult to make changes to their lives. Nonetheless, it remained more difficult for young people to change things in their communities than in youth groups and their personal lives. All EYW training had a positive impact on youth's skills. Most likely, this played an important role in the increased employment and business ownership of EYW participants.

For pillar 2, EYW had a positive impact on the economic opportunities of young people. Employment, especially youth entrepreneurship, increased by a large extent in project areas. Also, over time, more EYW participants applied for and obtained access to finance to start businesses. Additionally, youth's enrolment in apprenticeship programmes increased through the course of the project, and many young people had access to information on job opportunities. Thus, increased employment opportunities led to a positive impact on youth's income and economic empowerment.

The Covid-19 pandemic undoubtedly had a negative effect on the employment and economic opportunities of many young people. Therefore, it is remarkable that EYW achieved positive impacts

for pillar 2 despite the harsh economic conditions derived from the pandemic. This suggests that the project contributed to building economic resilience among EYW participants.

For pillar 3, we found that at the endline, youth thought they encountered fewer restrictions to their participation in the labour market than at the baseline. Also, according to community members, young women's participation in employment was more common at the endline than at the baseline. These improvements in the youth's social context were backed by a reduction of sanctions against youth employment in project areas. These positive outcomes were very likely the combined result of EYW's community conversations on social norms around youth employment and the positive impacts on youth employment and entrepreneurship, agency and skills of young women.

Additionally, young women EYW participants were more aware of what represented a threat of gender-based violence( GBV) at the endline than at the baseline. Moreover, EYW participants showed more support for gender equality at the endline than at the midline. Other positive outcomes of EYW on the youth environment were young people's increased knowledge of family planning methods, improved perceptions of access to sexual and reproductive health and rights (SRHR) SRHR services, and increased knowledge of sexually-transmitted diseases (STDs).

Nonetheless, some aspects of the youth's environment remained challenging in project areas, especially on SRHR matters. Social norms around youth employment continued to be more supportive of young men's employment than young women's employment. Furthermore, community members' support of the gendered division of unpaid care work stayed high in project areas. These remaining challenges partly explain the gender gap in youth employment.

Additionally, many young women still did not feel safe to speak up or take action against GBV – half of EYW participants still did not have knowledge of family planning methods, one third did not believe that they had sufficient access to SRHR services, and only a few EYW participants knew when girls are more likely to get pregnant.

We concluded that EYW in Ethiopia had a positive impact on the social and economic empowerment of project participants, which was possible because of the project's holistic approach. Skills training was successful in increasing the soft, technical, and entrepreneurial skills of youth. The positive impact of skills training, the financial support facilitated by EYW, the dissemination of job opportunities, and links with apprenticeship programmes contributed to the positive impact of EYW on youth employment and especially on entrepreneurship. Additionally, EYW's contribution to an enabling environment played a role in the socio-economic empowerment of youth. However, positive impacts on the youth social context were more difficult to achieve.

Finally, we formulated recommendations based on the insights, experiences and results presented in this report:

- **Adopt a holistic approach with a long-term vision:** Future programmes can adapt the holistic approach of EYW to their specific context and improve the social and economic empowerment of youth. There are positive links between working on agency and skills, the promotion of an enabling environment and economic opportunities, and a holistic approach will likely enable more benefits for young people. Furthermore, future programmes should be

implemented with a long-term vision because many of EYW's positive impacts were only reached towards the end of the project.

- **Agency:** Future programmes should continue with the organization of youth groups that guarantee gender-equal participation. The organization of youth groups was effective for the increased agency of youth, especially for young women. However, future programmes should pay attention to how an increased agency is translated into actual changes in both the youth groups and the community. Young people still find it difficult to make changes in those spaces of interaction despite their increased social empowerment.
- **Skills training:** Youth employment programmes should include at least training on soft skills, technical skills and entrepreneurship skills. Young participants considered the skills learned in these three types of training to be very useful. Additionally, future programmes should attempt to achieve impact on all aspects of soft skills. This evaluation showed that EYW only had a positive impact on some soft skills.
- **Access to finance to reduce unemployment:** Future programmes should address the barriers that young people face to access financial capital. In this evaluation, unemployed youth said that the main barrier to employment was the lack of access to finance. Furthermore, future programmes could also learn from the Loan Guarantee Fund and Business Development Services of EYW. These EYW activities contributed to increased numbers of youth business owners and increased chances for young people to obtain loans.
- **Decent work standards:** Future programmes need to continue working on improved policies and practices to achieve decent work standards. This requires the involvement of workers, employers and government. For the few youth employees, we found that their working conditions were still below decent work standards.
- **Enabling environment:** Future programmes should continue dedicating efforts to the creation of an enabling environment for youth socio-economic empowerment. This evaluation showed that EYW's work around social norms contributed to reduced social sanctions against youth employment and increased positive empirical expectations towards young women's economic participation. Nonetheless, some challenges regarding young women's economic participation remained in project areas.
- **Gender equality:** Future programmes should continue to address the gender inequalities that limit the social and economic empowerment of young women. Key areas where future programmes should continue reducing gender inequalities are agency in the community and personal spaces, labour force participation, social norms around youth employment, distribution of unpaid care work, gender-equal attitudes, and the creation of safe spaces where young women can organize themselves to speak up and take action against GBV.

# 1 INTRODUCTION

Empower Youth for Work (EYW) is a five-year programme (2016-2021) funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women, 15-29 years old) in rural climate-affected areas of Pakistan, Bangladesh, Indonesia and Ethiopia to seek and obtain economic independence. To realize these goals, the programme applies a holistic approach to effectively drive young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment.

The Impact Measurement and Knowledge (IMK) team of Oxfam Novib conducted an impact evaluation of the EYW project in Ethiopia, together with Oxfam in Ethiopia and its partners Horn of Africa Voluntary Youth Committee (HAVOYOCO) in Somali region and Rift Valley Children's and Women's Development Organization (RCWDO) in Oromia region. This report focuses on the impact achieved by the EYW project in Ethiopia by comparing the results of the endline study (July-September 2021) with the baseline (2017) and midline (2019) studies.

The main objective of this impact evaluation was to determine the impact of the EYW programme using the KPIs for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people.

This endline study comprises quantitative and qualitative components. The quantitative impact assessment focused predominantly on progress made with respect to the KPIs for each of the three building blocks, while the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

During programme implementation and at the time of writing this report, the world, including Ethiopia, was hit by the coronavirus pandemic (Covid-19). Covid-19 has put further pressure on the job market and disproportionately affected young people<sup>1</sup>, especially young women<sup>2</sup>. Globally, one in six young people has stopped working due to Covid-19, and working hours have fallen significantly among those still in employment (ILO, 2020a). Therefore, the findings of this study need to be understood within the context of the Covid-19 pandemic.

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<sup>1</sup> ILO (2020a). ILO Monitor: COVID-19 and the world of work. Fourth edition.

<sup>2</sup> ILO (2020b). Youth and Covid-19: Impacts on Jobs, Education, Rights and Mental Well-being. Survey Report 2020.



## 2 PROJECT OVERVIEW

The EYW programme aimed to improve economic and social empowerment for young women and men living in rural, climate-change affected areas in Bangladesh, Ethiopia, Ethiopia, and Pakistan. The Theory of Change consisted of three pillars – improving young people’s agency and skills (pillar 1), improving their economic opportunities (pillar 2) and creating an enabling environment for youth (pillar 3) – to ultimately increase their social and economic empowerment.

In Ethiopia, the EYW project was implemented in Oromia and Somali, two of Ethiopia’s nine regions. In the Oromia region, Oxfam partnered with Rift Valley Children’s and Women’s Development Organization (RCWDO). In the Somali region, Oxfam worked with implementing partner Horn of Africa Voluntary Youth Committee (HAVEOCO).

The project areas within the regions were selected according to the current capacity of local partners, opportunities for change, access to markets, the number of families dependent on agriculture and a pastoral livelihood with limited productive assets and low productivity, regions characterized by vulnerability to food insecurity because of repeated market failures, climate and environmental degradation, good potential for vegetable and livestock production to supply local markets, development of private companies, small- and medium-level micro-enterprises, and finally, areas with the majority of women in rural areas lacking the capacity and assets to invest in agricultural and pastoral livestock. Furthermore, the selection of areas was in line with the Oxfam Ethiopia 2020 country strategy.

Besides the main project participants (the youth), the project also established a multistakeholder platform and linked existing institutional and governmental initiatives in each of the two intervention regions. In addition, other stakeholders were included to ensure holistic support in the implementation of the project. These stakeholders included the private sector, micro-finance institutions, education bureaux and agriculture offices.

In both regions, EYW’s pillar 1 activities included the establishment of new youth groups and strengthening of existing youth groups and quality training for young people to gain the soft and technical skills demanded by employers. Additionally, vocational training, agricultural training, entrepreneurship skills training and life skills training modules for EYW participants were rolled out as part of pillar 1.

EYW’s pillar 2 activities included the establishment of new climate-resilient micro-enterprises (start-ups), identification of innovative ways of convincing communities to give youth access to employment, and creation of links with financial institutions. Pillar 2 activities also included the implementation of the Loan Guarantee Fund (LGF) for youth-led small and medium enterprises (SMEs) and Business Development Services (BDS) for youth entrepreneurs and the self-employed. EYW also sponsored apprenticeship programmes to improve the economic opportunities of youth (pillar 2).

EYW’s pillar 3 activities consisted of assessments of local norms and policies around GBV, sexual and reproductive health (SRH) and unpaid care work. Also, in pillar 3, EYW organized community

conversation groups to discuss social norms around youth employment and how to address them. Also, EYW implemented activities to promote youth-focused policies and to influence religious and community authorities (for example, working with local sharia scholars to ensure inheritance rights for women in local practice).

Additionally, in 2020 and 2021, EYW implemented activities in response to Covid-19 such as Training of Trainers (ToT) provision for health experts and Covid-19 task forces, sensitization and awareness-raising training about Covid-19, provision of sanitation and hygiene materials for Covid-19, door-to-door public awareness-raising about Covid-19 and campaigns on Covid-19 transmission and prevention measures.

In response to the Covid-19 pandemic, partners shifted face-to-face activities to online platforms. While permitting activities to continue, this shift meant that activities took longer to roll out and put young people with no or limited access to the internet at risk of missing out.

Additionally, there were a few notable political and economic developments in Ethiopia between the beginning of the programme implementation and the endline. These included robust economic growth since 2004<sup>3</sup>, the effects of other interventions, and broader political and economic developments, which may have influenced the findings presented in this report.

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<sup>3</sup> World Bank Open Data: <https://data.worldbank.org/>

# 3 EVALUATION DESIGN

## 3.1 EVALUATION QUESTIONS

The main objective of this endline study was to determine to what extent the EYW programme had an impact on KPIs for the three pillars. The report also explores the gendered and regional differences for the outcomes and contextualizes the findings with respect to Covid-19. Furthermore, reflections from youth, community members and stakeholders on how change happened are included throughout the report. The main evaluation questions are presented in **Error! Reference source not found.**

**Table 1: Overview of evaluation questions**

**Main evaluation question: To what extent have activities implemented by the EYW programme contributed to changes in KPIs for the three pillars?**

Sub-questions:

- To what extent have activities implemented by the EYW programme contributed to changes in young people's agency and skills?
- To what extent have activities implemented by the EYW programme contributed to changes in young people's economic opportunities?
- To what extent have activities implemented by the EYW programme contributed to changes in the enabling environment of young people?

The quantitative impact assessment focused predominantly on the KPIs, and the qualitative impact assessment focused more on how change in employment happened and how change was related to the effectiveness and relevance of the EYW project.

## 3.2 EVALUATION DESIGN

This is a mixed-methods evaluation, which means that the quantitative impact assessment was complemented with qualitative research and reflection workshops with youth and partners.

### 3.2.1 QUANTITATIVE IMPACT ASSESSMENT

The quantitative component of this evaluation was a quasi-experimental impact assessment, meaning that it benefits from data collected from a target group of programme participants as well as a comparison group. The comparison group included respondents who were living in villages that were not targeted by EYW project activities and had a similar demographic profile to the target group. The selection of respondents and their assignment to the target and comparison groups was not random – this is what makes this study “quasi-experimental”, in contrast to a fully randomized control trial. Comparing data from these two groups allowed us to identify both *trends* in outcomes over time for the target group and any changes that could be attributed to programme activities (the *impact* of the EYW programme

so far). Please refer to 7.1 for more details on the methodology used for the quantitative impact assessment.

### **3.2.2 QUALITATIVE IMPACT ASSESSMENT**

The qualitative study component used focus group discussions (FGDs) to answer the following broad questions: a) How does change in employment happen for EYW youth participants? and b) How is change related to the effectiveness and relevance of the EYW Project? These discussions involved both male and female EYW participants and were focused on the changes they experienced in their professional lives and the changes they observed at the household and community level because of EYW. Discussions with community members focused on the community's awareness and opinion of EYW activities and how the activities led to changes in the employment, entrepreneurship and economic circumstances of youth in their communities.

Because of the Covid-19 pandemic, the data collection team was consulted during the design and planning phase to decide whether the FGDs should be conducted in-person, online or over the phone. Since the Covid-19 rules and regulations in Ethiopia, at the time, allowed for small groups of people to gather and interact, it was decided to conduct FGDs in person. Another reason for deciding on in-person qualitative processes was the lack of reliable mobile and internet connectivity in the project regions. To maximise the safety of the participants and data collectors, the data collection team took all necessary precautions, irrespective of what was required by the health agencies in the country. In addition, the FGD guide provided detailed precautions and measures, which the team were required to adhere to while interacting with the FGD participants.

### **3.2.3 REFLECTION WORKSHOP**

One reflection workshop was held for each of the EYW project regions in Ethiopia to reflect on the preliminary results of the impact evaluation. The reflection workshop in the Oromia region was on 16 and 17 September 2021, and the reflection workshop in the Somali region was on 21 and 22 September 2021. More than 30 participants attended the workshops, and youth involved in the EYW programme, implementing partners, regional stakeholders and Oxfam in Ethiopia staff participated in a collaborative session to interpret the endline results. Over two interactive days, participants reflected on the results presented with the main objective of validating and interpreting the findings. The reflection workshops were facilitated by Oxfam in Ethiopia staff, who ensured meaningful youth participation<sup>4</sup>. Reflections and suggestions from participants are incorporated throughout this report and are clearly identified where they appear in the text.

## **3.3 OVERVIEW OF THE SAMPLE**

### **3.3.1 QUANTITATIVE SAMPLE**

The quantitative sample for this endline study was designed to be representative of the EYW participants by the type of activity the youth engaged in, the EYW population distribution by region, zone and

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<sup>4</sup> 10 participants out of 30 were youth.



woreda, and to reflect the distribution of women and men participating in EYW. Target group respondents were randomly selected from administrative records of project participants from year one to year five of the project implementation.

Comparison group respondents were randomly selected by random walks in woredas not exposed to EYW. This was to minimize spill-over effects. In the design of the comparison group sample, the distribution per gender, region, zone and woreda was chosen to replicate the distribution of the EYW project participants.

In addition to a youth survey, we also interviewed community respondents older than 29 years old. Community respondents were randomly selected by random walks in woredas where EYW implemented activities.

The samples of the target group, comparison group and community members were intended to achieve maximum comparability between the baseline, midline and endline samples.

Data collection for the endline survey was conducted face-to-face during the period August-September 2021. Enumerators made an important effort to collect the data in the context of the pandemic, and health security protocols were implemented to avoid health risks associated with Covid-19. Other challenges faced during the fieldwork were the rainy season, the scattered location of the selected target group respondents within kebeles, and selected target group respondents who had migrated to adjacent woredas or kebele towns.

Please see Annex 7 for a detailed overview of the baseline, midline and endline samples.

### **3.3.2 QUALITATIVE SAMPLE**

A total of 16 FGDs were conducted among youth (women and men) and community members in Somali and Oromia regions. These included four FGDs for young men, young women, mixed groups (young women and men together) and community members. The numbers of participants in the FGDs with young women, young men, mixed groups and community members were 40, 35, 40 and 39, respectively, with women comprising 49% of the total FGD participants. Furthermore, selection criteria for the potential participants, corresponding to the type of training held and the number of participants in each of the two provinces, were also defined. However, these criteria were not fully met during the data collection process. This limitation must be kept in mind when considering the findings from the qualitative component.

As for the quantitative component, the selection of the participants for the FGDs was not random as the sampling criteria for youth was based on the training and other activities undertaken in the two districts. For example, all the participants of the programme had soft skills training, but not all participants had participated in entrepreneurship-related activities. Accordingly, the selection criteria stated that all FGD participants must have participated in soft skills training. Further, based on the overall proportion of participation in farming and entrepreneurship skills activities in the different regions/provinces, the selection criteria outlined the minimum number of participants in an FGD that should have participated in

these activities. However, it should be noted that the selection criteria were adjusted according to the situation on the ground at the time of the data collection process.

### 3.4 LIMITATIONS

In general, we selected target respondents from full records of youth participants held by local partners. This could mean that we included youth in the sample who no longer participated in EYW and who, therefore, might not remember all aspects of training received. However, EYW aims for sustainable, long-term impact, so even though project activities might no longer be fresh in the mind of some respondents, this should not matter much as we aimed to measure impact over time.

Furthermore, there was a possibility of underestimating progress, especially in employment outcomes, given that youth who found employment elsewhere and migrated were not available to participate in the endline study. Hence, by design, we missed out on youth who had migrated to find employment elsewhere.

Also, there was a limitation related to the way KPIs were formulated. First, there was the translation of global KPIs into local contexts, which comes with trade-offs in standardization vs the local context (for example, on skills and the enabling environment). Secondly, many of the skills indicators were based on self-assessments by youth instead of an external assessment of the application of the skills.

For the qualitative processes, the data collection team highlighted several challenges that they faced while interacting with the participants, such as lack of availability of participants because of increased farming activity during the rainy season, reluctance among participants to speak openly and be recorded, and general security issues which affected the morale of the data collection team as well as the participants. Another significant limitation was the tendency among participants to provide socially desirable responses, especially to questions that focused on social norms, gender equality and violence against women. Several times, the responses indicated radical changes in the beliefs and practices. However, how these changes occurred was not described by the respondents. The nature of the responses and the choice of words also indicated social desirability bias. It is important to keep this in mind when considering the findings of the qualitative processes.

### 3.5 EXPLANATORY NOTE ON THE FINDINGS, FIGURES AND TABLES

The next chapter presents the main findings<sup>5</sup> of the endline study. The next chapter presents the main findings<sup>6</sup> of the endline study. In general, the chapters and sub-topics begin with the findings of the survey – the quantitative component. The descriptions of the quantitative findings are followed by the findings from the FGDs – the qualitative component – except in cases where a particular theme or topic was covered as part of the survey but was not explored in the FGDs.

The EYW programme was judged to have made a *significant impact* on an outcome indicator if the change observed among the programme participants (target group), from the baseline to the endline, was higher than the changes observed among non-participants (comparison group). Generally, positive impact means that programme participants experienced a higher increase in a certain indicator, for example, the level of soft skills, than non-participants. A negative impact means that the change for non-participants was larger than the change for participants. A negative impact is often, but not always, associated with a decrease in the level of a certain indicator. It could also indicate that a positive change is higher for non-participants, resulting in a negative impact for participants.

When the report mentions a *significant impact*, it means that the difference between programme participants and non-participants for that outcome indicator between the baseline and the endline was statistically significant at a confidence level of 95%. This means that if the survey were re-run 20 times, we would find that the project had an impact for 19 of those 20 times. **In short, a *significant impact* means that we have enough statistical evidence to believe that a change in an outcome indicator was entirely due to EYW programme activities.**<sup>7</sup>

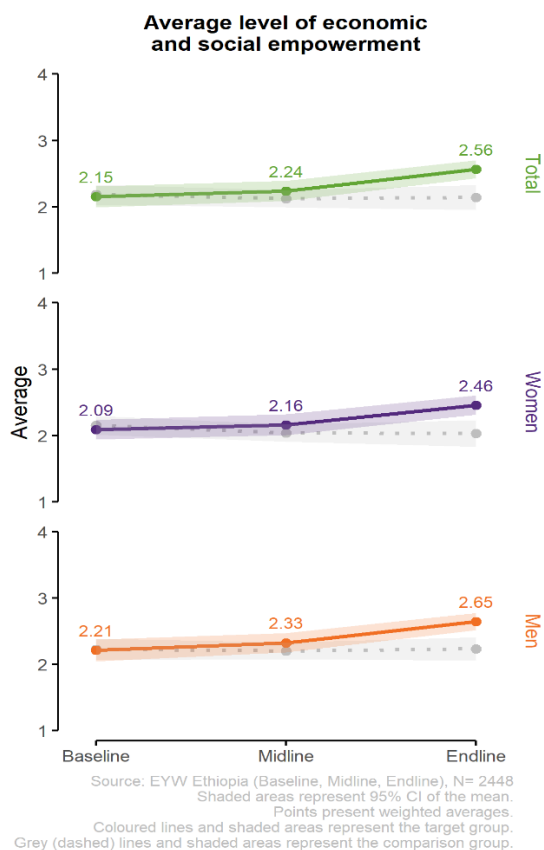
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<sup>5</sup> Please note that the sample size for each outcome indicator can be different from the sample size mentioned in annex 7.2. This could be due to one or more of the following reasons: respondents preferred not to answer the question(s) related to that outcome indicator, respondents answered 'I don't know', and/or there was missing information in any of the covariates included in the impact evaluation model.

<sup>6</sup> Please note that the sample size for each outcome indicator can be different from the sample size mentioned in Annex 7.2. This could be due to one or more of the following reasons: respondents preferred not to answer the question(s) related to that outcome indicator, respondents answered 'I don't know' or there was missing information in the covariates included in the impact evaluation model.

<sup>7</sup> It is worth noting that, in some cases, the outcome indicator might not have changed for project participants, but we still may find a significant impact. This can be the case when we observed a negative change in the group of non-participants, but the project helped to maintain an outcome indicator at the same level or helped to reduce a negative trend in the political and socio-economic context.

**Figure 1**



Most figures in this report visualize the findings as line graphs that show the average response to a given question by respondents in the baseline, midline and endline studies (Figure 1).

Because the data is based on responses from a sample of the people in the baseline, midline and endline studies, the results were subject to a degree of sampling error. These errors are visualized with a confidence interval, representing the range of the estimate at a confidence level of 95%. In graphs such as Figure 1, the confidence interval is depicted as the shaded area under and above the straight lines. Coloured lines and coloured shaded areas represent the target group. Grey dashed lines and grey shaded areas represent the comparison group.

Generally, if the confidence intervals of two estimates overlap, then it is likely that the difference between the estimates is not statistically significant. If the confidence intervals do not overlap, then the difference between the estimates is statistically significant. However, there are exceptions to this general rule, as the impact evaluation model – and hence the conclusions on significance – rely on many interacting factors (such as the influence of weights, covariates, and sample size). Therefore, readers are encouraged to rely on the report text and summary tables for definitive results regarding which comparisons or associations were statistically significant and which were not<sup>8</sup>.

In the following chapter, summary tables are presented for each section. These tables present the results of each KPI and subscales used to estimate the KPIs. Hence, the tables provide an overview of all the analyses performed for the section. Most of these results are described in the text. However, results of some subscales or sub-KPIs are not described extensively in the text.

<sup>8</sup> Note that the values on the graphs of women and men were based on predicted values of the general impact evaluation model. The general impact evaluation model used the sample of women and men together for the estimation. This means that the values on the graph with the label “Women” are the average predicted values for women based on the general impact evaluation model. A similarly explanation applies for men. However, conclusions in the summary tables and text were based on conditional impact evaluation models specific to gender. This means, impact evaluation models estimated each gender separately. This may explain some slight deviations in predicted values between the tables and graphs. Additionally, the regional results in the tables were based on conditional impact evaluation models specific to region.



In the summary tables, an equal sign (=) means that there is no significant impact to report. An upward green arrow (↑) indicates there is positive impact; a downward red arrow (↓) indicates there is negative impact. The number of asterisks behind the arrow indicate the level of significance (\*, \*\*, \*\*\* for  $p < 0.1$ ,  $p < 0.05$ ,  $p < 0.01$  respectively).

# 4 PROJECT IMPACT

This chapter presents the findings from the endline study, using both quantitative survey data (2017, 2019, 2021) and qualitative data (2021). In this chapter, we aim to understand whether the lives of young people have changed because of participation in the EYW programme and how these changes occurred.

First, we look at the characteristics of young people and community members targeted by the EYW project activities (section 4.1). Second, we explore the results of five years of EYW programme work on the social and economic empowerment of youth (section 4.2), young people's agency and skills (section 4.3), young people's economic opportunities (section 4.4) and their enabling environment (section 4.5). For a description of how KPIs are calculated and the estimated KPI values at baseline, midline<sup>9</sup> and endline, please see Annex **Error! Reference source not found.**

## 4.2 CHARACTERISTICS OF INTERVIEWED YOUNG PEOPLE AND COMMUNITY MEMBERS

### 4.2.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS

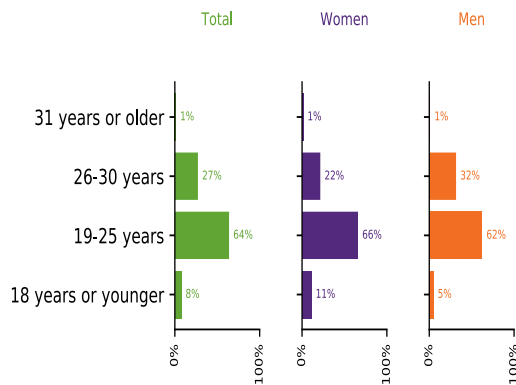
This section presents some of the key socio-demographic characteristics of EYW participants at the endline. We interviewed 650 young people who participated in the EYW project in Ethiopia, of whom less than half were young women (43%). During the reflection workshop, youth participants raised the issue that the EYW project aimed to have a gender composition with 70% young women. However, social norms against the participation of young women in public activities hindered that goal. As mentioned by one of the implementing partners during the reflection workshop, the project could not involve more young women in the program because social norms in the implementing areas dictated that girls and women have to stay at home.

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<sup>9</sup> Note that the baseline and midline values presented in the graphs were calculated with the impact evaluation model estimated for the endline study. This model used statistical techniques to make comparable three survey rounds: baseline, midline and endline. Therefore, the values might be slightly different from the baseline and midline KPI values in the KPI table, which were the values calculated at the times of the baseline and at the midline assessments.

**Figure 2**

**What is your age?**



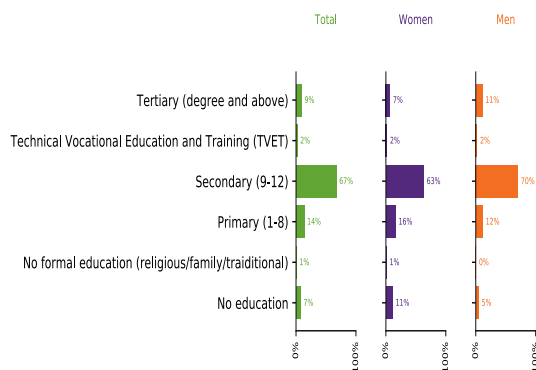
Source: EYW Ethiopia (Endline Target), N=643.

The EYW project targets young people between the ages of 15 and 29 years old. More than half of the EYW participants were between 19 and 25 years old at the time of the endline survey. The women who participated in the project were younger than the men.

Some respondents were older than 29 years old at the time of the endline survey. This was because some participants joined the programme a few years before the endline survey when they were younger than 29 years old.

**Figure 3**

**What is your highest achieved level of education?**



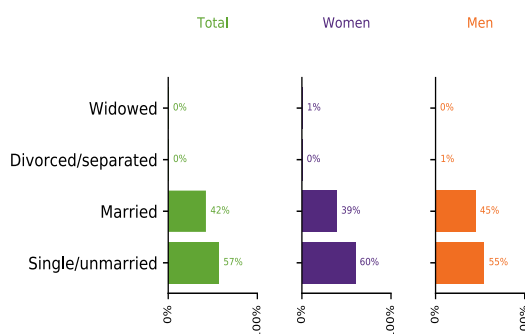
Source: EYW Ethiopia (Endline Target), N=643.

At the endline, most project participants had secondary education (67%), and only a small percentage of young people had not achieved any level of education (7%). On average, young men had a higher level of education than young women.

It is important to mention that the level of education of project participants was higher at the endline than at the baseline. At the baseline, 40% of young people had secondary education, and 11% had not achieved any level of education.

**Figure 4**

**What is your marital status?**



Source: EYW Ethiopia (Endline Target), N=643.

The majority of EYW participants were single or unmarried (57%). However, the percentage of single or unmarried women was higher than the percentage of unmarried men.

The qualitative component did not delve deeply into the socio-economic characteristics of the participants except for their age profile. In line with the age profile of the youth surveyed for this evaluation, the majority of youth participants were in the age group 19-25 years – about 57% of the total youth participants in the FGDs were in this age group (48% in the

case of women and 66% in the case of men). About 12% of the participants were younger than 18 years, and 30% were in the age group 26 to 30 years.

Finally, we want to mention that we recognize the diversity of young people who might identify with other characteristics than the ones presented in this section.

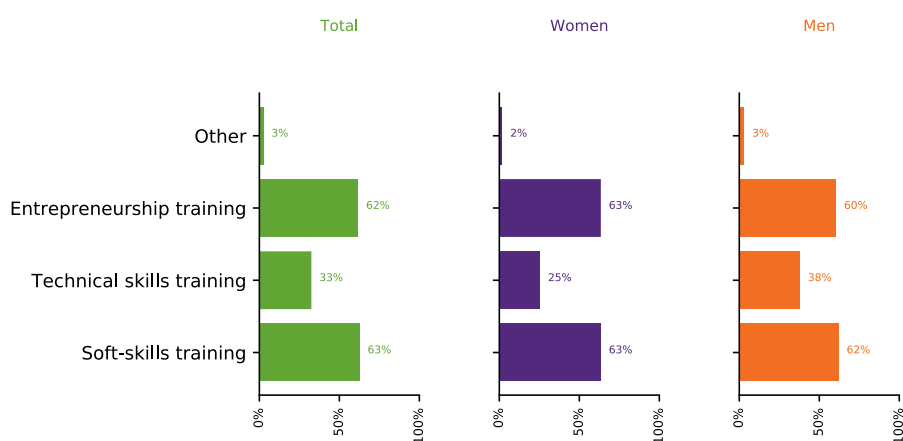
#### 4.2.2 PARTICIPATION IN EYW ACTIVITIES & COVID-19 RESTRICTIONS

In Ethiopia, EYW implemented its project activities around the three pillars of the holistic approach. In pillar 1, the majority of EYW participants in our sample had participated in soft skills training (63%) and entrepreneurship skills training (62%). One-third of EYW participants had attended technical skills training (33%). It is important to mention that youth could participate in multiple training sessions. Thus, 97% of our sample said that they had participated in at least one type of training by EYW. The participation in the different trainings was similar among young women and young men.

More than 80% of EYW participants in our sample were members of youth groups organized by the project.

**Figure 5**

**In what type of training did you participate of EYW?**



Source: EYW Ethiopia (Endline Target), N=624.

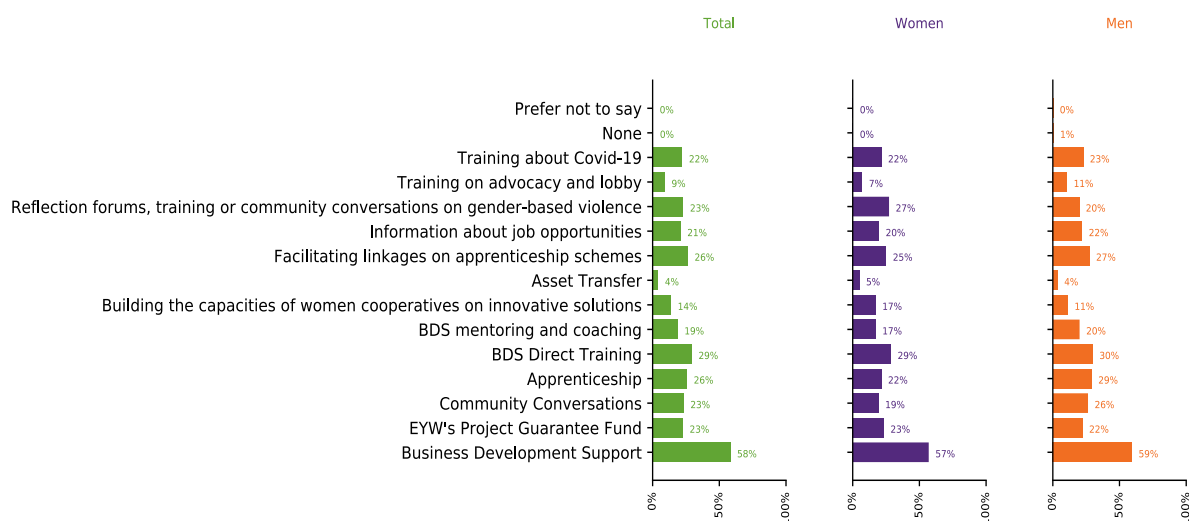
In pillar 2, most respondents in our sample had participated in activities related to Business Development Support: 58% of respondents participated in BDS, 29% in BDS direct training and 19% in BDS mentoring and coaching. Other activities of pillar 2 were apprenticeships (26%), activities to link youth with apprenticeship schemes (26%), EYW's Project Guarantee Fund (23%), dissemination of information about job opportunities (21%), capacity building of women cooperatives (14%) and asset transfer (4%).

In pillar 3, our sample of project participants had attended reflection forums, training or community conversations to raise awareness about GBV (23%), community conversations to discuss social norms around youth employment and how to address them (23%), and training on advocacy and lobbying to promote youth-focused policies (9%).



**Figure 6**

**Have you participated in any of the following activities by Oxfam, HAVOYOCO and RCWDO?**



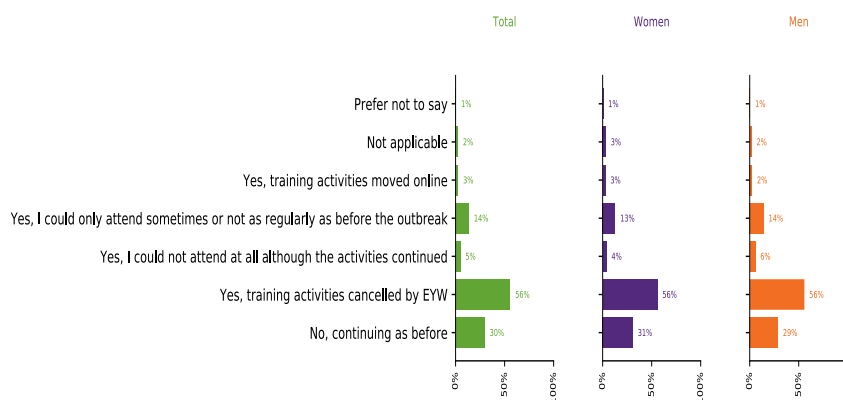
Source: EYW Ethiopia (Endline Target), N=643.

Mobility restrictions during the Covid-19 pandemic affected the organization and implementation of EYW activities. This was also emphasized by participants of the reflection workshop, who mentioned that it was not possible to organize regular training, workshops and meetings during the lockdown. A total of 56% of the respondents in our sample said that EYW training activities were cancelled due to mobility restrictions, 14% could only attend EYW activities sometimes (or at least not as regularly as before), and 5% said that activities continued, but they themselves could no longer participate.

Nonetheless, EYW made important efforts to continue with the project implementation as far as possible. Hence, 30% of EYW participants mentioned that their participation in EYW was not interrupted or changed by the Covid-19 outbreak, and only 3% of EYW participants mentioned that training activities had moved online. Moreover, EYW in Ethiopia facilitated sensitization and awareness-raising training about Covid-19 to 22% of our sample. Additionally, only 2% said that the interruption of EYW activities due to the pandemic was 'not applicable' to them. This was the case for respondents who stopped participating in EYW activities before the Covid-19 outbreak.

Figure 7

Has your participation in EYW activities been interrupted or changed since the Covid-19 outbreak?

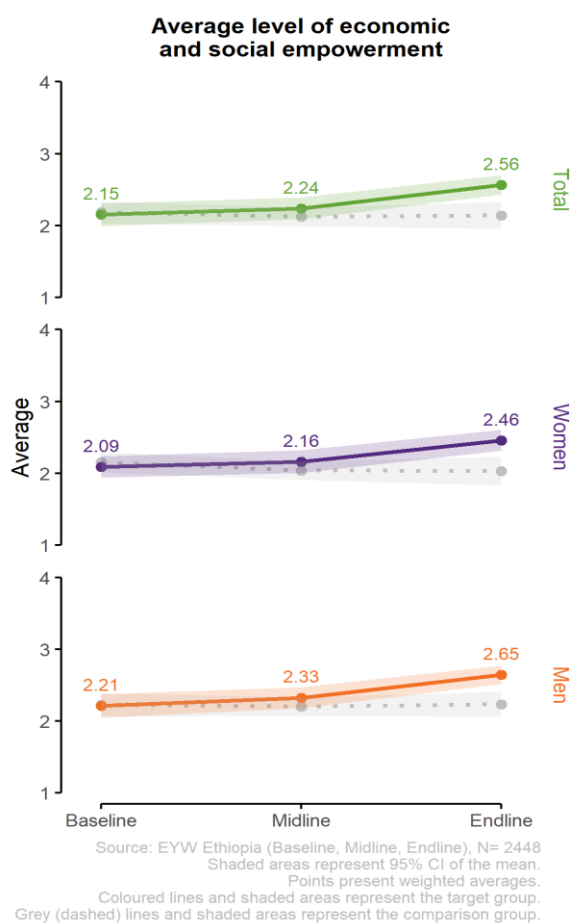


Source: EYW Ethiopia (Endline Target), N=643.

### 4.3 IMPACT ON SOCIAL AND ECONOMIC EMPOWERMENT

KPI #: Economic and Social Empowerment		Total	Gender		
		Total	Women	Men	
<b>Baseline-Endline data</b>		<b>Is there a significant effect for the target group over time? (Impact)</b>			
Im- pact	0	Average level of <b>economic and social empowerment</b> reported by young people	↑	↑	↑
		Average level of <b>economic empowerment</b> reported by young people	↑	↑	↑
		Average level of <b>social empowerment</b> reported by young people	↑	=	=
		Average <b>monthly household income</b> reported by <i>community members</i> (in local currency)	=	=	=

Figure 8



The ultimate goal of the EYW programme was to improve the economic and social empowerment of young women and young men. In this study, economic and social empowerment was measured by taking the average of two measures: economic empowerment and social empowerment.

Economic empowerment was measured by the extent to which youth's income covered household needs<sup>10</sup>. Social empowerment was measured by taking the average of two components: 'empowerment' and 'comfort expressing voice'<sup>11</sup>.

The continuous and long-term targeted efforts of EYW in Ethiopia improved the economic and social empowerment of youth. **Error! Reference source not found.** shows that youth's average level of economic and social empowerment had a positive trend from the baseline to the endline.

However, at the midline, the project had not yet achieved an impact on the economic and social empowerment of youth. It was only at the endline that the project had a positive impact on the economic and social empowerment of youth. At the endline, we found a positive impact for both economic empowerment and social empowerment.

This suggested that positive impacts on the socio-economic empowerment of youth were difficult to achieve in the short term. Hence, long-term programmes have a better chance of improving the economic and social empowerment of youth. Interestingly, participants at the reflection workshop said there would be a greater change in the life of youth if the project was longer than five years, perhaps seven or 10 years. They said that changes in the quality of life were not immediate but rather gradual.

<sup>10</sup> Answer categories were a 1-4 point scale, where 1 refers to 'not at all' and 4 to 'to a great extent'.

<sup>11</sup> 'Empowerment' was measured by three statements: 1) adults in my town or city listen to what I have to say, 2) adults in my town or city don't care about young people of my age and 3) in my town or city I feel like I matter to people. 'Comfort expressing voice' was measured by whether respondents felt comfortable doing four type of activities: 1) Suggesting activities to duty bearers or power holders, 2) Sharing your ideas about rules or policies with duty bearers or power holders, 3) Taking a lead role in organizing a program or activity in my community and 4) Expressing my views, needs and aspirations among peers.

Gender analysis revealed that EYW had a positive impact on the economic and social empowerment of young women and men when each gender was analysed separately. However, a gender gap persisted for economic and social empowerment. **Error! Reference source not found.** shows that socio-economic empowerment was higher among young men than young women from the baseline to the endline. Participants at the reflection workshop mentioned the importance of addressing gender inequalities in socio-economic empowerment through a scaling-up of the project.

Another indicator at the impact level was the average household income (the income of all household members together). We did not find an increase in the income of households in project areas. We measured this indicator with information from the community survey in the project areas.

The positive impact of EYW on socio-economic empowerment was stressed by the participants of the reflection workshop. Most youth said that related to the findings because they had seen how a lot of youths changed their own lives and the lives of their families. Similar sentiments were expressed by the participants of the FGDs.

The most common response among young men regarding the impact on socio-economic empowerment was increased opportunities and as a result, improved incomes enabled by EYW. According to several young men, the training sessions helped the youth in their communities to start new businesses, gain employment, improve their existing businesses and diversify their sources of income. Additionally, some said that before the training, there was significant unemployment among the youth in their communities. Another common theme among young men was their enhanced ability to contribute to their household income. The increase in income-earning opportunities helped them to improve the quality of life of their families and, in the case of younger participants, helped them to reduce their financial dependence on their families. Some stated that better opportunities, increased income, and the resultant improvement in their lives meant that they were now acknowledged and respected by their family and community members.

This theme – contribution to household income and the resultant sense of self-respect – came out particularly strongly among young women who participated in the FGDs. In both regions, several women stated that before the EYW programmes, they were usually engaged in domestic tasks and were financially dependent on their husbands. After the programme, they had been able to engage in income-earning opportunities and manage most of their financial needs themselves, reducing their dependence on their husbands as a result. According to some women, this impact was not limited to the level of the individual. Seeing the improvement in their livelihood opportunities, income and quality of life, some young women were helping other youth and women in their families and communities with support and advice.

*Since this project came to our village, it changed our lives for good... previously I was unemployed and only looked after my family at home. But, after this project enabled me to organize a cereal crops business by providing all necessary financial coverage, I became successful and also an example to the rest of our village women who still depended on their husbands. Before this project came to our village, although I had a desire to work, but financial constraint was my biggest challenge... once I*

*got the chance to participate in this project, I got training on entrepreneurship, and I was actively engaged in business to improve my life. **Young woman, Oromia***

*In the past, we have been using only my husband income, which was not enough for household's consumption, but now we are able to save the money for future use and for extra expense. **Young woman, Somali***

*Among the benefits or changes we have received are those on individual level... because of the trainings we got life skill ideas, knowledge and skills on how to develop our own small business... because of EYW we become employed and now got wor... we become able to earn a living for ourselves, and now we are able to support our families. **Young Man, Somali***

*I gain a lot of experience in the training that I received from the project. By now, I have constructed house in the nearby town for my children. **Young man, Oromia***

*I feel like I should have started a business, but I was ashamed before EYW training... but now I am even able to advice other women around me. **Young woman, Somali***

*After I received this training, I came to know how to shift small business to other big and successful one, for example in poultry farming... I sell eggs of the chickens to cover my own expense and help my family as well. The training not only changes me, it also has a significant impact on my family members as I initiate them to participate in business activities. **Young woman, Oromia***

Interestingly, the impact of the EYW programme on the motivation, habits and behaviours of youth, especially young men, came up several times during the FGDs. Several community members stated that the programme helped young men in their communities to give up their bad habits (chewing khat/chat – a stimulant widely used in Ethiopia – and drug abuse) and encouraged them to be more motivated and optimistic about their future. Community members also thought that the training had helped to improve and diversify income-earning opportunities. As a result, many youth in their communities were now employed, and many women were working and contributing to household incomes. Some also stated that by being productively employed, the youth were able to stay away from harmful habits such as chewing chat/khat, which meant that their income was being put to good use. They were hopeful that better opportunities, reduced unemployment and increased income would together lead to overall community development.

*Before the project started, most of the youths were drug addicts, hopeless and dependent on their family... but after the project started majority of them started their own business and independent from their family. **Young man, Oromia***

*I have been told before, [there was] pressure [from] my family as well other to satisfy my addiction, I got no acceptance and respect from my community and my families, but since I am a businessman and relied on myself, I got respect and acceptance from my communities and my family... not only*

*this personally my behaviour not as before, I just became good man for my family. **Young man, Somali***

*The economic aspect of our community has improved since many youths started to participate in job creation activities like beauty salon and various vending activities, so it elevated the provision of money from parents. Channelling money towards trading activities decreased the money spent on otherwise addictive and harmful habits. **Community member, Oromia***

*We are engaged improving lives of our community and almost everyone is bust improving his/herself this helps both the beneficiaries in which they now earn living as well as the local government in which it is also able to collect taxes. **Community member, Somali***

### **Impact on migration**

During the FGDs, the participants were asked for their input on the incidence of migration in their communities, whether it was perceived in a negative or positive light and whether the EYW programme had had any impact on reducing intra-country or inter-country migration of youth from their villages. According to the majority of respondents, intra-country migration and migration to Arab countries (and to some extent to Europe) was common in their communities. However, the perception of migration differed from person to person.

Some stated that migration was a way out of the economic hardships that they faced in their respective villages and areas. While recognising the possible risks involved, migration was seen as a necessity. In contrast, others thought the risks involved in migrating – for example, safety issues if migrating illegally, women’s susceptibility to sexual violence, adverse working conditions – were not worth the possible economic benefits.

The current and potential impact of EYW were emphasised by many youth participants as well as community members. Several young women and men stated that they had changed their minds about migrating to other regions or countries after they had participated in EYW training. They said that training on technical skills and entrepreneurship skills had helped them to establish their own businesses and sources of income in their villages and areas. According to several youth and community members, if the programme continues and if youth continue to have access to local employment and income opportunities, there could be a significant reduction in migration in their villages and areas.

*Relatively, this problem is now reduced as compared to the previous year when women use to migrate to other countries even before finishing their school. At this time, most of grown women and females preferred to work in their own village than going to Arab countries to improve their life. The project also gave us deep and detail training on the impact of migration and help us to start our business here. **Young woman, Oromia***

*Previously young people were migrating to urban centres to engage in business and other activities, but now the training that we received from this project showed us the invisible and precious resources*



that we can use to change our lives without migration. Currently, migration to other place has reduced as youth decide not to leave their village and want to live and work in their local area. **Young man, Oromia**

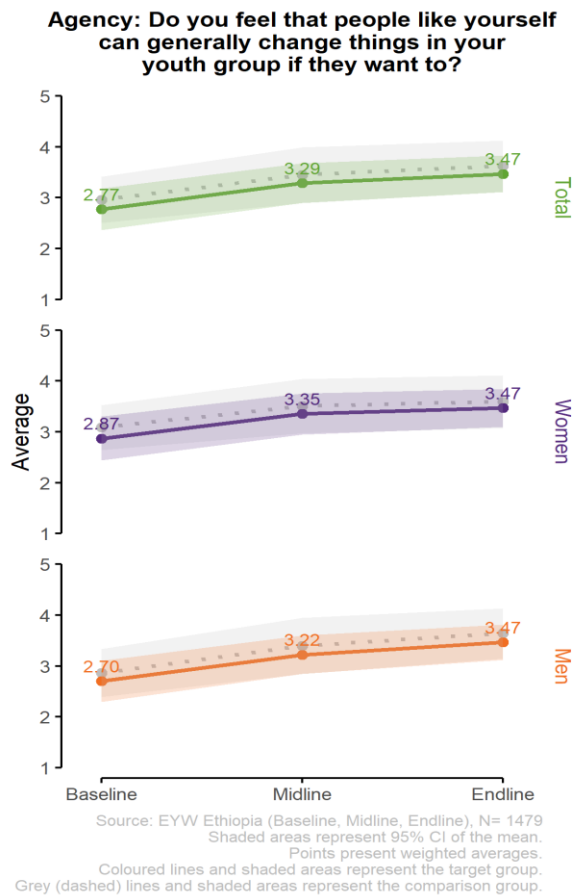
The migration to the cities or to the other continents is declined now after the EYW program enhanced the youth, their attitude towards making money while staying at their hometown... although a large number of them migrated prior of the EYW, the remaining youth are thankful working their hometown. **Community member, Somali**

## 4.4 IMPACT ON AGENCY AND SKILLS

### 4.4.1 AGENCY

KPI #: Agency			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
LT OM	1	Do you feel that people like yourself can generally change things in your <b>youth group</b> if they want to? (NB: only asked to youth who are part of a youth group)	=	↑	=
<b>Midline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
LT OM	1	In the past year, do you agree that you have made changes for <b>yourself and your family</b> ?	↑	↑	↑
		Do you feel that people like yourself can generally change things in your <b>community</b> if you want to?	=	=	=

**Figure 9**



The project understands agency as someone’s capability to act independently and to make their own free choices. In this evaluation, someone’s agency is assessed for three realms of youth life, which were important for EYW: the youth group, the community, and their personal and family life. The study operationalized youth’s agency with three survey questions 1) the first focuses on someone’s capability to change things in their own youth group, 2) the second is about young people’s capability to change things in the community, and 3) the third looks at changes made by young people for themselves and their families.

We found that EYW had a positive impact on the self-assessed capability of young women to change things in the youth group. This positive impact among young women was only reached at the end of the project.

The capability to change things in the youth groups of young men who had participated in EYW showed a sustained increase from the baseline to the endline (a positive trend). However, this increase was also observed for young men who did not participate in EYW. Therefore, we did not find any impact for EYW among young men for this type of agency. This result influenced the total impact of the project, as we did not find any impact for this type of agency when we analysed men and women together either.

Indicators for young people’s capability to change things for themselves and their families, and in their communities, were only included in the surveys at the midline and the endline. Therefore, we can only look at the impact of the project on these indicators from the midline to the endline.

The EYW project had a positive impact on young people’s capability to change things for themselves and their families. We also found a positive impact on this type of agency when we looked at young women and young men separately. However, it is important to note, and as Figure 10 shows, the capability of EYW participants to change things for themselves and their families remained at a similar level between the midline and the endline. Meanwhile, non-participants said that their capability to change things for themselves and their families decreased over time. A possible explanation for such a decrease is the Covid-19 pandemic, which has had negative effects on the health and socio-economic situation of many families. Hence, in the context of a worldwide pandemic, this finding suggests that EYW participants might have felt less capable of changing things for themselves and their families without the implementation of the EYW project.

During the FGDs, young men and community members stated that EYW had enabled exposure to new ideas and opportunities for the youth in their respective communities. There were several references to how the training helped them to gain a new skill, start their own businesses or be self-employed and improve their household's economic and social circumstances. Some youth and community members also said that the programme helped them change their minds about migration, enabling them to choose to stay in their respective villages and areas.

They also spoke about how the soft skills training helped them with confidence, overcoming the fear of taking risks and being optimistic about their future. Interestingly, several young men and community members also attributed reduced dependence on stimulants and drugs to EYW activities. According to them, being employed and having an improved sense of self-worth helped them with quitting their bad habits and motivating them to improve their circumstances.

The discussions related to agency among women, on the other hand, were largely focused on how many of them were now able to earn an income without depending on their spouses or families. The responses from young women indicated that the programme provided skills, ideas and motivation to pursue economic activities and the ability to imagine a better future for themselves and their families.

For agency to change things in the community, the quantitative data shows that this increased slightly among EYW participants from the midline to the endline. (Figure 11). However, the increase for this type of agency was not large enough to find any impact from EYW. The findings from the qualitative discussions were somewhat similar to the quantitative findings, in the sense that although participants spoke extensively about changes at the level of the individual, not much was said about changes in their communities.

From the qualitative and quantitative findings, it could be said that EYW participants found it easier to make changes for themselves and their families than to change things in the youth group or in the community. This was made more evident from the quantitative data at the midline and the endline, as young people's capability to make changes for themselves and their families was higher than their capability to change things in the youth group or in the community.

Finally, at the endline, we found that the capability to change things in the youth group was the same for both young women and young men. This showed EYW's efforts to guarantee gender equality for participation in youth groups. Nonetheless, at the endline, young men's capability to change things in the community and to make changes for themselves and their families was still higher than young women's capabilities.

*I learnt a lot from this project on how to persist in a terrible environment without giving up. Endurance is major ways for success, it is true, and I have been taking it into practice which will affect my life continuously. **Young man, Oromia***

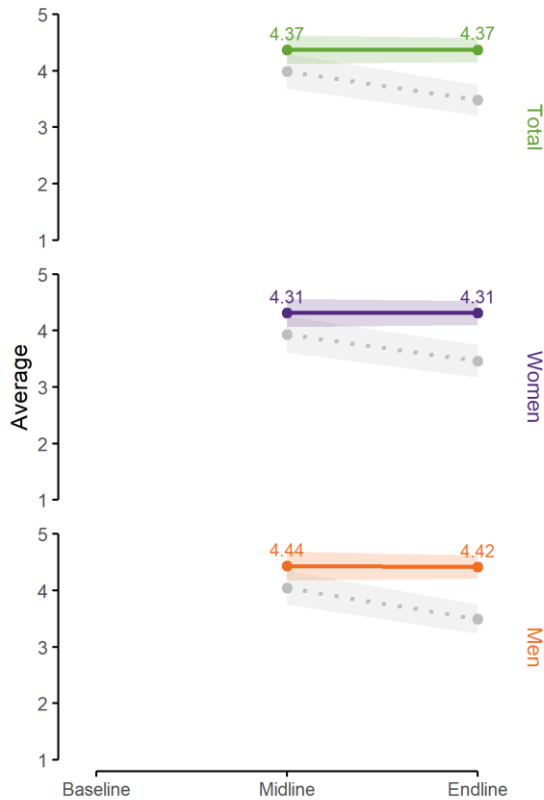
*I have been addicted to a lot of drugs, I endanger financial security of my family and someone who I know by forcing them to fulfil my addiction, but thanks to EYW training, I have positive attitude towards work, and I'm trying to advice my friends to be like me. **Young man, Somali***

They taught me how to undertake work and enrolling in school simultaneously. I participated in poultry farming... in the morning, I go to school, and after class, I work on cleaning and feeding as well as collecting egg to sell in the nearby local market. Now, I can afford small expense like pen, exercise books and dignity kit napkin for myself by selling the egg of chickens. I also gained knowledge of developing saving habits in order to prepare for further investment in the future. **Young woman, Oromia**

I did not have a lot of confidence... ability to communicate before these training sessions. However, after having received these sessions, I gained a lot of self-confidence, and I have gotten really good in interactions with people. Moreover, I feel like I have my life more figured out now, as I have goals and ambitions decided for myself, for which I am working towards.” **Young woman, Somali**

**Figure 10**

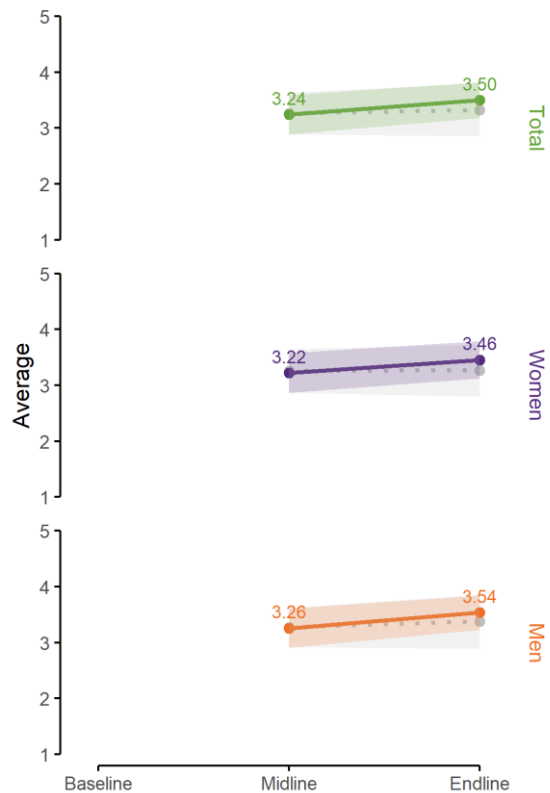
**Agency: In the past year, do you agree that you have made changes for yourself and/or your family?**



Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1596  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

**Figure 11**

**Agency: Do you feel that people like yourself can generally change things in your community if they want to?**



Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1694  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

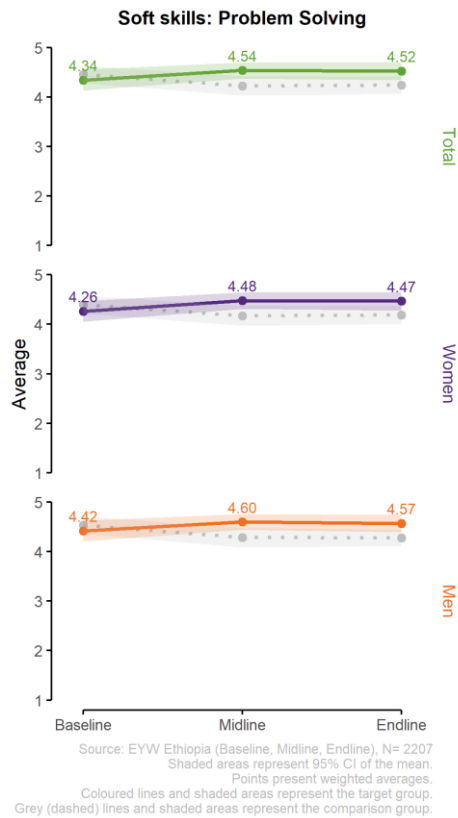
#### 4.4.2 SOFT SKILLS

KPI #: Soft skills			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group<sup>12</sup> over time? (Impact)</b>		
LT OM	1	Average level of <b>soft skills</b> scale, based on five subscales (see below)	=	=	=
		Problem-solving (subscale value)	↑	↑	↑
		Personal control (subscale value)	↑	↑	=
		Leadership (subscale value)	=	=	=
		Functional autonomy (subscale value)	=	=	=
		Attitudinal autonomy (subscale value)	=	↓	=
<b>Midline-Endline data</b>			<b>Is there a significant effect for the target group<sup>13</sup> over time? (Impact)</b>		
LT OM	1	To what extent do you agree that these skills are <b>useful</b> for you to find a job or start a business?	=	=	=
		In the past year, to what extent do you agree that have you made <b>use</b> of these skills in your daily life?	=	=	=

<sup>12</sup> The target group was limited to those EYW participants who had done soft skills training.

<sup>13</sup> Idem.

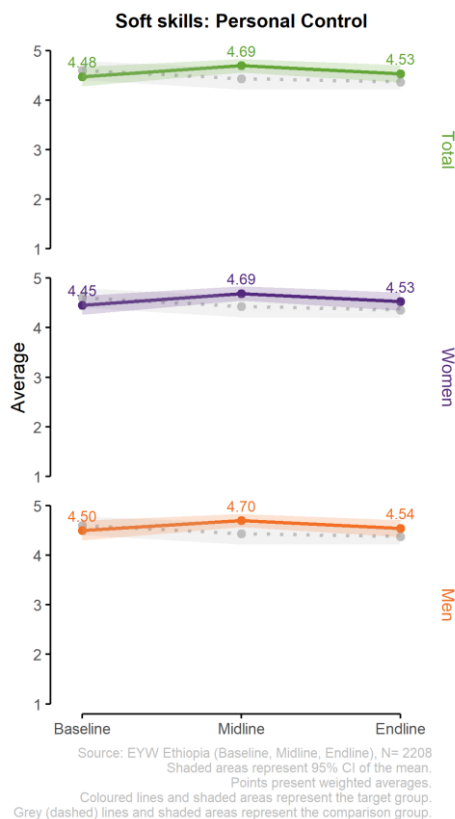
**Figure 12**



Soft skills are personal attributes that enable someone to interact effectively and harmoniously with other people. For EYW, these skills were measured by five core capabilities: problem-solving, personal control, leadership, functional autonomy and attitudinal autonomy. These capabilities gave insights into the individual ability to take on an employment opportunity or start up a business.

EYW had a positive impact on the problem-solving skills of young people. Soft skills training improved young people’s problem-solving skills, which were the capability to view a situation from different perspectives and to recognize opportunities (Figure 12). We found a positive impact on problem-solving skills for the total project and when we looked at young women and young men separately.

**Figure 13**



Additionally, soft skills training had a positive impact on the personal control of young people, which concerns someone’s feeling that they can determine their future, have an influence on their success and have equal opportunities in employment (Figure 13). The positive impact on personal control was mainly for young women, and we did not find any impact when we looked only at young men.

For leadership skills and functional autonomy, we only found a positive impact for EYW in Somali. Leadership skills were about young people’s feeling that they can support people in working well together, persuade people, and trust their own instinct. Functional autonomy refers to young people’s personal independence in new situations (feeling at ease in new situations) and ability to deal with something new.

Attitudinal autonomy increased between the baseline and the endline among EYW participants. Hence, participants in soft skills training improved their capabilities regarding goal setting and decision making. However, we found a



negative impact for young women because the attitudinal autonomy increased more among young women who were non-participants than among young women who participated in EYW.

This finding was puzzling for the participants at the reflection workshop. They thought that the negative impact was not consistent with their experience. According to them, EYW participants should have increased their capabilities in setting goals and decision making more than non-participants. Nevertheless, reflection workshop participants did not reject the possibility that some young women non-participants might have had access to informal education or information, which increased their capability in decision making.

When we used a soft skills scale that averaged the five aspects of soft skills, we only found an impact in Somali, not for the overall project. We did not find any impact for the overall project on this aggregate soft skills indicator because we only found impact for EYW for two of the five aspects of soft skills for the total project. It should also be noted that the average level of soft skills was already high at the baseline (4.03 on a 1-5 Likert scale), and it is more difficult to make improvements for values that are already quite high. Nevertheless, we can say that in general, the soft skills training contributed to increasing the soft skills of youth.

Gender analysis at the endline showed that the five capabilities for soft skills were slightly higher among young men than among young women.

At the midline and the endline, young people were asked to what extent soft skills were useful in finding a job or starting a business and to what extent they made use of soft skills in their daily lives. Young people's assessment of the usefulness and usage of soft skills was similar at the midline and the endline. Therefore, we did not find any impact for either indicator.

Nonetheless, at the endline, young EYW participants who participated in soft skills training rated the usefulness of soft skills in finding a job or starting a business as 4.43 (1-5 scale). Also, they rated their usage of soft skills in daily life as 4.42 (1-5 scale). These high scores indicated that young people appreciated the importance of soft skills.

The discussions on soft skills, and the impact of EYW on such skills, were rather limited among the young women and men who participated in the FGDs. Young men did talk about improved confidence, motivation, and conflict management, but they were either mentioned only by some participants or were not discussed in detail. What was mentioned several times by both young women and men was improved planning and saving habits. According to several youth participants, prior to EYW activities, they did not plan their business or general activities. Neither did they have a habit of saving. After participating in EYW, they stated that they understood the importance of planning when undertaking any activity and the importance of saving for any needs in the future.

*This training also taught me to communicate with merchants and purchasers effectively, which was beneficial in running my business as well. I apply all the learning of micro-business training in my daily life. Young man, Somali*

The training taught me how to work in plan and save money that I gained from business. Hence, there are a lot of changes in my life since I received this training. I have my own kiosk to sustain my life; this project enables me to [achieve] self-reliance on my own life. **Young man, Oromia**

Before, I got not acceptance for whatever I come up with, even by my husband, but now I got acceptance, and I feel confident for everything I do. **Young woman, Somali**

Before I received this training, I had no plan to participate in any business activities, just only concentrated on my education. Now, after I received this training, I can plan to work and study at the same time. They taught me to work hard in order to become successful in my life, and I love doing it now. **Young woman, Somali**

#### 4.4.3 TECHNICAL SKILLS

KPI #: Market-led technical skills			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group<sup>14</sup> over time? (Impact)</b>		
LT OM	1	% of young people who reported having <b>one or more technical skills</b>	↑	↑	↑
<b>Midline-Endline data</b>			<b>Is there a significant effect for the target group<sup>15</sup> over time? (Impact)</b>		
LT OM	1	To what extent do you agree that these skills are <b>useful</b> for you in finding a job or starting a business?	=	=	=
		In the past year, to what extent do you agree that have you made <b>use</b> of these skills in your daily life?	=	↑	=

EYW increased the technical skills of many young people through technical training. The technical training had already had a positive impact at the midline. At the endline, we found that EYW had had a large positive impact on the percentage of young people with one or more technical skills in the project areas. It is remarkable that the percentage of youth with technical skills increased from 15% at the baseline to 93% at the endline in the project areas (Figure 14). For this indicator, we asked youth whether they had any of the skills in a list of market-led/professional skills, such as sewing, plumbing, decorations, painting, IT support, and climate-resilient farming<sup>16</sup>.

<sup>14</sup> Here, the target group is limited to those EYW participants who had done technical skills training.

<sup>15</sup> Idem.

<sup>16</sup> The full list of market-led technical skills includes electrical installation maintenance, welder, sewing, machine operation, motorcycle service mechanics, plumbing, solar electrical service, tailoring and dress making, refrigeration and air conditioning, woodworking, cooking, food and beverage service, mason, IT support, mobile phone

At the midline and endline, young people were asked to what extent technical skills were useful in finding a job or starting a business, and to what extent they made use of technical skills in their daily lives. We did not find any impact on these indicators. Young people's opinions about the usefulness of technical skills were similar between the midline and the endline.

Nonetheless, young people appreciated the importance of technical skills. At the endline, EYW participants who participated in technical skills training scored the usefulness of technical skills in finding a job or starting a business as 4.61 (1-5 scale). They also rated their usage of soft skills in daily life as 4.55 (1-5 scale).

The general sentiment among the youth and the community, during the FGDs, regarding the impact on technical skills was that EYW enabled exposure to several skills that were previously not known or not accessible to the youth in their communities. The participants repeatedly emphasised how the programme enabled exposure to new skills and new ideas, which, in turn, were contributing to increased motivation and confidence among the youth. However, when talking about specific skills, the most mentioned skill was agriculture, especially among young men.

Several participants mentioned how they were unaware of modern agricultural practices. They talked about how, before EYW, they relied on traditional modes of cultivation and farming, the yield and income from which were not sufficient. The training on modern farming practices and gardening helped them to improve their yield and income. The training on kitchen gardening enabled them to produce fresh fruit and vegetables for household consumption, and the training on organic fertilizer helped them reduce their dependence on chemical fertilizers. Some of the other technical skills that the youth mentioned included construction (Oromia), poultry and livestock, and metalwork.

Fewer women than men talked about gaining technical skills. The responses among young women across the two regions were spread over several technical skills. While a few women mentioned benefitting from training on poultry and livestock management, some mentioned training on kitchen gardening being useful. Two women in Somali said that the training on make-up and henna (beautician) had helped them become self-employed and earn a satisfactory income during wedding ceremonies and other events in their areas.

*Life skill training, business development skill training, and decoration and make up were the most significant trainings which they equipped from the EYW program that gave them a hope to change their lives. Youth, Somali*

*I used to consider hybridization is such magical thing and something like sin, but I got a lot of learning from training and now able to hybridized plant. Young man, Somali*

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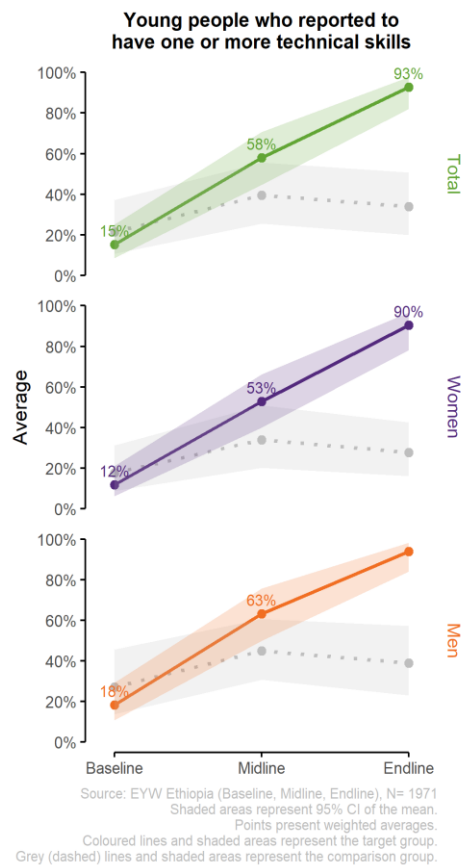
servicing, baking, lacquer polishing, beauty parlour, medical, decorations, tiles setting, paint worker, construction, poultry raising, and tyre maintenance.

*In the past, I have been farming on my plot once a year, I didn't even know about irrigation farming and vegetation, which gave more product, now I am able to farming three times on my small plot using irrigation system, planting more profitable vegetation. **Young man, Somali***

*My long-time dream of involving in poultry farming business has come true by this project. The project provided me the multifaceted services like life skill training and linkage services with potential customers. After I got training from this project, I was able to engage in poultry farming which brought a significant change on my life. **Young man, Oromia***

*Before I received this training, I got no means of income rather than working on unpaid domestic task, such as cooking, caring a child and other, but now I started working on a private venture on agriculture with my husband, and we're able earn income. **Young woman, Oromia***

**Figure 14**



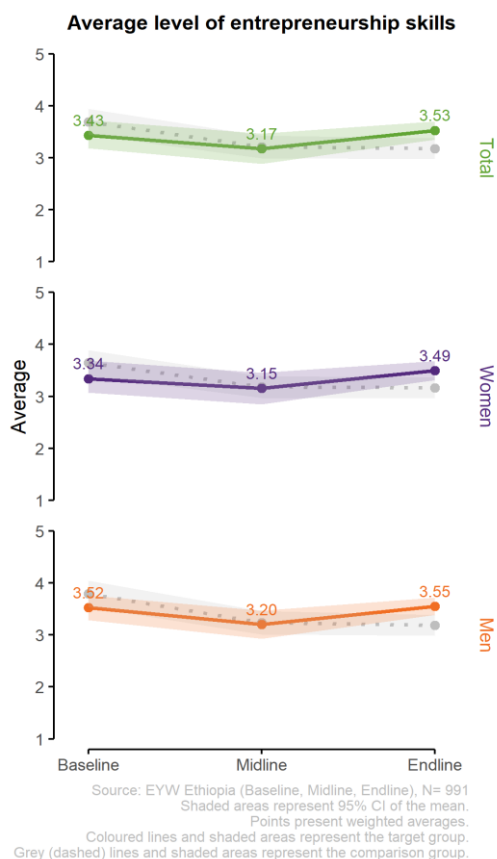
#### 4.4.4 ENTREPRENEURIAL SKILLS

KPI #: Entrepreneurial skills		Total	Gender		
		Total	Women	Men	
<b>Baseline-Endline data</b>		<b>Is there a significant effect for the target group<sup>17</sup> over time? (Impact)</b>			
-	-	Average level of <b>entrepreneurial skills</b> (NB: only asked to youth who did an entrepreneurship training or youth who are self-employed).	↑	↑	↑
<b>Midline-Endline data</b>		<b>Is there a significant effect for the target group<sup>18</sup> over time? (Impact)</b>			
-	-	To what extent do you agree that these skills are <b>useful</b> for you in finding a job or starting a business?	=	=	=
-	-	In the past year, to what extent do you agree that have you made <b>use</b> of these skills in your daily life?	=	=	=

<sup>17</sup> Here, the target group is limited to those EYW participants who had done entrepreneurship skills training.

<sup>18</sup> Here, the target group is limited to those EYW participants who had done entrepreneurship skills training.

**Figure 15**



To measure the impact of EYW entrepreneurship training, we asked training participants to self-assess their skills to run a business with a set of questions<sup>19</sup>.

We found that EYW entrepreneurship training had a positive impact on the entrepreneurship skills of young people. This meant that participants in the entrepreneurship training were better equipped to run a business than non-participants.

At the endline, young people rated the usefulness of entrepreneurial skills in finding a job or starting a business as 4.54 (1-5 scale). They also rated the extent to which they made use of entrepreneurial skills in their daily life as 4.33 (1-5 scale). Clearly, the high scores indicate that EYW participants appreciated the importance of entrepreneurial skills.

However, youth’s perception about the usefulness of entrepreneurial skills for employment and in daily life did not change from the midline to the endline.

On entrepreneurship skills, respondents, during FGDs, related several stories of themselves or people they

knew who benefitted from the training on how to establish and run a business. Notably, a significant number of respondents stated that prior to EYW, they had not thought of establishing a business. According to them, the options previously were working for low wages, migrating to other regions or countries, being unemployed and in dire a situation or resorting to crime. Those who had already had entrepreneurial ambitions or had started some form of business stated that the training helped them to realise what was lacking and helped them to improve their business and their income. Some young men and community members emphasised how the training helped motivate the youth to be self-employed and, importantly, keep the youth away from crime and drug abuse.

Several young women also shared stories of how the training helped them to start their entrepreneurial ventures. According to them, being employed, having a business and having an income of their own was not an option or a possibility before EYW. Several women spoke about how the training on entrepreneurship and soft skills combined to help them to establish and run a business successfully. Several young women emphasised that the ability to earn helped them reduce their economic

<sup>19</sup> We asked participants in entrepreneurship training how well they were able to perform the following activities: 1) find information about business opportunities, 2) save in order to invest in future business opportunities, 3) manage business finances effectively, 4) bargain with a supplier to obtain good prices when purchasing, 5) collect money from someone who owes money for purchases who is not repaying on time, 6) positive attitude and presentation, 7) new ideas to start or include in their business, 8) networking capacity, and 9) marketing skills.



dependence on their spouses. However, it should be noted that most of the women who started a business of their own did so inside or close to their homes.

<p><i>Most of the young had been spending time idly and were becoming trouble for their family, but the training they received changed their outlook to have good approach towards business as well as help to start up their own business. <b>Community member, Somali</b></i></p>
<p><i>I have received micro-business training, which helped me to open a shop. I got the idea to open a small medium business after taking the training, and I shared this idea with my elder brother. With his support, I started a small business in our village. <b>Young man, Somali</b></i></p>
<p><i>Previously I was unemployed but, with help and training I received from the project, now I started my own small kiosk alongside food vending activities in front of my own home. <b>Young man, Oromia</b></i></p>
<p><i>The training that we received from this project enabled us to start our own business. Moreover, they also help our unemployed youth to become self-employed by creating their own business. For example, I started my own small coffee vending business in front of my own house based on the training that I received from this project. <b>Young woman, Oromia</b></i></p>
<p><i>I used to be caregiver, I stayed at home for only domestic work, I didn't feel good about this, and I was not satisfied with my family's income, always conflicted with my husband, I didn't even know how to start my own business, but now since I got training and guarantee fund, I start up my small business and earning income, my family income increased, I am not waiting for my husband's hand more. <b>Young woman, Somali</b></i></p>

## 4.5 IMPACT ON ECONOMIC OPPORTUNITIES

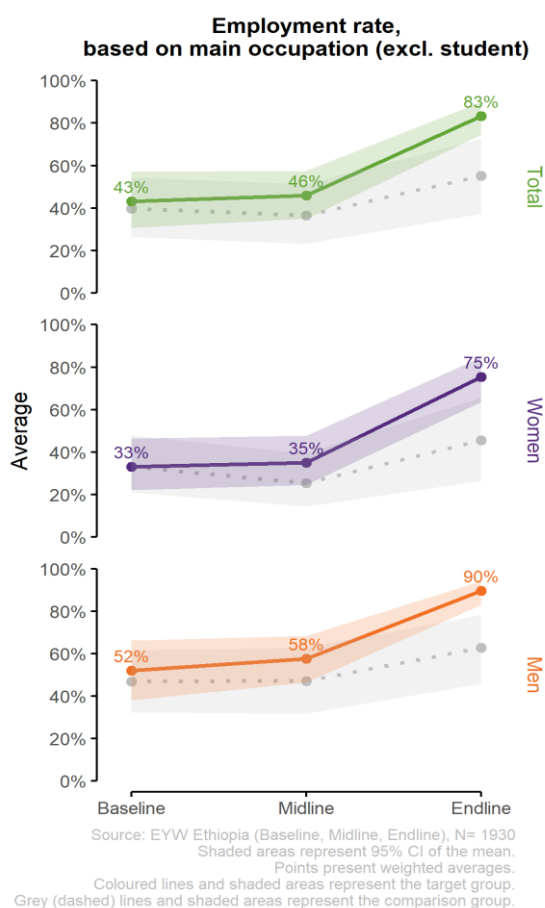
### 4.5.1 EMPLOYMENT RATE, DECENT WORK AND INCOME

KPI #: Improved economic opportunities			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
LT OM	1	% of young people who are <b>employed</b> (= employed by someone else or self-employed/entrepreneur)	↑	↑	↑
		% of young people who are <b>employed</b> (= employed by someone else or self-employed/entrepreneur; excl. young people whose main occupation is student)	↑	↑	↑
		Average level of <b>decent working conditions</b>	=	=	=
		Average level of <b>youth income</b> (only youth with paid employment)	=	=	=

### 4.5.1.1 EMPLOYMENT RATE

In this study, we considered ‘employed’ to be the respondents whose main occupation was farming or fishing, daily agricultural labourer, daily wage labourer, entrepreneur or business owner, self-employed (working on their own account), or employed by someone else with a salary. Respondents were considered to be ‘unemployed’ if they were unemployed, employed in unpaid domestic or care work, or had ‘other’ as an occupation. Students (38% at the baseline, 10% at the midline and 14% at the endline) were excluded from the analysis<sup>20</sup>.

Figure 16



EYW had a positive impact on the employment status of project participants. The employment rate increased among EYW participants from 43% at the baseline to 83% at the endline (Figure 16). This was an important achievement of the program and highly appreciated by participants at the reflection workshop. Youths at the reflection workshop said that they had seen many EYW participants with access to employment opportunities through the project implementation.

Here, we want to highlight the connection between EYW training and employment. At the midline, the project had implemented mostly soft skills training. Technical and entrepreneurial skills training were not fully implemented at that time. Thus, at the midline evaluation, we found that the project had not achieved a positive impact on the employment rate.

After the midline, the project expanded the outreach of technical and entrepreneurship skills training, which contributed to the positive impact on youth employment. As we saw in the previous section,

most of the positive impact on youth’s skills happened at the endline. Similarly, the positive impact on employment was only found at the endline.

Respondents at the endline were asked to think back to their main occupation in 2015, and we compared it with their main occupation in 2021 (Figure 17). Respondents could have moved from no

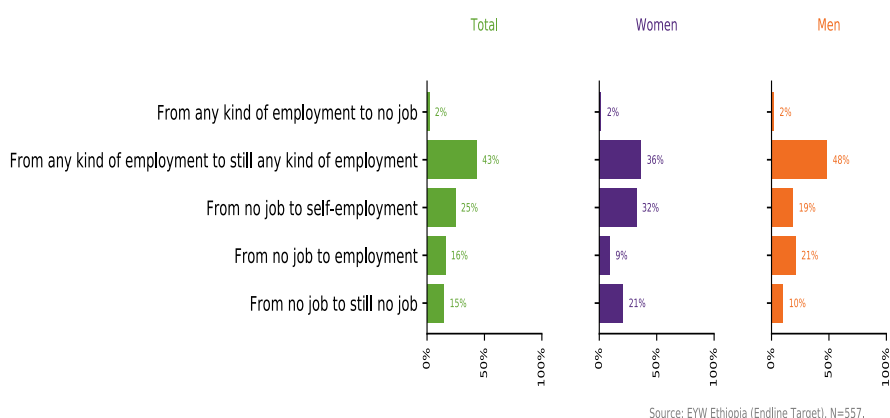
<sup>20</sup> We estimated the employment rate only for the economically active population of young people. This meant only youth who were available for work at the moment of the survey. We excluded the students from the indicator because most of them said that their priority was to study and they were not available for work at the moment of the survey.

job to still no job, no job to employment<sup>21</sup>, no job to self-employment<sup>22</sup>, any kind of employment<sup>23</sup> to still any kind of employment, and any kind of employment to no job. As with the employment rate, we excluded from the analysis young people whose main occupation in 2021 was student.

One in four (25%) EYW participants who were unemployed in 2015 transitioned to self-employment in 2021. At the baseline, 20% of employed EYW participants were entrepreneurs, business owners or self-employed (working on their own account). At the endline, this percentage had increased. More than half of employed EYW participants (54%) were entrepreneurs, business owners or self-employed (working on their own account) at the endline. We will see in section 4.5.1.2 more details on the impact of EYW on youth entrepreneurship.

**Figure 17**

**Employment transitions from baseline to endline (excl. student)**



Some EYW participants who were unemployed in 2015 transitioned to employment in 2021 (16%). Furthermore, EYW contributed to keeping those EYW participants in employment who were already employed before the project implementation. We found that 43% of EYW participants who had a job in 2015 still had a job in 2021. On the other hand, only 2% of EYW participants who had a job in 2015 had lost their job in 2021.

However, it is important to note that some youth still faced challenges in finding a job or starting up a business, despite the positive impact of EYW on youth employment. We found that 15% of young people who were unemployed in 2015 were still unemployed in 2021. Hence, we asked unemployed EYW participants what the main reasons were for them not having a job. The three reasons mentioned most frequently were a lack of access to financial capital (61%), a lack of available jobs (27%) and lacking a work certificate (10%).

<sup>21</sup> We aggregated in the category of employment the following occupations: farming/fishery, agricultural daily labourer, daily wage labourer or employed by someone else with a salary.

<sup>22</sup> We aggregated in the category of self-employment the following occupations: entrepreneurs, business owners or self-employed (working on their own account).

<sup>23</sup> Any kind of employment was an aggregation of employment and self-employment categories: farming/fishery, agricultural daily labourer, daily wage labourer, employed by someone else with a salary, entrepreneur or business owner, or self-employed (working on their own account).

We also asked about the effect of Covid-19 on the job market. We found that 35% of EYW participants employed at the start of the Covid-19 outbreak lost their job temporarily, and 8% lost it permanently. We found that Covid-19 affected the employment status of young men and young women who were participating in EYW similarly. The three main reasons for loss of employment (temporarily or permanently) were the business closing down (65%), other reasons (19%) and getting fired/laid-off/furlough (4%). These three main reasons were the same for young men and young women, separately.

The search for employment during the Covid-19 pandemic was difficult for those who were unemployed when the pandemic started in April 2020. Eight out of ten (78%) EYW participants who were unemployed in April 2020 said that the search for employment or opportunities to start a business became more difficult. According to these respondents, the main reasons for this were the closing down of markets and shops (to access inputs and to sell products/services), few vacancies and a lack of motivation caused by the Covid-19 outbreak.

The survey findings were in line with the field experience of EYW participants. At the reflection workshop, participants reflected on how the pandemic caused a significant impact on the creation of employment opportunities because a lot of businesses were closed, there was no transportation, and there were mobility restrictions. Additionally, project participants were affected because EYW activities could not continue regularly.

Lastly, we investigated the gender gap in employment opportunities. Although EYW had a positive impact on the employment rate of young women and young men, at the endline, the employment rate among young men (90%) was higher than among young women (75%). This indicated that access to economic opportunities was more limited for young women than for young men. Participants at the reflection workshop were very vocal about stressing the importance of scaling up employment opportunities for young women.

#### **4.5.1.2 DECENT WORK**

Improved employment was measured with a series of questions on decent work, which evolved from the perceived eligibility of decent work standards to policies on decent work implemented by employers. We created an indicator to measure decent work conditions, which had a 0-9.5 scale<sup>24</sup>. We only asked the set of questions on decent work to young people who were employed by someone else with a salary. These questions were only asked at the midline and the endline. It is important to note that only a few EYW participants worked as employees of someone else – there were five respondents at the midline and 35 respondents at the endline.

We found that working conditions among EYW participants who worked for someone else were below decent work standards at both the midline and endline (2.93 out of 9.5). Also, the working conditions of EYW participants did not change between the midline and endline. However, we found that working

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<sup>24</sup> The indicator included working hours, employment contract, sick leave, maternity/paternity leave, insurance in case of a work-related accident, pension scheme, safety measures, facilities, and incidence of harassment at workplace.

conditions for young women who worked for someone else were slightly better than for young men. At the endline, the working conditions of young women were scored as 3.35 (0-9.5 scale) but 2.75 for young men.

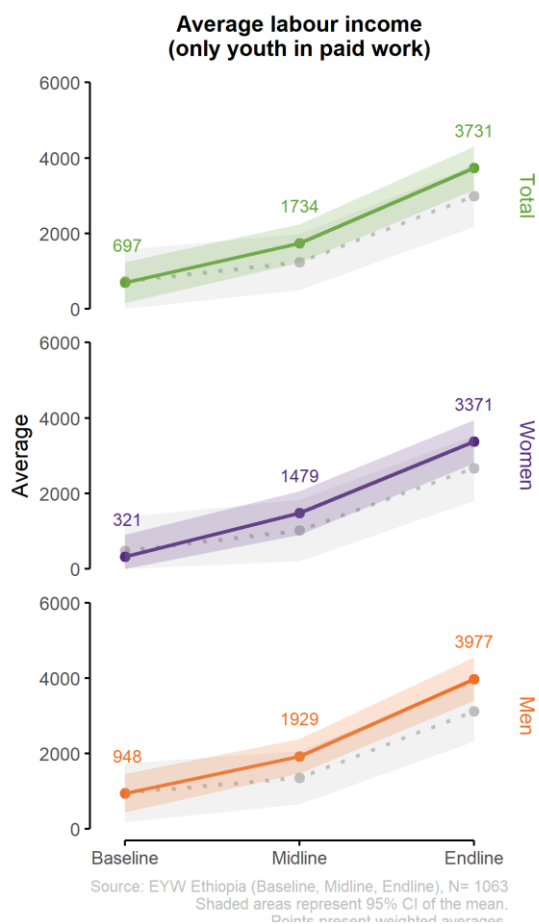
The lack of decent working conditions illustrated the challenges that young employees face in their workplace. Improving policies and practices to achieve decent work was difficult merely with the implementation of EYW. According to the ILO, this requires social dialogues with the participation of three key stakeholders: workers, employers and government.

Finally, it is important to mention that we did not consider it appropriate to estimate the impact of EYW on this indicator through a comparison between the EYW participants and non-participants because the sample of non-participants was too small to obtain reliable findings<sup>25</sup>. This is why we have only presented the findings for EYW participants.

### 4.5.1.3 INCOME

Youth (labour) income was measured in local currency as the average income of youth in paid employment. We included income from first, second, and other occupations. However, it excluded from the analysis those respondents who did not have paid employment.

Figure 18



The labour income of EYW participants with a job increased from the baseline to the endline for both young women and young men. This reflected the contribution of EYW to the employment opportunities and economic empowerment of youth.

However, we did not find a positive impact because the labour income also increased from the baseline to the endline for non-participants. On this point, we want to make two observations. One related to earnings from employment and the other linked to employment creation.

First, the findings showed that the earnings from employment were similar, regardless of participation in EYW or not. This suggested that other factors, such as the economic context, played a stronger role in determining how much a young worker could earn. In other words, after EYW supported youth in finding employment or starting up a business, the project did not have a big influence on the income level of young workers.

<sup>25</sup> The sample size of non-participants employed by someone else with a salary was three respondents at the midline and two respondents at the endline.

Secondly, the indicator only compared youth with a job. However, we saw in section 4.5.1.1 that EYW had a positive impact on employment generation, and many EYW participants found a job. Hence, it was fairer to compare the average income EYW participants and non-participants, regardless of their employment status. We also used an alternative indicator where the labour income of youth who did not have paid employment was equal to zero. In this way, we accounted for the positive impact of EYW on job creation.

With this alternative measurement, we found that EYW had a positive impact on youth income for both young women and young men. This result was consistent with the positive impact on economic empowerment (section 4.3).



## 4.5.2 BUSINESS OWNERSHIP AND ACCESS TO FINANCE

KPI #: Improved economic opportunities			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	2.2	% of young people <b>owning a business</b>	↑	↑	↑
		% of young people <b>owning a business (excl. students)</b>	↑	↑	↑
		% of young self-employed people who <b>successfully applied for a loan</b> to start up a business	↑	↑	↑

### 4.5.2.1 BUSINESS OWNERSHIP

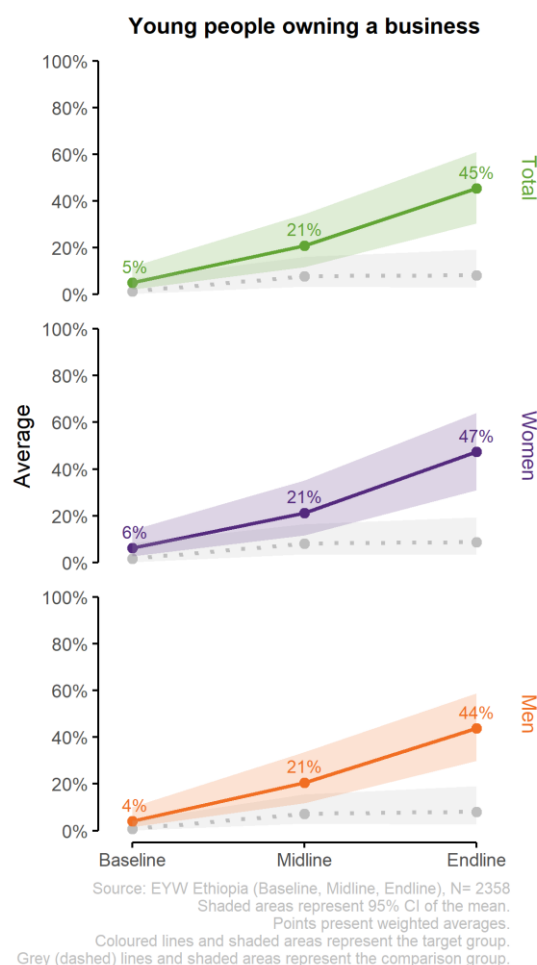
One of EYW's strategies was to provide entrepreneurship training and access to finance to start up a business with the Loan Guarantee Fund. With the combination of these two services, it was expected that youth would create more businesses. We measured the impact of EYW for this outcome as the percentage of youth business owners.

Figure 19

We found that EYW had a positive impact on business ownership from the baseline to the endline. It is remarkable that only 5% of EYW participants were business owners at the baseline, but this increased to 45% at the endline (Figure 19). In contrast, the percentage of non-participants who were business owners remained very low from the baseline to the endline.

This showed that the project was successful in facilitating an entrepreneurial skillset for youth and providing financial support to start businesses.

It is also important to showcase the positive impact of EYW despite the negative effects of the Covid-19 pandemic for many business owners. More than half (64%) of EYW participants who were self-employed just before the pandemic<sup>26</sup> had to stop their operations at least temporarily, and most of them (79%) saw their number of clients/customers reduced. Moreover, two out of three (67%) business owners who employed other workers before the



<sup>26</sup> A total of 195 EYW participants were self-employed in April 2021. Self-employment included business owners regardless of whether they employed other workers.

pandemic<sup>27</sup> had to reduce their workforce when the pandemic started. Participants at the reflection workshop said that some business owners could not continue paying their loans, which affected their loan repayment status. Also, participants at the reflection workshop pointed out that access to new loans became more difficult after the pandemic started.

#### **4.5.2.2 ACCESS TO FINANCE TO START UP A BUSINESS**

EYW wanted to influence financial institutions in the regions to support young entrepreneurs. Support for young women was especially important as many focused on home-based businesses.

Young people who were self-employed were asked whether they had successfully applied for a loan (formal or informal) and what they had used this loan for. Then, we measured access to finance to start up a business as the percentage of young people who successfully applied for a formal loan or successfully borrowed money from an informal source and used this to start up a business. So, this measure focused on the success rate of loan applicants<sup>28</sup>.

The success rate for accessing finance to start up a business increased for EYW participants from the baseline to the endline. At the baseline, 33% of loan applicants had obtained access to finance. This increased to 63% at the midline and to 70% at the endline. Furthermore, the number of EYW loan applicants increased from three at the baseline to 49 at the midline and 162 at the endline. We did not find important differences between young men and young women. Overall, this indicated that the dissemination of information about how to access finance by EYW had a positive effect on youth participants. For instance, participants at the reflection workshop said that EYW brought positive changes to the businesses of project participants by supporting them in accessing loans.

However, it seems that young people still faced some challenges in accessing finance to start up a business. In section 4.5.1.1, we pointed out that most unemployed young people said that a lack of financial capital was the reason for their unemployment.

Finally, we used this measure for EYW participants because the sample size of non-participants was not big enough to make valid comparisons between EYW participants and non-participants.

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<sup>27</sup> A total of 90 EYW participants were business owners who were employing other workers in April 2021.

<sup>28</sup> The reference group for this indicator was the young people who applied for a formal loan or borrowed money from an informal source.

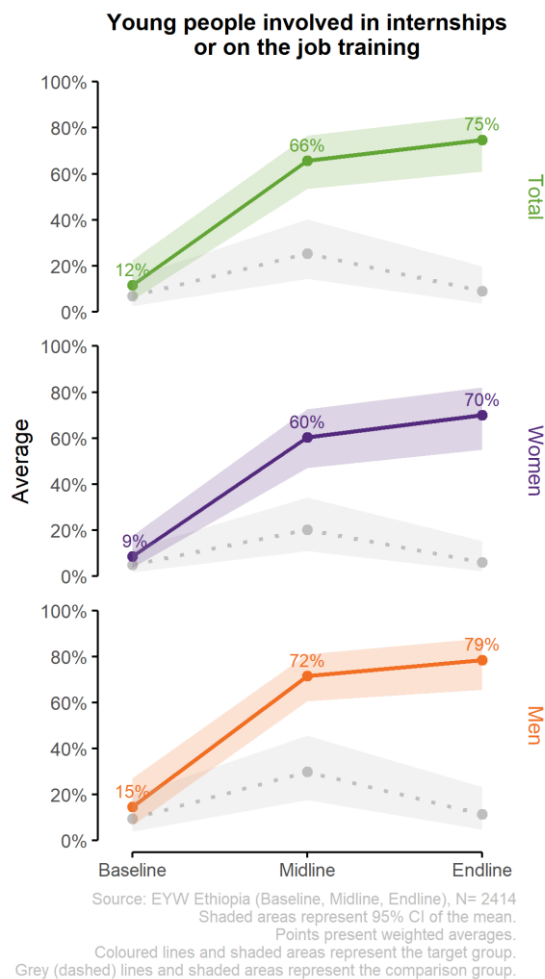
### 4.5.3 ACCESS TO INFORMATION ON JOB OPPORTUNITIES AND APPRENTICESHIPS

KPI #: Improved economic opportunities			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	2.2	% of young people that already have had <b>access to information on job opportunities</b>	=	=	=
		% of respondents involved in <b>internship, apprenticeships or on-the-job training</b>	↑	↑	↑

Many EYW participants had access to information on job opportunities, and the outreach increased over the project implementation. At the baseline, 31% of EYW participants said that they had had access to information on job opportunities. This increased to 52% at the midline and to 65% at the endline.

However, we found that the access to information on job opportunities also increased among non-participants. It was possible that non-participants in neighbouring project areas also had access to information on job opportunities. At the reflection workshop, some participants said that non-participants in adjacent project areas might have benefited from information on job opportunities through word of mouth. Consequently, although we only found impact in one of the regions (Somali), we did not find impact for this indicator for the project overall.

Figure 20



Additionally, EYW sponsored apprenticeship programmes and linked youth with apprenticeships to the private sector to improve the economic opportunities of project participants. EYW had a positive impact on this outcome area. Youth participation in apprenticeship programmes increased over time for both young women and young men.

It is also important to highlight that many more EYW participants took part in apprenticeship programmes (75%) at the endline, whereas only a few (12%) had had this opportunity before the project implementation. In fact, we found that enrolment of non-participants in apprenticeship programmes remained very low. This showed the importance of EYW in facilitating work experience and on-the-job learning to young people. Participants at the reflection workshop said that they felt very proud of the success of the apprenticeship programmes with the local private sector.

## 4.6 IMPACT ON THE ENABLING ENVIRONMENT

### 4.6.1 SOCIAL RESTRICTIONS TO EMPLOYMENT

KPI #: Social restrictions to employment			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data (Youth)</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
LT	3	Average level of <b>perceived restrictions to labour market access</b> by young men	=	na	=
OM		Average level of <b>perceived restrictions to labour market access</b> by young women	=	=	na
<b>Baseline-Endline data (Only target group - Community)</b>			<b>Is there a significant effect for the target group over time? (Contribution)</b>		
LT	3	<b>Personal attitude:</b> Imagine you had a son between the ages of 18 and 29. Would you agree to him 1)	=	↓	=

		opening a business outside the house; 2) earning a wage working for someone else?			
		<b>Personal attitude:</b> Imagine you had a <i>daughter between the ages of 18 and 29</i> . Would you agree to her 1) opening a business outside the house; 2) earning a wage working for someone else?	=	=	=
		<b>Empirical expectation:</b> How common is it for <i>young men</i> to participate in the labour market?	=	=	=
		<b>Empirical expectation:</b> How common is it for <i>young women</i> to participate in the labour market?	=	=	=
		<b>Normative expectation:</b> What would other people in the community think if <i>young men</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else?	↓	↓	=
		<b>Normative expectation:</b> What would other people in the community think if <i>young women</i> 1) open up a business outside their house; or 2) earn a wage while working for someone else?	=	↓	=
<b>Midline-Endline data (Only target group - Community)</b>			<b>Is there a significant effect for the target group over time? (Contribution)</b>		
LT OM	3	<b>Counterfactual beliefs:</b> What would be the negative consequences if <i>your son</i> would 1) open up a business outside their house; or 2) earn a wage while working for someone else?	=	↓	=
		<b>Counterfactual beliefs:</b> What would be the negative consequences if <i>your daughter</i> would 1) open up a business outside their house; or 2) earn a wage while working for someone else?	=	↓	=

#### 4.6.1.1 PERCEIVED RESTRICTIONS TO EMPLOYMENT

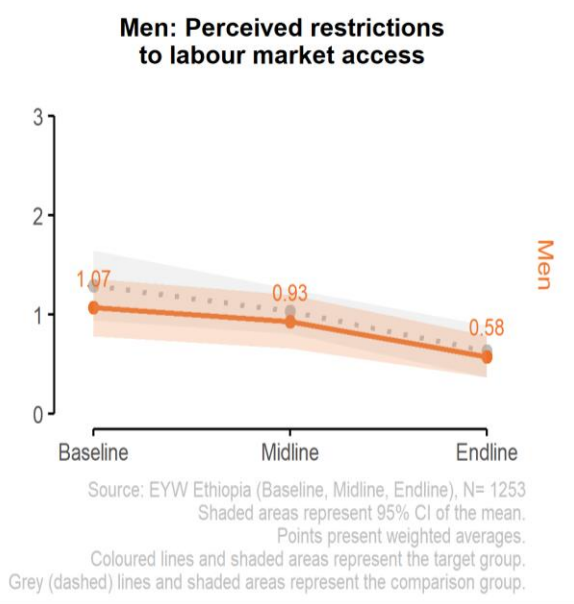
EYW acknowledged that the social and cultural environment has a major influence on the socio-economic opportunities for young people, especially young women. The project found the enabling environment a crucial element because it is essential that society accepts youth employment as something beneficial to youth's personal development and the community at large. It was expected that an enabling environment would increase the youth's chances of gaining decent jobs or sustainable self-employment. Hence, EYW attempted to reduce social barriers related to youth employment, GBV and unpaid care work and improve knowledge about SRHR.

We asked young people how much harder they think it is to find a paid job or to start up a business because of their gender and age. EYW participants perceived a reduction in labour market restrictions because of age and gender from the baseline to the endline. This meant that both young men and young women believed that it was less difficult to find a job because of their age and gender after the project implementation. Here, the positive impacts on agency and skills training might have contributed to making the youth feel more capable of finding a job or starting up a business. Hence, they perceived that the restrictions to their economic empowerment were lower at the endline than at the baseline. Additionally, EYW's work with the community to discuss social norms around youth employment might have contributed to this result.

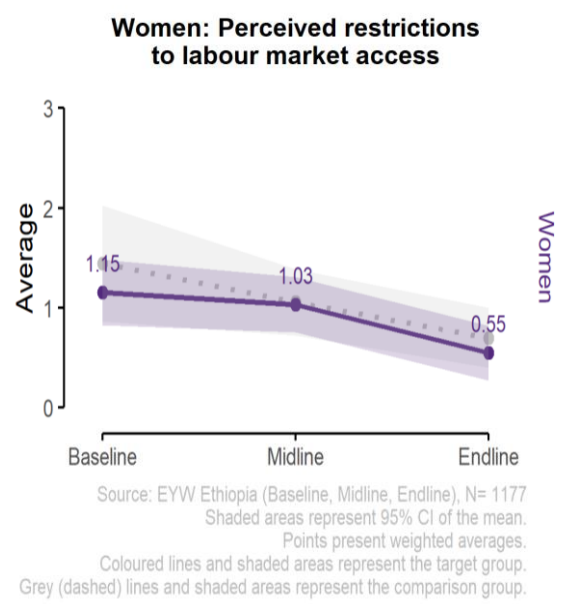
Nonetheless, we found that non-participants also perceived a reduction in the labour market restrictions to youth employment. Therefore, we did not find any impact between the baseline and the endline.

Finally, we found that perceived labour market restrictions are quite low for young women and young men. Our measurement was 0.58 for young men and 0.55 for young women (0-3 scale), which means that youth believed that their age and gender made their employment opportunities just between ‘a little bit hard’ and ‘not at all hard’. Nonetheless, according to participants in the reflection workshop, this seemed to contradict the social norms on youth employment ruling in project areas, especially for young women.

**Figure 21**



**Figure 22**



#### 4.6.1.2 SOCIAL NORMS AROUND YOUTH EMPLOYMENT

Community members were asked a set of questions on social norms around youth employment. A social norm is a shared expectation or informal rule to which individuals prefer to conform if they believe two things: that most people in their reference group conform to it (empirical expectation) and that most people in their reference group approve of conforming to it (normative expectation)<sup>29</sup>. Social norms are kept in place by sanctions – counterfactual actions that follow confirming or breaking a social norm. Social norms interact with personal attitudes to influence personal behaviour.

We measured the personal attitudes and two aspects of social norms: if people in a group approve of the norm (normative expectation) and if people in the group find it typical behaviour in their community (empirical expectation). Furthermore, we explored the sanctions that community members would inflict when breaking a social norm (counterfactual belief).

<sup>29</sup> Researchers use the term ‘reference group’ or ‘reference persons’ to refer to the people whose opinions matter (Alexander-Scott, Bell and Holden 2016: 8). A person’s reference group can consist of individuals in their own lives and public figures.

With regards to personal attitudes, community members were asked if they would agree to their son or daughter 1) opening a business outside the house or 2) earning a wage working for someone else. For the empirical expectation, community members were asked how common it was for young men or young women to participate in the labour market. For the normative expectation, community members were asked what people in the community would think if young men or women would 1) open up a business outside their house or 2) earn a wage while working for someone else.

We want to highlight three main findings from the analysis of the social norms. First, youth employment seemed to receive broad support from the community. Personal attitudes and the normative expectation (approval of other community members) were already high at the baseline, and we did not see a big change over time for these two aspects.

Second, we did see an increase in the typical behaviour for young women's employment (empirical expectation). This showed that young women's employment became more acceptable in communities where EYW was active. This was the result of community conversation groups discussing social norms around youth employment and influencing work with religious and community authorities. Hence, community members expected an increase in the participation of young women in the labour market. Moreover, this finding was aligned with the positive impact of EYW on the employment rate and business ownership of young women.

Third, the three aspects of social norms were higher for young men than for young women, especially for the empirical expectation. This indicated that for community members, young men's employment had more support and was more acceptable than young women's employment.

Additionally, we asked youth the same questions on normative expectation and empirical expectation around youth employment<sup>30</sup>. We found very similar patterns and conclusions for the normative and empirical expectations of community members.

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<sup>30</sup> We did not ask youth the questions on personal attitudes.



Figure 23

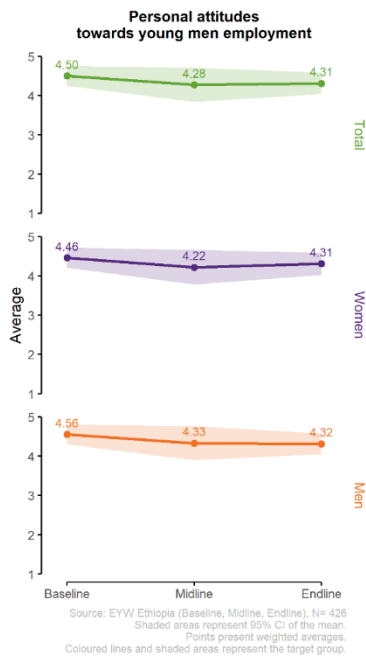


Figure 24

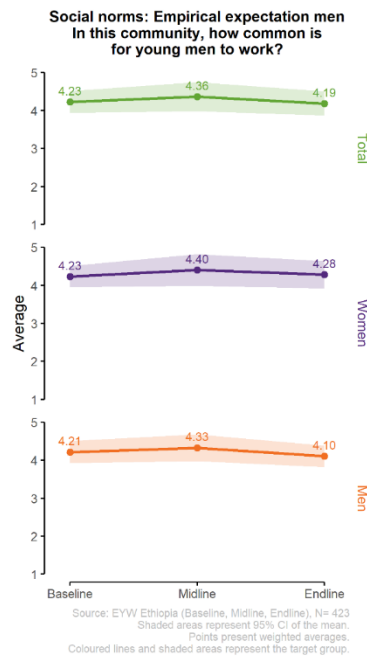


Figure 25

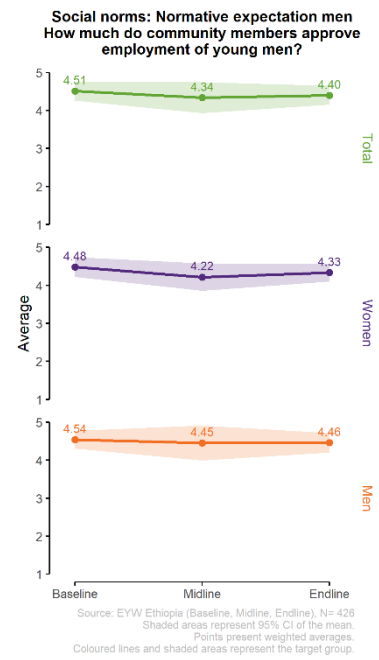


Figure 26

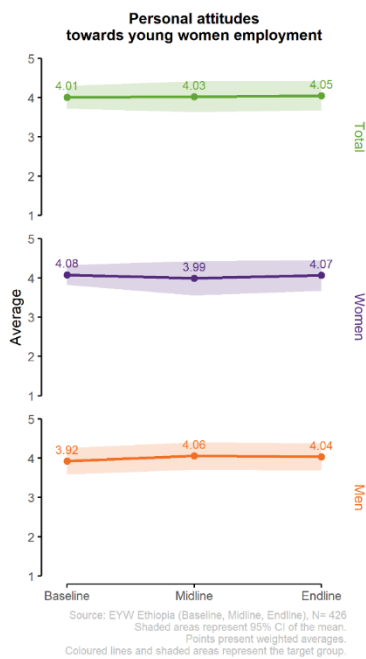


Figure 27

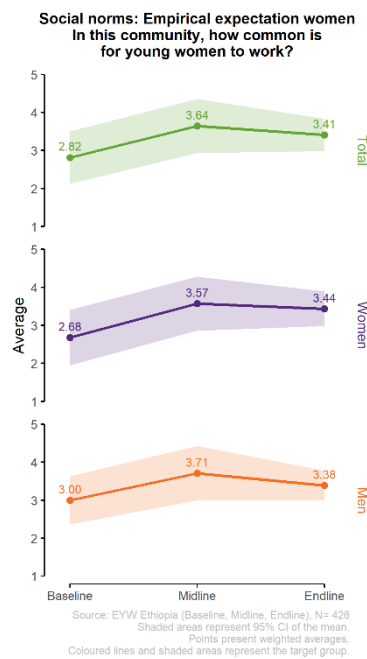
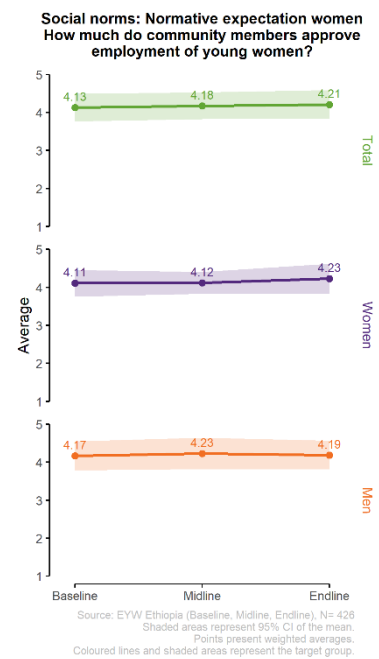


Figure 28



Lastly, we asked community members and youth what consequences they would expect if they diverged from established social norms. Specifically, if community members would consent to a daughter or a son opening a business or taking a wage-earning job outside the home, or in the case of youth, what consequences might follow another young person doing either of these things. Examples of sanctions included gossip (about the individual's action, about their character or about the capability of the parents to control their children), consequences for marriage opportunities (both positive and negative) and

whether respondents felt it could be justified to harass women “of bad character”. Then, we measured the percentage of community members and youth who mentioned one or more negative consequences. Overall, sanctions against youth employment decreased between the midline and the endline<sup>31</sup>. For instance, according to community respondents, counterfactual actions against young men’s employment decreased from 59% at the midline to 35% at the endline. Similarly, the youth said that such counterfactual actions decreased from 78% at the midline to 45% at the endline.

Sanctions against young women’s employment became less frequent in the community. According to community members, the counterfactual actions decreased from 84% at the midline to 49% at the endline. According to youth, sanctions against young women’s employment decreased from 80% at the midline to 48% at the endline.

The reduction in the sanctions to keep in place social norms against youth employment indicated the positive results from EYW in promoting an enabling environment for youth’s economic and social empowerment.

Finally, we want to emphasize that gender inequalities for social norms around youth employment are still present in the project areas. Despite the reduction in the frequency of sanctions against young women’s employment, at the endline, the counterfactual actions emerged more often for young women’s employment than for young men’s employment.

#### **4.6.1.3 SOCIAL NORMS AROUND DIVISION OF CARE WORK**

It is important to consider the burden of unpaid care work when working on employment, especially for women. For men and women to both develop economic activities, a shared burden of unpaid care work is important. Therefore, we investigated the social norms around the division of paid and unpaid care work.

Community respondents were asked to react to three stories that illustrated scenarios for the distribution of unpaid care work between a wife and her husband. The first story<sup>32</sup> illustrated a gendered division of labour, where women do all the unpaid care work and men the paid work. They both spent around equal time on these responsibilities. The second story<sup>33</sup> depicted shared responsibilities for paid and unpaid

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<sup>31</sup> Questions on counterfactual sanctions were only asked at the midline and the endline.

<sup>32</sup> Story 1: My husband works as a carpenter, he leaves the house early and comes back in the evening. After preparing breakfast for my family, I work in the field in the mornings. I return to prepare lunch for my children. I fetch water when it is near my pond and firewood, make sure the house and compound are clean. When my husband comes back from work, he is very tired. I bring him water to wash his hands and serve him food. I do the dishes and prepare the beds for all of us.

<sup>33</sup> Story 2: Ever since we got together, my husband and me have shared responsibilities. We get up around the same time, prepare breakfast, clean the house and help the children. We work on our farm together. When we come home from the field, he carries the vegetables and I carry some firewood. We both go and fetch water whenever we need it. I take the lead on cooking but my husband helps me chopping vegetables and cleaning the kitchen and compound.

work between men and women. In the third story<sup>34</sup>, women did most of the work (both paid and unpaid), while men did some paid work and hung out with friends. Then, we enquired about personal attitudes, normative expectations (approval of other community members) and empirical expectations (typical behaviour in the community) of community members around the three stories.

The social norms analysis on the division of care work revealed two main findings. First, gendered division of labour was still highly supported by community members. The personal attitudes and normative expectations of community members were very high for this scenario. However, shared responsibilities between a husband and wife was also highly supported. In contrast, the scenario where a woman was exploited by her husband was less supported by community members. We did not find big changes between the baseline and the endline for these findings.

The second finding was that unequal distributions of paid and unpaid care work by gender became more typical in the community over time. We found that a gendered division of labour and work overload on women became more typical in the community between the baseline and the endline. We also found that equal distribution of paid and unpaid work became less typical at the endline than at the baseline.

This second finding seemed to contradict the efforts of EYW to reduce unequal distributions of care work by gender in project areas. A potential explanation is that community members were less aware of gender inequality in the community before the project implementation. Hence, through the course of the project, community members became more able to identify situations of gender inequality in the division of labour in their communities.

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<sup>34</sup> Story 3: I do a lot of work. I work on the farm and do all the housework, bathing the children, collecting water and fuel, cleaning, cooking, making sure the house is okay. My husband does some agricultural work and some casual labour. He often meets up with friends to chat or relax. Usually, he does not help me with my work. But sometimes he might get water or cook if I am sick or not at home.

Figure 29

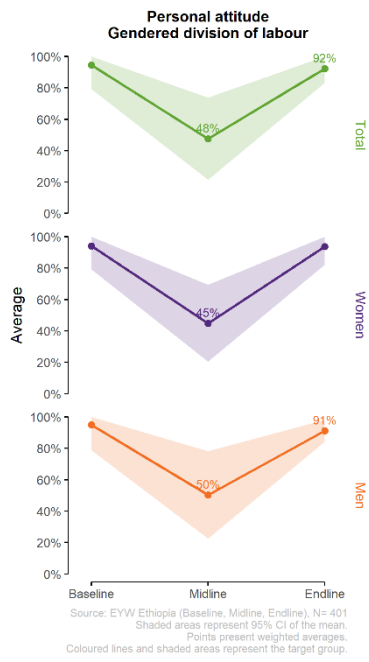


Figure 30

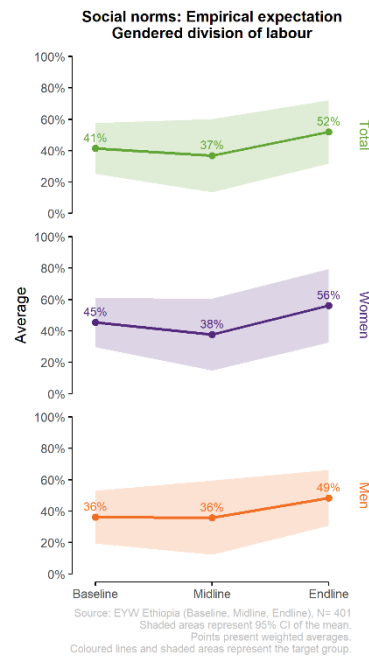


Figure 31

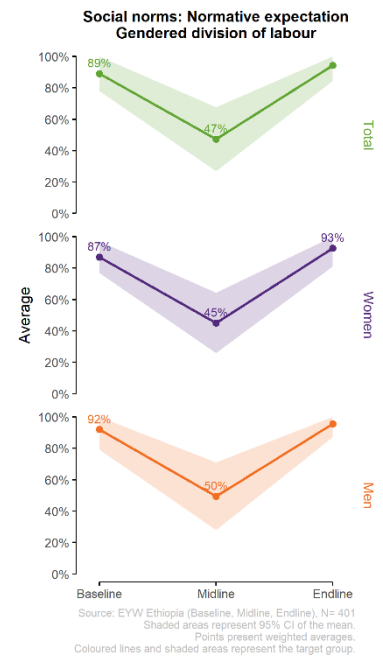


Figure 32

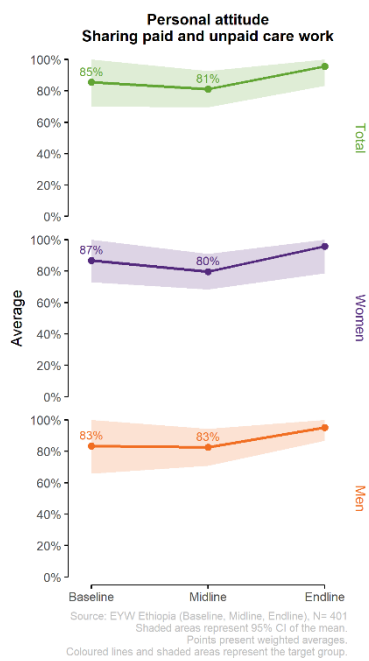


Figure 33

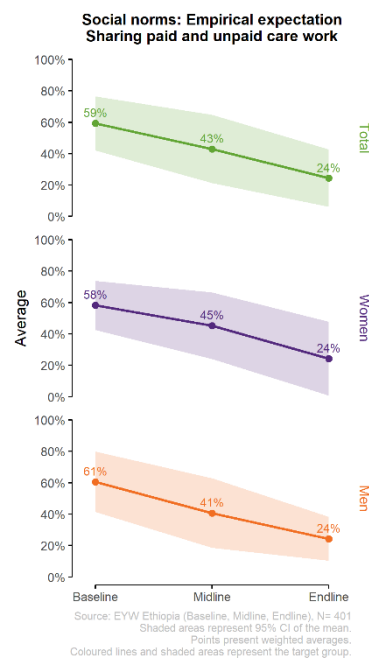


Figure 34

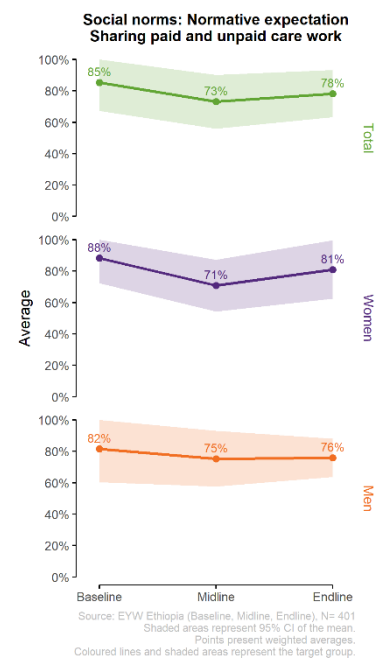


Figure 35

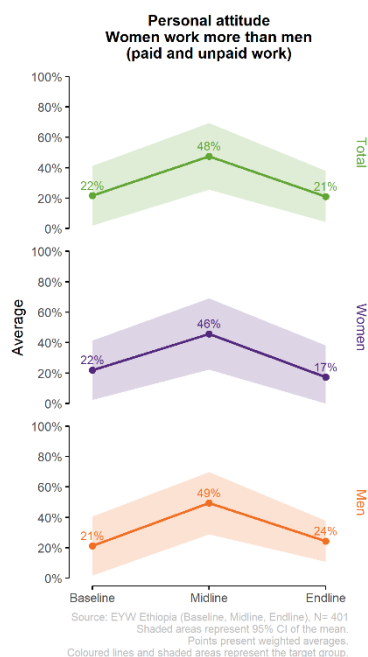


Figure 36

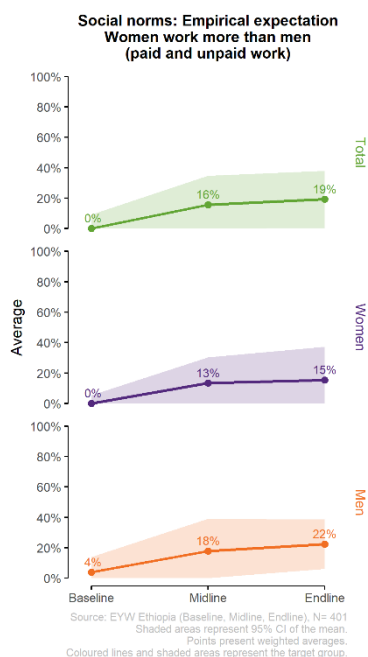
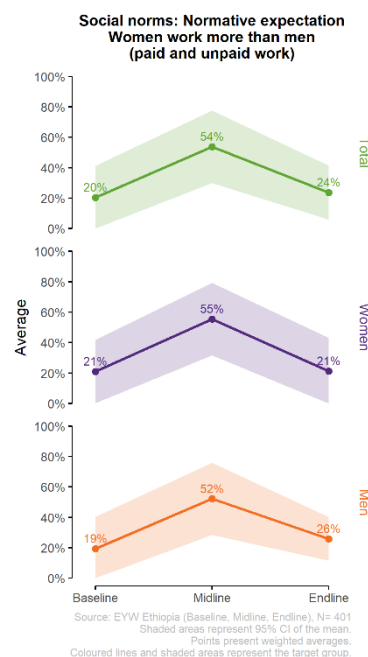


Figure 37



Conversations around empirical and social norms during the FGDs largely focused on women’s participation in economic activities. According to youth and community members, women being employed, running a business or having an income of their own was not very common prior to the EYW programme. Women were largely expected to be at home and manage domestic responsibilities. Several participants said EYW helped many women to start businesses of their own – in most cases from their homes. There were also instances of women stepping out of the house as part of their work. Increased economic activity among women and the resultant economic independence had helped to make women’s employment more acceptable than before. It was much more common to see women earning an income than it was before EYW started its activities. However, it should be noted that increased acceptance seems driven more by the fact that women being economically active meant additional income in the household and reduced pressure on the men as the breadwinners. In fact, some community members stated that women who can work and earn are more favoured for marriage than those who do not. The freedom of choice for women to undertake an economic activity did not come out as strongly.

While empirical expectations regarding women being employed and earning seemed to have changed over time, the rate of change in normative expectations seemed to be slower. The responses seemed to indicate that the community, in general, continues to perceive working women in a negative light. Most of the women who said they had a business of their own had those businesses within or close to their homes. A few community members, while talking about how women are increasingly becoming more economically active, mentioned that it is better for women to be self-employed and have a business at home than step outside for work. In fact, some young women stated that they undertake their work or business and earn an income despite criticism and disapproval from the community.

*Freedom of women in outdoor sphere was unthinkable five years back in this village . But, at this time, our community encourages them to come out of home and work with their full freedom... it is*

*better if our women can participate in their own business than being hired labour. They can be profitable more than being employed in private organization, which is the reason why they prefer self-employment over hired labour in our village. **Community member, Oromia***

*Attitudes of the community towards me have changed. Previously, the community believed that women should be limited to the home, doing household chores rather than engaging in more public work. Now, however, the community has seen that women can go out to engage in activities [that were] wrongly perceived to belong to men only. **Young woman, Oromia***

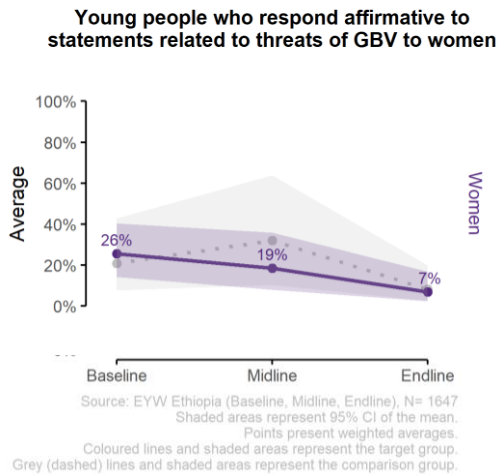
*Community's perception about young women who go out for job is now changing, before they were disliked and discarded by the community, but now they get more respect and women who are independent and free are favoured by the community in general and for marriage seeking young men particularly. **Community member, Somali***

*Although we meet verbal abuses and scandals for the first days of our journey, we bear to a deaf ear, and we continue our work. **Young woman, Somali***

#### 4.6.2 GENDER-BASED VIOLENCE AND GENDER EQUALITY

KPI #: Gender-Based Violence (GBV) and gender equality			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	3.1	% of young women who feel their <b>daily lives are limited by the threat of GBV</b>	=	=	na
<b>Midline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	3.1	% of young women with <b>improved knowledge</b> of GBV and who are taking <b>action against GBV</b>	=	=	na
		Average value of <b>Gender Equality Index</b> of young people	=	=	=

**Figure 38**



Gender equality plays an important role in the social and economic development of youth. For instance, threats of GBV impose restrictions on mobility, economic independence, and the physical and mental health of young women.

We asked young women 11 statements to identify their personal attitude towards GBV<sup>35</sup>. Then, we measured the percentage of young women who approved or agreed with threats of GBV.

At the endline, young women EYW participants were less supportive of threats of GBV than at the baseline (Figure 38). This shows the positive contribution of EYW in improving attitudes against GBV.

Also, at the endline, we found that young women non-participants were less sympathetic to threats of GBV than at the baseline. Therefore, we did not find a positive impact on this outcome indicator. However, at the reflection workshop, participants did not agree with this finding. In their opinion, GBV is sometimes practised in hidden ways, or people do not talk openly about it. Hence, non-project respondents might have made socially desirable responses even if GBV was present in their lives.

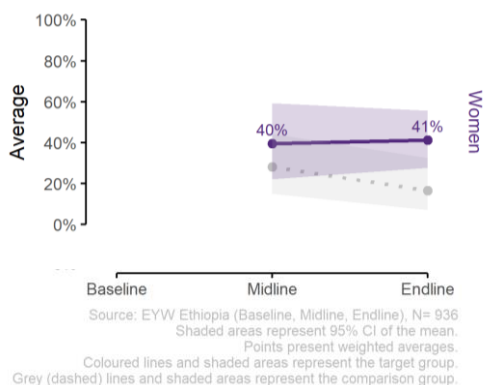
<sup>35</sup> The GBV indicator equalled one if seven out of 11 statements on GBV threats to women were affirmed:

- Disapprove of women working outside the house to earn a wage
- Disapprove of women owning a business outside the house
- Disapprove of women going to the market without male permission
- Approve of husbands having the right to verbally discipline their wives
- Approve of husbands having the right to physically discipline their wives
- Approve of girls marrying before turning 16
- Agree that women should do housework and carework and men should earn money
- Agree that wives should give their income to their husbands
- Agree that giving a dowry is traditional
- Agree that young women on their own may be verbally harassed when going out on the streets
- Agree that young women on their own may be physically harassed when going out on the streets



**Figure 39**

**Young people having heard of GBV happening in area & having spoken up against GBV**



At the midline and the endline, we also asked young women if they had heard of GBV happening in their area and what forms<sup>36</sup> of GBV were common in their communities. If young women mentioned forms of GBV happening in their area, we asked them if they had ever spoken up or acted against it. We calculated the percentage of young women who had heard of forms of GBV and who had spoken up or acted against it.

EYW had a positive impact on young women speaking up or acting against forms of GBV only in Somali. We did not find a positive impact for the total project.

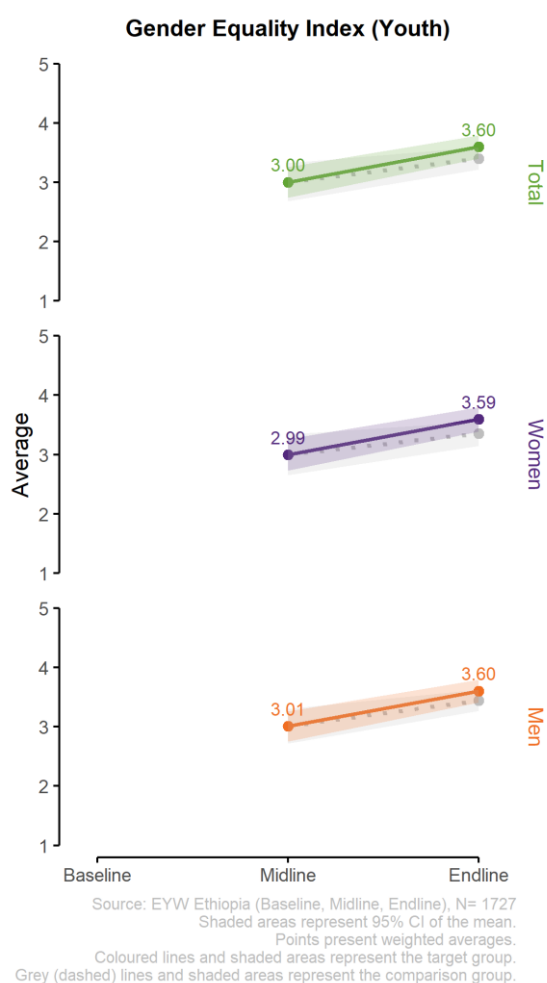
It is important to note that the percentage of young women who had heard of forms of GBV and had spoken up or acted against it did not change between the midline and the endline. This remained around 40%. EYW had a positive impact because the percentage of young women speaking up or acting against forms of GBV decreased for non-participants between the midline and the endline. Overall, the findings suggested that most young women still did not feel safe speaking up or taking action against GBV.

Responses from the participants in the FGDs indicated that EYW did have an impact on improved understanding of GBV. However, it is difficult to establish the scale and scope of the impact. Several young women and community members stated that verbal abuse and harassment in public areas was common. Many young women were braving the abuse and continuing their economic activities. On the other hand, some young women did state that although domestic violence was a common phenomenon, the number of incidences had been reducing over the past few years. A few of these women attributed the change to EYW training. Some young women and community members also talked about how the incidences of female genital cutting mutilation had declined in their communities. Some of these respondents attributed this change to the training under EYW.

<i>Yes, there is verbal abuse from the boys of their age, but there is not any action endangering the lives of the young women going out to work. <b>Community member, Somali</b></i>
<i>Men used to beat up the wives, but women are now well notified of their rights that's why it declined now a days. <b>Community member, Somali</b></i>
<i>We received training on the impact of backward traditional practice like female genital mutilation. By now, as a community, this practice is reduced thanks to the training that we received from this project. <b>Community member, Oromia</b></i>

<sup>36</sup> Domestic violence, harassment in public, harassment in the workplace, economic violence (e.g. denial of work, lower payment, denial of employment), child marriage, or any other form of GBV.

Figure 40



A Gender Equality Index was calculated for youth. At the midline and the endline, this index looked at positive attitudes towards gender equality by asking the respondents if they agreed or disagreed with seven statements<sup>37</sup>. On the 1-5 scale, a high index meant a highly positive attitude towards gender equality.

We found that the attitudes of EYW participants towards gender equality became more positive between the midline and the endline. Hence, the EYW project potentially contributed to this result.

However, attitudes towards gender equality were still moderate at the endline. The Gender Equality Index for EYW participants was 3.6 at the endline, and we did not find any differences between young women and young men.

We did not find an impact on this indicator because attitudes towards gender equality also increased for non-participants. However, participants at the reflection workshop were surprised by this finding. According to their day-to-day experience, attitudes to gender equality improved more for EYW

participants than for non-participants. Again, participants at the reflection workshop pointed out that non-project respondents might have given socially desirable responses, but in real life, they might not practice gender equality.

The responses from the community members during the discussions indicated that the training helped improve the understanding of gender equality. Several community members stated that they now understood that women had equal rights and that they must be allowed all the same opportunities and

<sup>37</sup> The seven statements were:

- Disagree that it is much better for everyone concerned if the man is the achiever outside the home and the woman takes care of the home and family
- Disagree that there is some work that is men's and some that is women's, and they should not be doing each other's
- Disagree that in our culture, a woman's place is in the home, not in the office or shop
- Disagree that a wife who carries out her full family responsibilities doesn't have time for outside employment
- Disagree that a wife should not expect her husband to help around the house after he comes home from a hard day's work
- Agree that if a wife works full-time outside their home, the husband should help with housework
- Agree that men should share the work around the house with women, such as doing dishes, cleaning, etc.

choices as men. How much of this understanding was translated into practice was difficult to establish – except in the case of women contributing to the household income. Several community members strongly emphasized that the community had slowly started acknowledging and accepting women working, earning an income and contributing to households.

The responses from young women were much more positive. Many stated that the training from EYW enabled a better understanding of women’s status in society and their right to participate in economic activities. Several young women said that they were able to start their own business and have their own income after participating in the EYW activities, which contributed to a sense of independence, as they were not as dependent on their spouses or families as before. Some also said they questioned long-held beliefs and traditions. While some young women mentioned talking about gender equality in their homes, others mentioned taking or hoping to take decisive action against gender inequality – however, these women were only a few in number.

*The project also positively changed the economic status of our women. The year before this project, the decision-making power of our women was close to null. However, after this project came and gave us training on issue related to gender equality, most of the women began involving in any decision-making process. This broke the old perception of community toward women and endorsed them to work equally with men. This, in turn, made women self-reliant and self-confident to participate in any outdoor activities in our village. **Community member, Oromia***

*The training which we received from this project primarily changed our attitude towards gender equality which has a direct association with economic growth. We all are convinced women’s participation in economic activity can increase productivity. Nowadays, men started to participate in a domestic works while female equally involved into outdoor works. **Community member, Oromia***

*EYW also has massive contribution toward mitigating backward cultural practices in the community. In this regard, prior to the implementation of the project, gender-based labour division was not properly assigned for men and women in the community. As a result of this, women were primarily exposed for reproductive activities in the community. Women have not equal access like men to work outside home. Therefore, there is improper division of labour among men and women due to community has wrong perception toward women. **Community member, Somali***

*Previously, inheritance is only permitted for male in our village. Consequently, my family denied me the right to inherit their land. Instantly, after I got training on inheritance and gender equality, I realized that I have the right to inherit any property that was possessed by my family. Hereafter, I will be able to regain the property which was mine by right, and I will appeal to court to reclaim my share. **Young woman, Oromia***

*After receiving this training, women started to participate in construction sector, which was considered previously as men type of work. Furthermore, women started to participate in outdoor activities equally and independently. **Young woman, Oromia***

### 4.6.3 SEXUAL REPRODUCTIVE HEALTH AND RIGHTS

KPI #: Sexual and Reproductive Health Rights (SRHR)			Total	Gender	
			Total	Women	Men
<b>Baseline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	3.1	% of young people with knowledge about <b>family planning methods.</b>	=	↑	=
		% of young people with <b>access to SRHR services</b>	=	=	=
<b>Midline-Endline data</b>			<b>Is there a significant effect for the target group over time? (Impact)</b>		
ST OM	3.1	% of young people who know when girls are <b>more likely to get pregnant</b>	=	=	=
		% of young people who have heard about <b>diseases that can be caught through sex</b>	=	=	=

The last set of indicators in pillar 3 relates to SRHR. We assessed the influence of EYW on knowledge of family planning methods, perceptions of access to SRHR services, knowledge of when girls are more likely to get pregnant, and knowledge of diseases that can be caught through sex.

Overall, we found that EYW made a positive contribution to young people’s knowledge of family planning methods, perceptions of access to SRHR services, and knowledge of diseases that can be caught through sex. The percentage of EYW participants with knowledge of family planning methods and with knowledge of diseases that can be caught through sex increased between the baseline and the endline. Also, the percentage of EYW participants who believe that had sufficient access to SRHR services increased between the baseline and the endline.

Another positive contribution of EYW was the high level of information about sexually transmitted diseases (STDs) among EYW participants at the endline. Around 95% of EYW participants had heard of STDs, and the outreach was very similar for young men and young women. Additionally, at the endline, young women and young men who participated in EYW had similar perceptions of access to SRHR services.

Despite the progress mentioned in this section, some challenges remained in the area of SRHR. For instance, at the endline, around half of EYW participants (especially young women) still did not have knowledge of family planning methods. Also, one out of three EYW participants did not believe they had sufficient access to SRHR services.

We found that the percentage of EYW participants with correct knowledge about when girls are more likely to get pregnant decreased between the midline and the endline<sup>38</sup>. At the endline, the percentage of EYW participants with correct knowledge was quite low, with 8% for young women and 4% for young

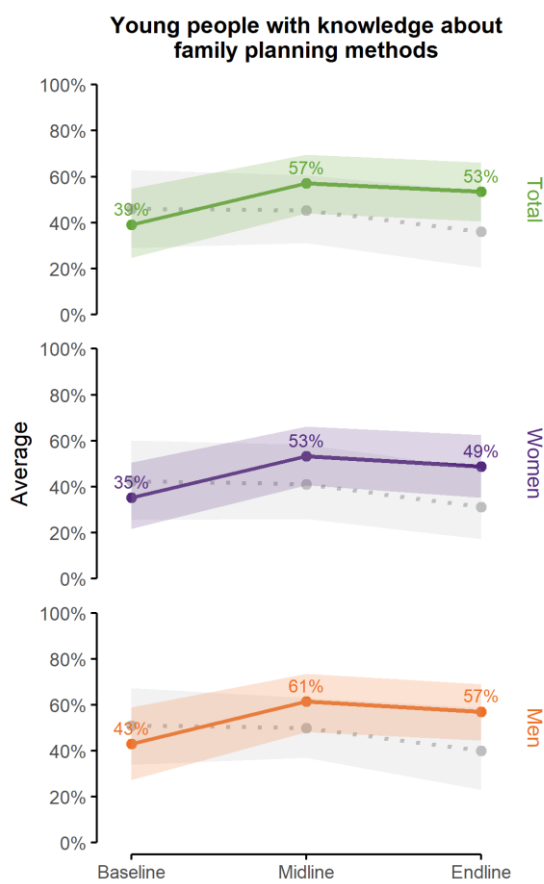
<sup>38</sup> The question for this indicator was asked only at the midline and the endline.

men. According to participants in the reflection workshop, cultural norms had a strong influence on the low number of young people who knew when girls are more likely to get pregnant.

Also, it is important to note that we only found a positive impact for EYW on the percentage of young women with knowledge of family planning methods. At the reflection workshop, participants said that they expected more a positive impact for this outcome area based on their experience.

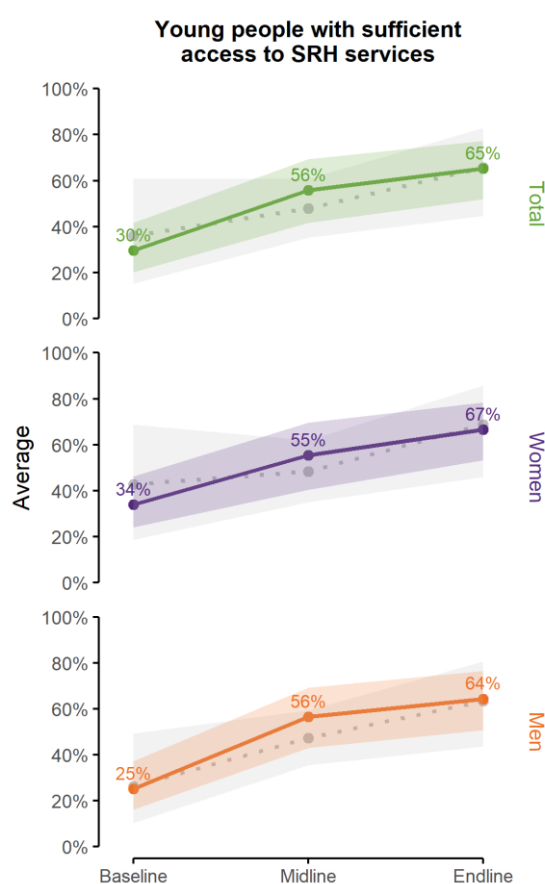
Finally, for perceptions on access to SRHR services and knowledge of STDs, we found that there was also progress in non-project areas. This progress was possibly because of other projects working on SRHR in those areas.

**Figure 41**



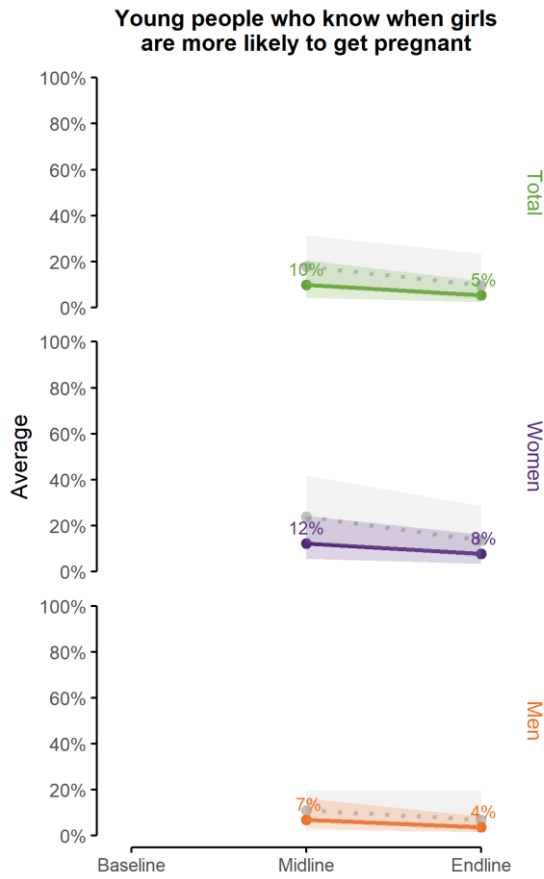
Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1894  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

**Figure 42**



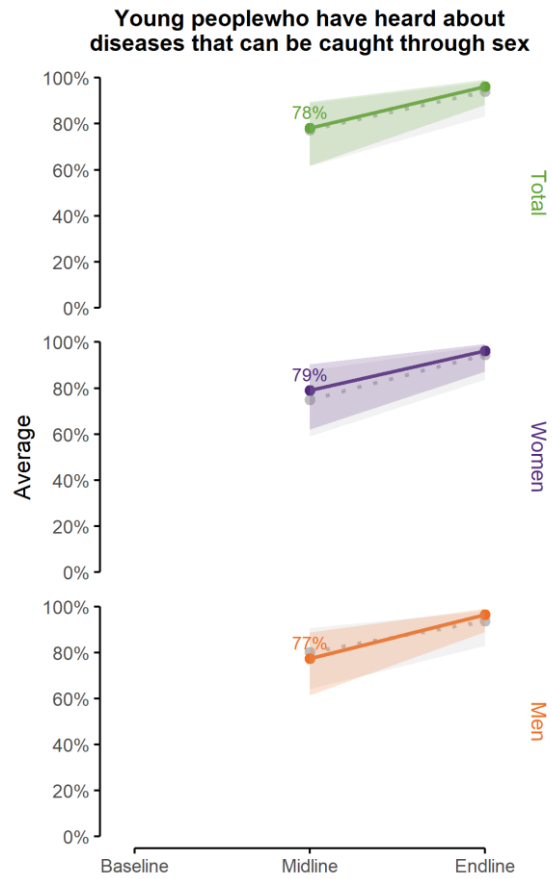
Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1827  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

Figure 43



Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1133  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

Figure 44



Source: EYW Ethiopia (Baseline, Midline, Endline), N= 1172  
 Shaded areas represent 95% CI of the mean.  
 Points present weighted averages.  
 Coloured lines and shaded areas represent the target group.  
 Grey (dashed) lines and shaded areas represent the comparison group.

# 5 CONCLUSIONS

This chapter presents the conclusions of the endline study of the EYW project in Ethiopia. The programme applied a holistic approach to effectively improve young people's economic and overall empowerment through 1) working on agency, capacity and skills, 2) linking young people to existing and new economic opportunities, including access to finance, and 3) the creation of an enabling environment by influencing social norms and policies that facilitate young men and women's economic and overall empowerment. In this evaluation, we assessed progress for each of these pillars.

In this chapter, we first answer the three sub-evaluation questions for the three pillars. We close with an overall conclusion.

## 5.2 CONCLUSIONS TO EVALUATION QUESTIONS

### 5.2.1 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S AGENCY AND SKILLS?

EYW in Ethiopia had a positive impact on the agency and skills of young people. Young women participants felt more capable of changing things in their youth groups. We also saw that EYW participants felt capable of changing things for themselves and their families, but over time non-participants felt it was more difficult to make changes to their lives. However, young people's capability of changing things in the community remained lower than their agency over youth groups and their personal lives.

Overall, all EYW training had a positive impact on youth's skills. Most likely, this played an important role in the increased employment and business ownership of EYW participants.

Despite the positive impacts, young women still had slightly lower agency and skills than young men.

### 5.2.2 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES IN YOUNG PEOPLE'S ECONOMIC OPPORTUNITIES?

In Ethiopia, EYW made a positive impact on the economic opportunities of young people. Employment, especially youth entrepreneurship, increased greatly in the project areas. The increased employment led to a positive impact on youth's income and economic empowerment.

Over time, more EYW participants applied for and obtained access to finance to start-up businesses. Youth's enrolment in apprenticeship programmes also increased through the course of the project, and many young people had access to information on job opportunities.

The Covid-19 pandemic undoubtedly had a negative effect on the employment and economic opportunities of many young people. Therefore, it is remarkable that EYW achieved positive impacts for pillar 2 despite the harsh economic conditions resulting from the pandemic. This suggests that the project contributed to building economic resilience among EYW participants.



Nevertheless, youth still faced some challenges to fully achieve their economic empowerment. Unemployment was still relatively high in the project areas, especially for young women. Lack of access to finance was one of the main barriers to employment. Also, many youths who applied for a loan to start up a business were not able to get it. Finally, for the few who are employees of someone else, their working conditions were below decent work standards.

### **5.2.3 TO WHAT EXTENT HAVE ACTIVITIES IMPLEMENTED BY THE EYW PROGRAMME CONTRIBUTED TO CHANGES TO THE ENABLING ENVIRONMENT OF YOUNG PEOPLE?**

At the endline, the youth thought they encountered fewer restrictions to their participation in the labour market than at the baseline. Also, according to community members, young women's participation in employment was more common at the endline than at the baseline. These improvements in the youth's social context were backed by a reduction of sanctions against youth employment in project areas.

These positive outcomes were very likely the combined result of EYW's community conversations on social norms around youth employment and the positive impacts on youth employment, the entrepreneurship of young women and the agency and skills of young women.

Young women EYW participants were more aware of what represented a threat of GBV at the endline than at the baseline. Moreover, EYW participants showed more support for gender equality at the endline than at the midline. Other positive outcomes of EYW on the youth's environment were young people's increased knowledge of family planning methods, improved perceptions of access to SRHR services, and increased knowledge of STDs.

Nonetheless, some aspects of the youth's environment remained challenging in project areas, especially on SRHR matters. Social norms around youth employment continued to be more supportive of young men's employment than young women's employment. Moreover, community members' support of a gendered division of unpaid care work stayed high in project areas. These remaining challenges partly explain the gender gap in youth employment.

It seemed that many young women still did not feel safe speaking up or taking action against GBV. Half of EYW participants still did not have knowledge of family planning methods, one-third of EYW participants did not perceive they had sufficient access to SRHR services, and only a few EYW participants knew when girls are more likely to get pregnant.

Finally, although EYW had a positive influence on the youth's social context, we did not find any impact for most outcomes of pillar 3 when we compared EYW participants with non-participants over time.

## **5.3 CONCLUSION**

EYW in Ethiopia had a positive impact on the social and economic empowerment of project participants, which was possibly because of the project's holistic approach. Skills training was successful at increasing the soft, technical, and entrepreneurial skills of the youth. The positive impact of skills training, the financial support facilitated by EYW, the dissemination of job opportunities and linkages with apprenticeship programmes contributed to the positive impact of EYW on youth employment, especially on entrepreneurship. Additionally, EYW's contribution to an enabling environment played a

role in the socio-economic empowerment of the youth. However, positive impacts on the youth's social context were more difficult to achieve.

# 6 RECOMMENDATIONS FOR FUTURE PROGRAMMES

We formulated recommendations based on the insights, experiences and results presented in this report. These recommendations apply specifically to the provinces of Oromia and Somali but could also be relevant for other provinces in Ethiopia, for civil society and future programmes working on youth employment:

- **Adopt a holistic approach with a long-term vision:** Future programmes can adapt the holistic approach of EYW to their specific context and improve the social and economic empowerment of youth. There are positive links between working on agency and skills, the promotion of an enabling environment and economic opportunities, and a holistic approach will likely enable more benefits for young people. Furthermore, future programmes should be implemented with a long-term vision because many of EYW's positive impacts were only reached towards the end of the project.
- **Agency:** Future programmes should continue with the organization of youth groups that guarantee gender-equal participation. The organization of youth groups was effective for the increased agency of youth, especially for young women. However, future programmes should focus more attention on how an increased agency is translated into actual changes in the youth groups and the community. Young people still found it difficult to make changes in those spaces of interaction despite their increased social empowerment.
- **Skills training:** Youth employment programmes should include at least training on soft skills, technical skills and entrepreneurship skills. Young participants considered the skills learned in the three types of training to be very useful. Additionally, future programmes should attempt to achieve impact for all the aspects of soft skills. This evaluation showed that EYW only had a positive impact on some soft skills.
- **Access to finance to reduce unemployment:** Future programmes should address the barriers that young people face in accessing financial capital. In this evaluation, unemployed youth said that the main barrier to employment was the lack of access to finance. Future programmes could also learn from the Loan Guarantee Fund and Business Development Services of EYW. These EYW activities contributed to an increase in the numbers of youth business owners and an increase in the chances of young people obtaining loans.
- **Decent work standards:** Future programmes need to continue working on improved policies and practices to achieve decent work standards. This requires the involvement of workers, employers, and government. For the few youth employees, we found that their working conditions were still below decent work standards.

- **Enabling environment:** Future programmes should continue dedicating effort to the creation of an enabling environment for the socio-economic empowerment of youth. This evaluation showed that EYW's work around social norms contributed to reduced social sanctions against youth employment and to an increase in positive empirical expectations towards young women's economic participation. Nonetheless, some challenges regarding young women's economic participation remained in the project areas.
- **Gender equality:** Future programmes should continue addressing the gender inequalities that limit the social and economic empowerment of young women. Key areas where future programmes should continue reducing gender inequalities are agency in the community and personal spaces, labour force participation, social norms around youth employment, distribution of unpaid care work, gender-equal attitudes, and the creation of safe spaces where young women can organize themselves to speak up and take action against GBV.

# 7 ANNEX

## 7.1 STATISTICAL APPROACH

### **Assessing the impact of the EYW programme: a counterfactual approach**

To assess the project's effects on each of the KPIs, we investigate to what extent KPIs have changed over time. We compare the values on the outcomes at the baseline (2017, the start of the project) with those at the endline (2021, the end of the project).

Assessing change in an KPI over time for those who participated in the project is not a robust method to assess the impact of a certain project, as we are only looking at those who actually participated. The outcomes can be affected by a myriad of factors which are not in the project's or program's sphere of influence. In that case, it would thus be inaccurate and 'unfair' to claim all changes that occurred between the baseline and endline as evidence of the impact of the project.

A more reasonable and accurate method would be to ask ourselves the question "*What would have happened in the absence of the project?*", in addition to describing what has happened to the project participants. In order to arrive at a reasonable estimate of the effects of the project on an KPI, one would thus need to compare the change over time among a group of people that participated in the project's activities with the change over time in a situation where the project was not implemented. Both groups operate in the same context but the only difference between them is whether they participated in the project's activities. This is a so-called counterfactual approach; comparing changes over time among a group of people who participated in the project with changes over time in a similar group of people who have not participated in the project.

To create this counterfactual for the target group we incorporated a comparison group in our design. Comparable subdistricts where EYW did not work were selected. Within these subdistricts, the distribution in the beneficiary database was taken into account. We then compare the changes over time in an KPI in the target group with the change over time on the same KPI in the comparison group. We can then assess the project's impact as we have a decent understanding of what would have happened in case the project was not implemented.

### **Estimating attributable impact: analysing differences over time**

Subsequently, our analyses estimate the values of each outcome indicator, for instance, young people's level of empowerment (measured through a set of survey questions). The average level of empowerment is then estimated at the baseline and the endline, for both the comparison and target groups. We can determine the trend or change over time for the target and the comparison group in these four estimates. We can then see whether young people's level of empowerment increased, or decreased over time for the target group. Similarly, for the comparison group we can see how young people's level of empowerment has developed over time, without any project activities being implemented.

In this case, the expectation is that young people's level of empowerment would improve over the project duration for the target group. The supposed increase in knowledge, or 'growth', for the target group is calculated by taking the baseline values on this indicator (the point of departure for young people's level of empowerment) and subtracting these from the endline values. This is called the first-order difference.

Similarly, we assess the change among non-participants. Indeed, there might have been changes in level of empowerment, unrelated to the project. Suppose we would also find an increase in level of empowerment in this comparison group. Should that be the case, such changes cannot be attributed to the project itself as there have not been any project activities with young people in the comparison group.

For an accurate judgement of the project's impact we thus compare the change over time in the comparison group, with the change over time in the target group. In case the change over time in the target group, is bigger than the change over time in the comparison group, the project has had attributable impact. So in this example, if the supposed increase in young people's level of empowerment in the target group is bigger than the increase in knowledge observed in the comparison group, one may speak of positive, attributable impact. This technique is called a difference-in-difference estimation<sup>39</sup>. An important assumption of difference-in-difference estimation is that project as well as non-project participants are exposed to similar external shocks. This is the so-called parallel trends assumption.

### **Matching: ensuring the comparability of the target and comparison group**

By incorporating a comparison group in our design and using a difference-in-difference technique, we are not there yet. We know that it is likely that the target and comparison groups are not directly comparable. They may differ systematically on a range of characteristics at the baseline. For instance, the targeted communities might be more impoverished, or lower educated than those in the comparison group as projects choose to implement their activities among marginalized groups. Thus, it is likely that some socio-demographic characteristics influence whether the project targets a household or community.

Moreover, socio-demographic characteristics, such as age or one's residential area, might also influence our KPIs. In econometric terms, this means that both the probability of participating in the project's activities and the outcomes may be affected by pre-existing differences between the target and comparison group. The probability of participating in the project activities is called the propensity score. This probability is not equal for all young people (and unknown)<sup>40</sup>.

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<sup>39</sup> Athey, S., & Imbens, G. W. (2017). The state of applied econometrics: Causality and policy evaluation. *Journal of Economic Perspectives*, 31(2), p. 3-32.

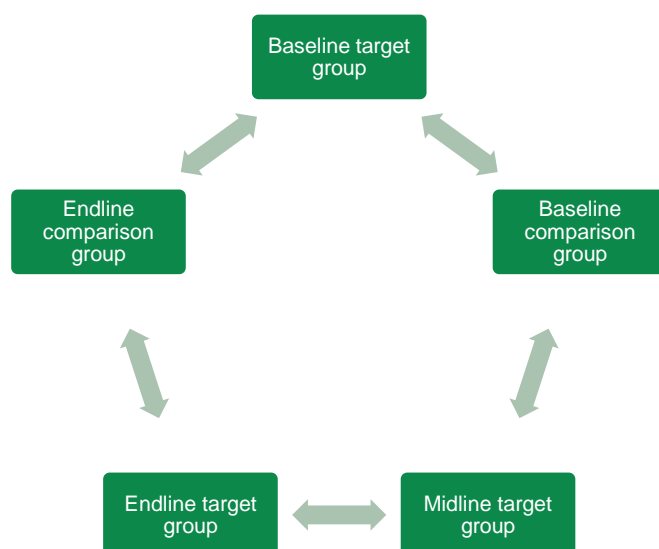
<sup>40</sup> Compare this to a situation where participation in the project would be determined by a coin toss (a randomized experiment). In this case, participation in the project would be solely determined by chance, not by any pre-existing characteristics of the people that (intend to) participate in the project. In this case the propensity score (the probability of being in the target group) would be known and equal to 0.5

We use this propensity score to reduce incomparability between the target and comparison group in two stages. This technique is called propensity score matching. In the first stage, we calculate the propensity score to select or match a comparison group similar to the target group based on a set of (mostly) demographic determinants. In the second stage, we estimate our impacts using this matched target and comparison group.

### Calculating propensity scores

We have implemented propensity score matching using a multinomial logistic regression, where each person is given a weighting based on the characteristics used in the matching model<sup>41</sup>. This weighting is expressed as a pro-portion of closeness between a subject in the baseline target group, baseline comparison group, midline target group, endline comparison group, and the endline target group. By estimating a propensity score weight using multinomial logistic regression, we ensured that the target and comparison groups of baseline, midline and endline were comparable and balanced while still employing a large share of the sample that we had collected. This is illustrated in the diagram below.

Figure 45



A range of characteristics was considered to be included in this multinomial logistic regression. Covariates included age, gender and district. Subsequently, when calculating the average values for the outcome indicator, each person was given a weighting, so that closer and better matches, thus more comparable people, had a greater influence on this average compared to worse matches.

### Matched differences over time

In the analyses we have combined the propensity score matching with the difference-in-difference-approach as outlined in the previous section. In the difference-in-difference model we controlled for age, gender, district, education, marital status and interaction terms between time, and education and

<sup>41</sup> Stuart, E.A., Huskamp, H.A., Duckworth, K. *et al.* (2014). Using propensity scores in difference-in-differences models to estimate the effects of a policy change. *Health Services and Outcomes Research Methodology*, 14(4), p. 166–182.



marital status. This is to further reduce any potential influence of other factors than participation in the EYW project.

We have used the statistical software STATA to conduct the data cleaning. We have utilized STATA's MLOGIT package to assess the estimation of propensity scores and STATA's REGRESS and PROBIT packages to estimate the propensity-score-matched-difference-in-difference analyses. STATA's PREDICT command was used to estimate predicated values on the estimation sample. We have used various Python and R packages to visualize these parameters.

## 7.2 QUALITATIVE ANNEX

The qualitative analysis process broadly involved the following steps:

### 1. Transcription of the qualitative discussions

The data collection team was provided with a transcription template along with the discussion guide. The team was asked to record the discussions, after obtaining due consent from all participants either, verbal (recorded) or written. Post discussions, the data collection team was expected to transcribe the entire discussion/interaction verbatim according to the transcription template provided. These verbatim transcripts were shared with the Oxfam Novib team for feedback and clarification. Once all the transcripts were shared, a call was organised with the data collection team to clarify any doubts and to seek further information, wherever deemed necessary.

### 2. Developing the analytical framework

The analytical framework corresponded to the objective of the evaluation: determining the impact of the EYW programme using the KPIs for the three pillars: 1) young people's agency and skills, 2) improving young people's economic opportunities, and 3) creating an enabling environment for young people. The analysis of the qualitative data - for example, coding of the data - was based on the Global KPIs identified for each of the components within the above three pillars. In that sense, deductive content analysis was the chosen approach for data analysis.

### 3. Analysis of data collected

The qualitative data was analysed using MAXQDA 2020. This qualitative data analysis software is commonly used in social and human sciences because of the ways in which it helps with interpretative analyses. As mentioned above, the data was analysed with a completely deductive approach. This helped in developing a thematic categorisation and thereafter, thematic analysis. Themes and patterns that emerged from the data were refined and organised into higher-level categories – primarily the Global KPIs – and subsequently, the most relevant themes addressed by the participants were identified.

## 7.3 DETAILS OF THE SAMPLE

### 7.3.1 QUANTITATIVE SAMPLE

Table 2: EYW participants' sample (target group)

Region	Zone	Woreda	Kebele	Baseline			Midline			Endline			
				Men	Women	Total	Men	Women	Total	Men	Women	Total	
Somali	Fafan	Kebribayah	Hartashekh	41	11	52	10	18	28	16	10	26	
			Guyaw	0	0	0	3	4	7	0	0	0	
			Kebribayah City Council	0	0	0	6	16	22	16	13	29	
		Wajale City Council	Wajale City Council	0	0	0	28	19	47	36	23	59	
		Awbarre	Awbarre	8	9	17	12	8	20	3	4	7	
			Gobyarey	27	19	46	12	16	28	6	6	12	
			Laffaiisse	26	16	42	9	17	26	15	15	30	
		Sitti	Shinile	Shinile Town	13	12	25	5	13	18	7	9	16
				Harawe	5	12	17	6	3	9	0	0	0
				Barrak	0	0	0	10	7	17	18	14	32
	Erer		Hurso	7	6	13	9	2	11	2	0	2	
			Erer	0	0	0	19	14	33	10	7	17	
			Garmam	14	15	29	4	3	7	3	1	4	
	Oromia	Arsi	Munessa	Qarsa Ano	19	14	33	19	21	40	36	23	59
Zeway Dugda			Shelad	0	0	0	8	13	21	43	36	79	
West Arsi		Shashemene	Karara Filicha	13	23	36	6	6	12	17	11	28	
			Faji Sole	11	24	35	15	17	32	17	19	36	
		Kofale	Guchi	21	8	29	22	26	48	17	17	34	
			Hulabara	15	22	37	19	21	40	18	13	31	
			Qoma Mamo	14	12	26	17	31	48	14	10	24	
		Arsi Nagelle	Qararu	13	15	28	11	9	20	9	7	16	

		Rafu Hargisa	0	0	0	6	13	19	21	19	40
		Ali Wayo	16	26	42	4	4	8	18	16	34
	<b>Heban Arsi</b>	Argadda	18	22	40	25	17	42	31	22	53
<b>Total</b>			<b>281</b>	<b>266</b>	<b>547</b>	<b>285</b>	<b>318</b>	<b>603</b>	<b>373</b>	<b>295</b>	<b>668</b>

Table 3: Non-project's sample (comparison group)

Region	Zone	Woreda	Kebele	Baseline			Midline			Endline		
				Men	Women	Total	Men	Women	Total	Men	Women	Total
Somali	Fafan	Kebribayah	Hartashekh	1	1	2	0	0	0	0	0	0
			Guyaw	17	7	24	0	0	0	0	0	0
			Gada Faranji	0	0	0	15	14	29	14	13	27
		Awbarre	Awbarre	11	6	17	0	0	0	0	0	0
			Gobyarey	0	0	0	1	3	4	0	0	0
			Garbahadley	0	0	0	13	17	30	25	22	47
		Wajale City Council	Wajale City Council	0	0	0	9	0	9	0	0	0
	Sitti	Shinile	Shinile Town	4	8	12	0	0	0	0	0	0
			Harawe	2	3	5	0	0	0	0	0	0
			Jedane	0	0	0	9	8	17	7	6	13
		Erer	Hurso	5	2	7	0	0	0	0	0	0
			Garmam	5	5	10	0	0	0	0	0	0
			Billa	0	0	0	10	12	22	7	8	15
Oromia	Arsi	Zeway Dugda	Hallo	1	1	2	22	18	40	39	30	69
			Shelad	13	35	48	0	0	0	0	0	0
	West Arsi	Shashemene	Onie Chifo	0	0	0	18	18	36	24	20	44
			Kofale	Garmama Shinato	0	0	0	0	0	0	25	21
		Qoma Mamo		0	0	0	27	35	62	0	0	0
	Arsi Nagelle	Mako Oda	5	23	28	19	19	38	0	0	0	

		Gubata Arjo	9	17	26	0	0	0	22	18	40
		<b>Heban Arsi</b>	0	0	0	0	7	7	0	0	0
<b>Total</b>			<b>73</b>	<b>108</b>	<b>181</b>	<b>143</b>	<b>151</b>	<b>294</b>	<b>163</b>	<b>138</b>	<b>301</b>

Table 4: Community sample

Region	Zone	Woreda	Kebele	Baseline			Midline			Total		
				Men	Women	Total	Men	Women	Total	Men	Women	Total
Somali	Fafan	Kebribayah	Hartashekh	23	25	48	18	9	27	27	24	51
	Sitti	Shinile	Shinile Town	10	32	42	19	10	29	11	8	19
Oromia	Arsi	Munessa	Qarsa Ano	25	25	50	9	6	15	22	23	45
	West Arsi	Heban Arsi	Argadda	22	24	46	8	17	25	47	39	86
<b>TOTAL</b>				<b>80</b>	<b>106</b>	<b>186</b>	<b>54</b>	<b>42</b>	<b>96</b>	<b>107</b>	<b>94</b>	<b>201</b>

### 7.3.2 QUALITATIVE SAMPLE

Following was the sampling criteria suggested for selection of youth participants in the FGDs:

- All FGD participants should have attended soft skills training
- At least 5 but not all participants should be employed or earning
- At least 3 but not all participants should have attended non-certified vocational training
- At least 3 but not all participants should have attended entrepreneurship training
- At least 2 but not all participants should have attended certified vocational training

However, owing to practical challenges on the ground, the sampling criteria were not fully met during the data collection process.

In total 12 FGDs were conducted among young men and young women. The total number of male and female participants is presented in the table below.

**Table 5: Youth FGDs**

Region	Total	Women	Men
Oromia	54	25	29
Somali	61	34	27
<b>Total</b>	<b>115</b>	<b>59</b>	<b>56</b>
		<b>51.30%</b>	<b>48.70%</b>

In total four FGDs were conducted among community members. The total number of community participants is presented in the table below.

**Table 6: Community FGDs**

District	Total	Women	Men
Oromia	22	10	12
Somali	17	6	11
<b>Total</b>	<b>39</b>	<b>16</b>	<b>23</b>
		<b>41.03%</b>	<b>58.97%</b>

# ACKNOWLEDGEMENTS

This report is based on the information provided by hundreds of youth and community members, who were interviewed in Ethiopia's regions of Oromia and Somali over the course of 4.5 years in 2017, 2019 and 2021. First and foremost, we want to express our gratitude to all of them for participating. Their willingness to give their time and discuss about their socio-economic empowerment, skills and the enabling environment, resulted in valuable information to ensure evidence-based and adaptive programme implementation (at baseline and midline stage), and made this evaluation (endline) possible. The evaluation will be useful for accountability purposes as well as for informing the design of future programmes with similar objectives.

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