



MIDLINE REPORT ETHIOPIA

First insights in the impact on the socio-economic situation of youth participating in the Empower Youth for Work programme

EMPOWER
YOUTH
FOR WORK



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OXFAM

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SUMMARY

Empower Youth for Work (EYW) is a five-year programme, funded by the IKEA Foundation. The programme focuses on enabling young people (especially young women) 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 & 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.

In Ethiopia, EYW is implemented in Oromia and Somali region. These regions are both rural areas, affected by climate change. Youth unemployment is a big challenge in both regions. To work on this, the EYW team support youth groups and provides training for youth related to soft skills, technical skills and entrepreneurial skills. Youth are supported in their first economic activities, either through internships or business development support. Furthermore, community discussions are facilitated to create an enabling environment for young men and women to work.

This report presents the results of the midline survey in Ethiopia, which is part of the impact evaluation approach. The midline survey in Ethiopia was carried out among 603 youth in the EYW target areas and 194 youth in comparison areas that are not exposed to EYW activities. Furthermore, 216 community members were surveyed in EYW target areas.

The survey explored trends in relation to key performance indicators (KPIs) relevant to youth and community members and focused on the relationship between programme participation and increased skills, as well as any association between skill acquisition and gaining decent jobs and/or sustainable (self-) employment. Lastly, the report explores the association of external factors in communities with agency and socio-economic development. In a midline reflection workshop, the EYW team, including youth that participate in the programme and National experts that are allies in implementation, interpreted the results of the midline survey. They came up with concrete programme implications for the programme to consider.

The results of the midline are presented in relation to baseline findings where possible, thereby describing the effects of the programme until date. The clearest results are visible in the effect of soft and technical skills training in combination with on-the-job learning on perceived skills level. Also, youth indicate that the skills are useful in their daily lives and for exploring job opportunities. This strengthens the Ethiopian EYW team in their approach to training of youth. They plan to broaden their technical skills training programme to ensure an even better linkage with the labour market. Furthermore, the findings urge the team to deepen their engagement and collaboration with government, private sector, and community leaders to encourage shared ownership of EYW goals and support for programme activities. This collaboration may support the EYW project in Ethiopia to scale up their work to realize attributable change at impact level.

The results also show a positive trend regarding employment and average youth income. Although, this positive trend cannot be directly attributed to the EYW activities this is an important sign for the team that they are likely moving in the right direction. Enrolment in internships seems an important aspect of the EYW programme to ensure newly learned skills are put into practice. The EYW team is already scaling up internship opportunities, especially for young women since they lag behind in this outcome area. The self-employment component of the EYW team does not translate into impact (yet). This may be due to the implementation delay in this area. It is also an area for which the EYW team wants to up their game and connect to the successful youth groups that are developing start-ups with government loans.

Another reason why women lag behind may be related to the environment in which social norms are still more negative towards female employment than male employment. Women face threats of GBV, have worse employment outcomes, and their access to SRHR services is not widely improved (yet). Although the correlation between socio-economic empowerment and factors in the environment is difficult to prove, there are enough indications for the EYW team to continue the work in this area. Hence, the team wants to invest in bolstering the capacity of youth Community Conversation facilitators and preventing facilitator drop out to maximize the impact of these conversations for raising awareness and influencing social norms of community members on youth employment, GBV, unpaid care work and SRHR.

The participants of the midline reflection workshop state they have learned a lot from interpreting the results. They have had interesting discussions around regional differences in implementation as well, which go beyond what is included in this report. In response to these discussions, the EYW team in Ethiopia wants to organize inter-region exchange visits for Oxfam and implementing partner staff (between Oromia and Somali regions) to learn from each other's experiences implementing the programme so far.

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.

To track progress in realizing the goals of EYW, the impact evaluation strategy is comprised of surveys with target and comparison groups at baseline (2017), midline (2019) and endline (2021). The impact evaluation is part of the greater Monitoring, Evaluation, Accountability and Learning (MEAL) framework of the EYW programme. The purpose of the impact evaluation is to understand the pathways of change for young women and men from rural areas in obtaining skills, finding decent employment and overall economic and social empowerment. Herein, we also focus on the enabling role of the environment, for young women in particular.

The impact evaluation aims to:

1. Measure the key performance indicators (KPIs) and selected concepts of importance among youth and community members, including analysis of *trends* over time in the target group and any early *impacts* that may be attributable to the EYW programme.
2. Determine the relationship between programme participation and increased technical, soft, and entrepreneurial skills, as well as any association between skill acquisition and gaining decent jobs and/or sustainable (self-) employment.
3. Explore any changes to internal and external factors (social norms, level of gender-based violence (GBV), sexual and reproductive health barriers, etc.) and assess any associations with agency or socio-economic empowerment, and the likelihood of youth obtaining decent jobs and/or sustainable (self-) employment.

2 PROJECT OVERVIEW

The EYW programme aims to improve economic and social empowerment for young women and men living in rural, climate-change affected areas in Bangladesh, Ethiopia, Indonesia, and Pakistan. The Theory of Change consists 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, EYW is implemented in Oromia and Somali, two of Ethiopia’s nine regions. In Oromia region, Oxfam partners with Rift Valley Children’s and Women’s Development Organization (RCWDO) to implement EYW. In Somali region, Oxfam works with implementing partners Horn of Africa Voluntary Youth Committee (HAVEOCO).

In Oromia region, EYW project activities so far have focused on an establishing of new youth groups and strengthening existing youth groups. Technical and entrepreneurship trainings for EYW participants are being rolled-out, and the Loan Guarantee Fund for youth-lead small and medium enterprises (SMEs) is dispersed. However, business development services (BDS) for youth entrepreneurs and self-employed youth are only just beginning, as are apprenticeship programmes sponsored by the programme. Furthermore, assessment of GBV norms and policies and organizing community conversations about these norms and how to address them are implemented.

In Somali region, EYW activities have focused so far on organizing youth groups and rolling out technical and entrepreneurial skills trainings for EYW participants. Here the Loan Guarantee Fund for youth-lead SMEs is also about half dispersed. In Somali assessments of local norms and policies around GBV, sexual and reproductive health (SRH) and unpaid care work are all ongoing. Community conversation groups to discuss social norms around youth employment and other issues have been organized but actual conversations are only just beginning now. Activities to promote youth-focused policies are ongoing, as well as some focus on influencing religious and community authorities (for example, working with local sharia scholars to ensure inheritance rights for women in local practice).

We note that programme implementation of EYW in Ethiopia was delayed for several reasons (described in the relevant annual reports); at the time of midline data collection programme activities had only been in action for approximately 1 ½ years, not more than two years as originally planned. Some programme activities, such as Business Development Services for youth entrepreneurs, the rollout of Technical Training Learning Modules (TTLM) and policy influencing have just started, hence we do not expect the results of these activities to show in this evaluation. Interpretation of these results should bear in mind the limited implementation of these programme activities between the baseline and midline.

We further note that other social and economic development interventions are ongoing in both the target and comparison areas of this study, including government-sponsored projects and the World Bank’s Social Accountability programme. Additionally, there have been a number of notable political and economic developments in Ethiopia between the beginning of programme implementation and the

midline. These include a robust economic growth in recent years (steep GDP rise since 2003, according to the World Bank). Effects of other interventions and broader political and economic developments may influence the findings presented in this report.

3 METHODOLOGY

This is 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 of respondents with a similar demographic profile as the target group who are living in villages that are not targeted by EYW programme activities. The selection of respondents and their assignment to the target and comparison groups is not random, which is what makes this study “quasi-experimental”, in contrast to a fully randomized control trial. Still, comparing data from these two groups allows us to look not only at *trends* in outcomes over time for the target group but also whether any changes over time may be attributable to programme activities (the *impact* of the EYW programme so far).

The sampling approach for this midline study was designed to be representative of the population distribution by region, zone and woreda as well as to reflect the existing ratios of women to men participating in EYW, stratified further by participation in youth groups. Target group respondents are randomly selected from records of programme participants maintained by EYW programme staff, with quotas for these characteristics. Comparison communities were selected in consultation with EYW staff. Respondents were randomly selected within chosen communities with quotas set for respondent gender.

To see the full text of the survey questionnaires for youth and community respondents, please check the links.

3.1 THE SAMPLE

The EYW midline study comprised two separate surveys: a “youth survey” of young people in the age range eligible for participation in EYW at the time of programme launch (ages 15 - 32 in 2018) and a “community survey” of specific people of other ages in communities where the EYW programme is active. More than half of community survey respondents were parents or guardians of youth survey respondents. The remainder were influential stakeholders or other community members. The community survey was only fielded in communities where the EYW programme is active, therefore there is no comparison group in this survey.

The following tables describe the gender and regional composition of the sample obtained in both surveys.

Youth Survey Sample, by Group and by Region

	Target Group		Comparison Group	
	Oromia	Somali	Oromia	Somali
Women	178 (54%)	140 (51%)	97 (53%)	54 (49%)
Men	152 (46%)	133 (49%)	86 (47%)	57 (51%)

TOTAL	330	273	183	111
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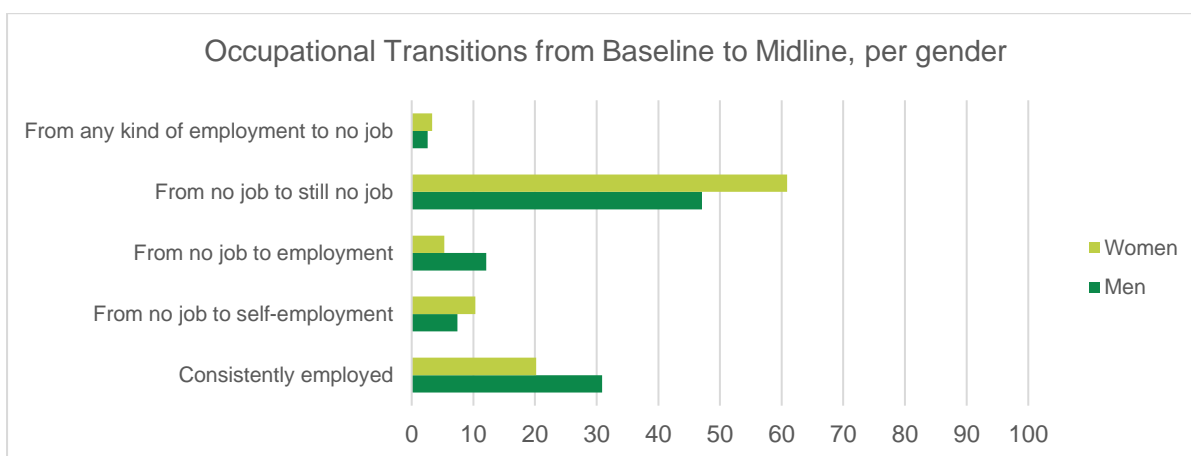
Community Survey, by Region

	Oromia	Somali
Women	58	39
Men	41	70
Refused to answer	0	8
TOTAL	99	117

3.1.1 OCCUPATIONAL STATUS AND TRANSITIONS

More than half of the young people in the EYW target group reported having no job in the midline survey. Among young men this accounted for about half of the sample, for young women it was nearly two-thirds. A larger share of male respondents than female respondents were employed (meaning doing paid work for someone else) though young women were slightly more likely than young men to be self-employed, meaning either working for themselves or running a small business.

The midline survey also asked about occupational transitions between 2015, the baseline year for EYW, and late 2018 (time of EYW midline data collection). Herein we see that 15.6% women and 19.5% men of that EYW target group moved from no job to either self-employment or a job. About a quarter of the target group have been consistently employed.



3.1.2 INVOLVEMENT IN THE EYW PROGRAMME

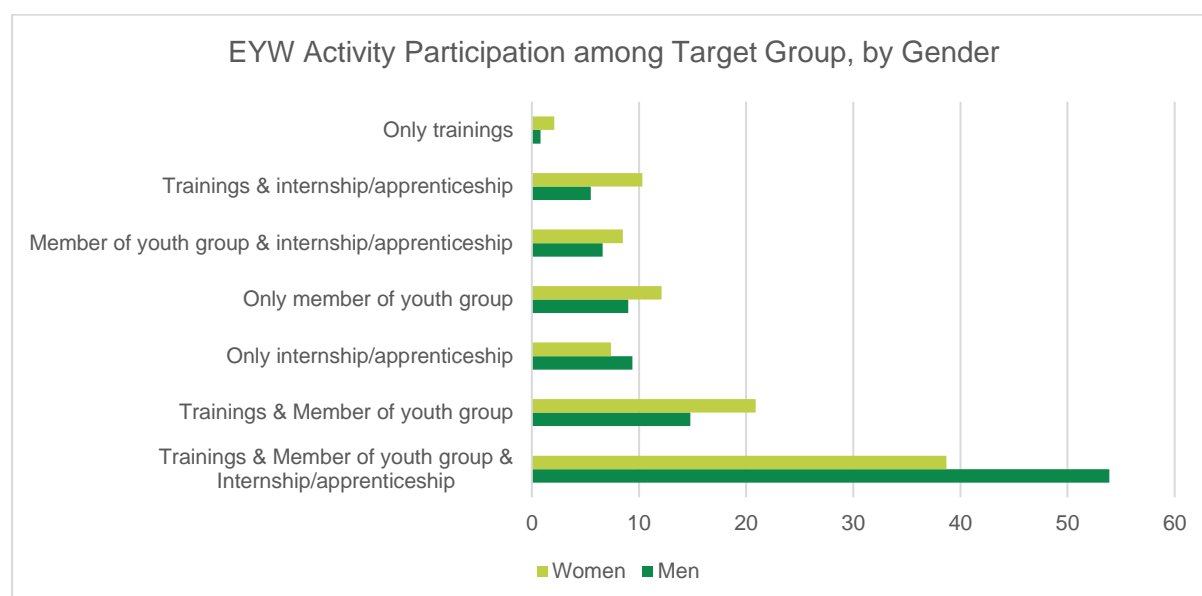
EYW targets young women and men between the ages of 15 and 29. Although some project activities also target members of communities that young people live in who may be older adults, most programme activities are focused on young people themselves. Youth may participate by following

trainings on social, technical or entrepreneurial skills, participating in an internship or apprenticeship (or on-the-job learning) or joining a youth group¹. The table below shows training attendance by region.

We see that 67% of youth participated in any EYW training. Some striking regional difference is visible in attendance of entrepreneurial skills. Here we see that 63.3% of youth from Oromia follow entrepreneurial skills training, compared to 18.7% of their Somali region counterparts. Many youth also combine activities, as seen in the figure below. A majority of young men and a large share

Training participation	Overall enrolment	Oromia enrolment	Somali enrolment
Any EYW training	67%	75.8%	56.4
Soft skills	22.4%	12.7%	34.1%
Technical skills	5%	4.5%	5.5%
Entrepreneurial skills	43.1%	63.3%	18.7%

of young women have participated in at least one training, are members of a youth group and have done an internship or apprenticeship. Other combinations of project activities are less common.



These results show that youth in the target group have been involved in EYW in a variety of different ways. However, we also note that not all youth participating in the programme were eligible to participate in all activities. Eligibility depends largely on the age group, educational level, and personal interest of youth participants. Furthermore, internships may be interpreted by youth broadly, including short mentorships and internships youth created themselves through being linked to private companies by the EYW programme.

¹ In Ethiopia youth groups are organized under a government initiative that supports youth entrepreneurship. Youth group members form a commercial enterprise together, and may be eligible for loans and other support to launch and grow their businesses. Youth groups in EYW in Ethiopia are therefore quite different from youth groups organized through EYW in other countries where the project is implemented.

3.2 ANALYSIS

The analysis of the midline focusses on understanding whether any impact observed is attributable to the EYW programme. Herein, we only present significant change and/or impact. As gender is at the heart of our work, we present gender disaggregated information when there is a significant difference between men and women. Furthermore, in some cases we show regional differences to inform programme management. The following hypotheses are analysed as follows:

Hypothesis A: KPI trends and impact

We hypothesize that young people participating in EYW activities will be better off at the midline (as measured by project KPIs) than their peers in the comparison group, relative to the baseline. To test this hypothesis, we calculate the KPIs at midline and compare to the baseline scores to see the trend over time. Additionally, we investigate any early *impact* of the EYW activities on these KPIs by comparing the KPI trend for the target group with that of the comparison group. We use statistical controls for other factors that may influence the trend, for example the educational attainment, marital status and age of respondents. This analysis shows if trends in the data are likely to be attributable to the EYW programme or if other factors contributed to the change. For more information about the measurement, please check [this document](#).

Hypothesis B: from training to skills, and from skills to employment

We hypothesize that EYW programme participants will gain and expand their social, technical and entrepreneurial skills through trainings and other EYW activities. Further, we hypothesize that youth with more and higher levels of skills will more likely be employed.

Hypothesis C: the contribution of an enabling environment

We hypothesize that an improving enabling environment conducive to youth empowerment and economic participation (for example, evolving social norms and reductions in GBV and sexual and reproductive health barriers, etc.) will be associated with both greater agency and socio-economic empowerment among youth and they are more likely to be employed. However, since the link of the enabling environment (mostly measured at the community-level) to socio-economic empowerment (entirely measured at the individual level among youth themselves) is difficult to establish at midline, we explore this hypothesis primarily by digging deeper into aspects of the enabling environment that are key to EYW programme implementation.

This midline impact evaluation is purely quantitative. The full evaluation approach of EYW adopts a mixed methods approach. Hence, the authors advice the EYW team to look at the findings of this midline evaluation in relation to other findings of research in the EYW project in Ethiopia.

3.2.1 MIDLINE REFLECTION WORKSHOP

A workshop was held on March 7th and 8th, 2019 in Addis Ababa to reflect on preliminary results of the midline study. Twenty-three participants from Oxfam in Ethiopia (n=8), implementing partners (n=6), external stakeholders (n=4) and youth (n=4) involved in the EYW programme participated in a collaborative session to interpret the midline results. Reflections and suggestions from participants are incorporated throughout this report, and are clearly labelled where they appear.



Midline reflection workshop participants interpreting survey results. Photo: Fekadu Ethiopia, Addis Ababa 2019.

4. MIDLINE RESULTS

This chapter presents the findings of the research, in accordance to the three hypothesis mentioned above. For more information, on how to interpret the graphs, please check [this document](#).

4.1 RESULTS ON THE KEY PERFORMANCE INDICATORS

Key performance indicators (KPIs) are at the heart of the EYW monitoring and evaluation approach. The impact measurement evaluation includes KPIs that relate to outcomes of youth and/ or community members. In the appendix, you can find the full KPI table with all values, in which is used as an input the annual report. Below are shorter version presented of the KPI trends and impact, as prioritized in the midline reflection workshop by the Ethiopian EYW team (box 1 gives some details about reading the KPI tables that follow).

Box 1, reading the KPI tables

In the trend columns, presented separately for young men and women in the target group, we show if there is a significant difference between the baseline and midline value for that KPI. The green, upward-pointing arrows (↑) indicate statistically significant positive trends while red, trend; downward-pointing arrows (↓) indicate statistically significant negative trends. An equal sign (→) indicates no significant trend and NA means a comparison between baseline and midline was not possible. In the impact columns, symbols can be read in a similar same way, where an upward-facing arrow indicates a significant positive impact of programme participation on that KPI, and a downward-facing arrow indicates a significant negative impact. A blank cell indicates the absence of any significant impact.

4.1.1 KPI RESULTS AT THE IMPACT LEVEL

KPI			Trend KPI Male	Trend KPI Female	Overall Impact	Male impact	Female impact	Oromia impact	Somali impact
Impact	0	Average level of economic and social empowerment reported by young women and men in targeted areas	→	→					
		Average level of economic empowerment reported by young women and men in targeted areas	↑	↑					
		Average level of social empowerment reported by young women and men in targeted areas	↓	↓			↑		↑
		Average household income in targeted areas	→	→					

Impact in EYW is defined as **an increase in economic and social empowerment** reported by young women and men in targeted areas. For the sake of measurement, we split economic and social empowerment. The KPI table below shows that there is a positive trend in economic empowerment, but a negative trend in social empowerment. The positive trend in economic empowerment cannot be attributed to the EYW programme, so may also be the result of economic developments in Ethiopia at

large. Although, the social empowerment trend is negative overall, there is a positive social empowerment impact found for women participating in EYW activities and the EYW participants in Somali region.

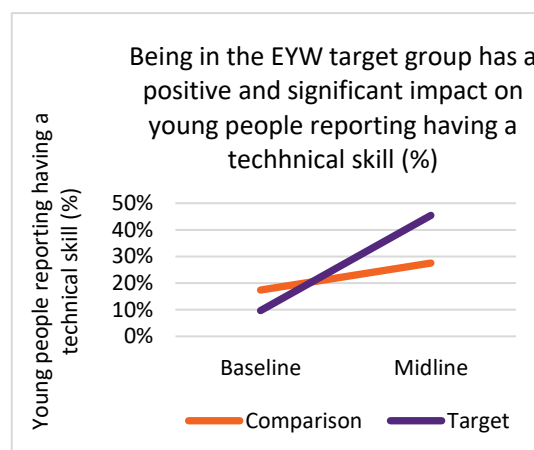
At the midline reflection workshop, participants discussed that the negative trend on social empowerment may be related to building agency of youth. The EYW activities related to the youth groups are focussed around building agency. Although this reaches a large part of the EYW participants, it does not reach the full target group. Furthermore, it may be that when youth are more aware of their agency, they score their level of influence lower because of realistic insights. To better understand these results, the EYW team suggests focusing more on understanding the process of building agency with youth that are part of youth groups as well on youth not participating in youth groups, for example through including aspects of agency in the radio programme which is part of pillar 3. In the next paragraph, results on agency and social skills are further explored.

4.1.2 KPI RESULTS ON AGENCY AND SKILLS REPORTED BY YOUTH

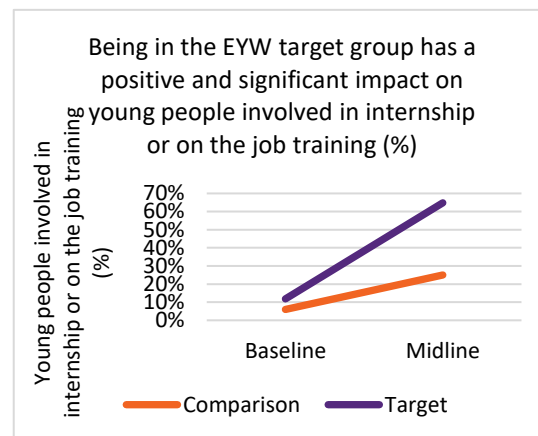
KPI			Trend KPI Male	Trend KPI Female	Overall Impact	Male impact	Female impact	Oromia impact	Somali impact
LT OM	1	Use of agency and soft skills reported by participants (first row are results on agency, second row are results on soft skills)	↑	↑					↑
			↑	↑	↑	↑	↑	↑	↑
	2	Use of market-led technical skills gained reported by participants (first row is respondents who reported no technical skills, second row are respondents reporting 1 technical skill, third row are respondents reporting more than 1 technical skill)	↓	↓	↓	↓	↓	↓	↓
			↑	↑	↑	↑	↑	↑	↑
			→	→			↑	↑	

Agency and skills measurements are split in two KPIs, one about agency and soft skills and one about technical skills. The results on agency and soft skills are split in a measurement for agency, where we found a positive trend for men and women that is only attributable to the EYW programme in the Somali region. Soft skills results show a positive trend and impact at all aspects of the work of EYW.

This is visible in the graph on the right side which shows that, although the target group of EYW scored lower on soft skills at the baseline, they have made considerable progress, while the comparison group has declined in their soft skills level at midline. If we look at the perceived usefulness of skills, we see that on average respondent feel the soft skills of the training are useful in their daily lives and they feel soft skills help them find a new job.



The results on market-led technical skills are also positive. The first row shows that, in all aspects, the number of youth reporting that they don't have any technical skills declined. Youth reporting to have one technical skill shows a positive trend and impact across all measurements. The graph on the right side shows that at midline, almost 50% of the youth report having a technical skill compared to almost 30% of the comparison group. Furthermore, the impact is strengthened by the fact that the youth of the target group had a lower starting point.



Youth reporting to have more than one technical skill has only an attributable impact for female participants in EYW and for participants in Oromia region. If we look at the perceived usefulness of skills, we see that on average respondent feel the technical skills of the training are useful in their daily lives and they feel soft skills help them find a new job.

4.1.3 KPI RESULTS ON YOUNG MEN AND WOMEN BENEFITTING FROM EMPLOYMENT OR ENTREPRENEURSHIP OPPORTUNITIES

KPI			Trend KPI Male	Trend KPI Female	Overall Impact	Male impact	Female impact	Oromia impact	Somali impact
LT OM	2	Young women and men benefit from new or improved employment or entrepreneurship opportunities	↑	↑					
		Average income of youth participating in the programme	↑	↑		↑			
ST OM	2,2	# of young women and men who succeed in getting initial credit to start up a business	→	→					
		# of female an male business owners	↑	↑					↑
ST OM	2,4	# of young women and men accessing information on job opportunities	↑	↑					↑
		# female and male youth benefiting from apprenticeship or internship with private sector	↑	↑	↑	↑		↑	↑

We see a positive trend for young women and men benefitting from new or improved employment opportunities. This positive trend is mainly attributable to youth with new jobs. Improved jobs are measured against a list of decent work indicators that evolve from perceived eligibility to decent work standards to policy on decent work implemented by employers. Although we cannot compare this to the baseline values, we see that the decent work indicators are low, men scoring 3.5 points and women scoring 2.9 points out of 10. Here, there is ample room for improvement through the EYW programme.

The average income of youth participating in the EYW programme shows a positive trend. Although this has not yet translated in an attributable impact to the EYW programme overall, we found impact for young men participating in the programme. This may relate to the fact that more men are stating their incomes than women (respectively 380 men versus 99 women at midline measurement) which lowers the power for calculating impact for women. The positive trend also highlights the improved economic context in Ethiopia, since the EYW programme is active. The EYW programme may use this window of

opportunity the economy is offering to support the movement of rural, climate-affected youth into new and improved jobs.

This effort of the EYW programme is visible in the short-term outcomes related to employment and entrepreneurship opportunities where we see a positive trend overall, except for youth succeeding in getting initial credit. Although we do not see a change in the success rate of getting credit, we see that much more youth are applying for credit, compared to the baseline. As few as 9 youth had applied for credit at baseline, while at midline 70 youth had applied for credit.

The results show a positive trend for youth who own a business. This is a positive sign for the possibilities of business development support (BDS). Furthermore, we see more youth accessing job information. These positive trends have an attributable impact in Somali region only.

Impact across almost all aspects is found for youth involved in internships or on the job training. Here we see a very steep increase from slightly above 12% at baseline to 65% at midline (of targeted youth). Unfortunately, this impact lags behind for young women. At the reflection workshop the EYW team discussed that this may be related to the environment potentially constraining youth socio-economic empowerment, as described in the next section.

4.1.4 KPI RESULTS ON AN ENABLING ENVIRONMENT FOR YOUTH SOCIO-ECONOMIC EMPOWERMENT

KPI			Trend KPI Male	Trend KPI Female	Overall Impact	Male impact	Female impact	Oromia impact	Somali impact
LT OM	3	Average level of social restrictions to employment or entrepreneurship, as perceived by young women and men	→	→				↑	↓
		Average score of key community stakeholders (parents, community leaders) on an index for social norms with regards to female youth economic empowerment (row 1) and male youth economic empowerment (row 2)	↑	→					
			↓	↓					
ST OM	3,1	% of young women in the programme who feel their daily lives are limited by the threat of gender-based violence	NA	NA	NA	NA	NA	NA	NA
		% of young women and men with improved skills to act as change agent to eliminate gender-based violence	NA	NA	NA	NA	NA	NA	NA
ST OM	3,2	Average score of young men and women on index of gender equality in their home	↓	→					
ST OM	3,3	# of young women and men with improved knowledge about SRH	↑	↑	↑		↑		
		# of young women and men with sufficient access to SRH services	↑	↑					

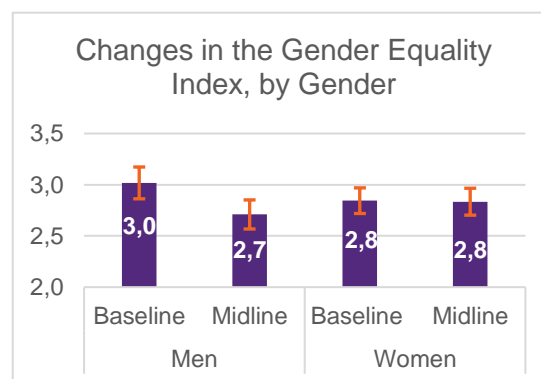
As EYW acknowledges that the social/cultural environment has a major impact on the opportunities for especially young women to socially and economically develop. The project finds the enabling environment a crucial element. This is why we deepen our understanding of social restriction and social norms that may constrain youth socio-economic empowerment. Certain measurements in this part were changed at midline to ensure alignment with the EYW programme. Therefore, there are no results for some KPIs (shown in the table as NA).

The results show no significant trends on social restrictions to youth employment or entrepreneurship. We see that overall youth still face social restriction to employment in a similar way as at the baseline. However, we see a positive impact in Oromia region for young men and a negative impact in Somali region for young women. This strengthens the decision of the programme to focus on social restrictions for women to improved economic activities.

Social norms are shared expectations or informal rules that may enable youth to become socio-economic empowered. Here we find that men see a positive trend for social norms related to female youth employment, while both men and women see a negative trend for social norms related to male youth employment. However, the scores show that women are still more limited by social norms than men. So, the positive trend for female youth employment from the perspective of men could also easily be an overestimation. As these results are difficult to interpret, we further investigate the understanding of how social norms relate to socio-economic opportunities for youth in chapter 4.3.3.

The measurement on experience of GBV has been changed at the midline, to better relate to the programme context. The midline measurement shows that 20% of young women feel threatened by GBV and 40% state they have improved skills to act as a change-agent to eliminate GBV. However, when looking at knowledge, we see that only half of the respondents have ever heard of GBV, of which domestic violence (29%) and harassment in the public sphere (20%) are most common. Most respondents think issues around GBV should be solved within the family (23%) or within the community (40%). Legal action (12%) and collaboration with duty bearers (8%) are the least preferred options. Furthermore, 12% of respondents said they would keep silent if GBV happens and 23% of respondents refused to answer any of the questions around GBV, which suggests that the issue remains taboo for many. Furthermore, more than half of all respondents (54%) say they have not spoken up or taken any action against GBV in the past year.

Men in the community see a negative trend on the gender equality² in their home, while women do not see a change in how couples divide their tasks, when we compare baseline to midline. At the midline, we also ask youth how they score gender equality in their homes. Interestingly, youth think their households are more gender equal than their parents / older community members do. In chapter 4.3.3 we deepen



² The index on gender equality is calculated based on positive answers towards gender equality in relation to the following questions:

- 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
- There is some work that is men's and some that is women's, and they should not be doing each other's
- In our culture, a woman's place is in the home, not in the office or shop
- A wife who carries out her full family responsibilities doesn't have time for outside employment
- A wife should not expect her husband to help around the house after he comes home from a hard day's work
- If a wife works full-time outside their home, the husband should help with homework
- Men should share the work around the house with women, such as doing dishes, cleaning, and so forth

these finding by elaborating on social norms related to the division of paid- and unpaid care work.

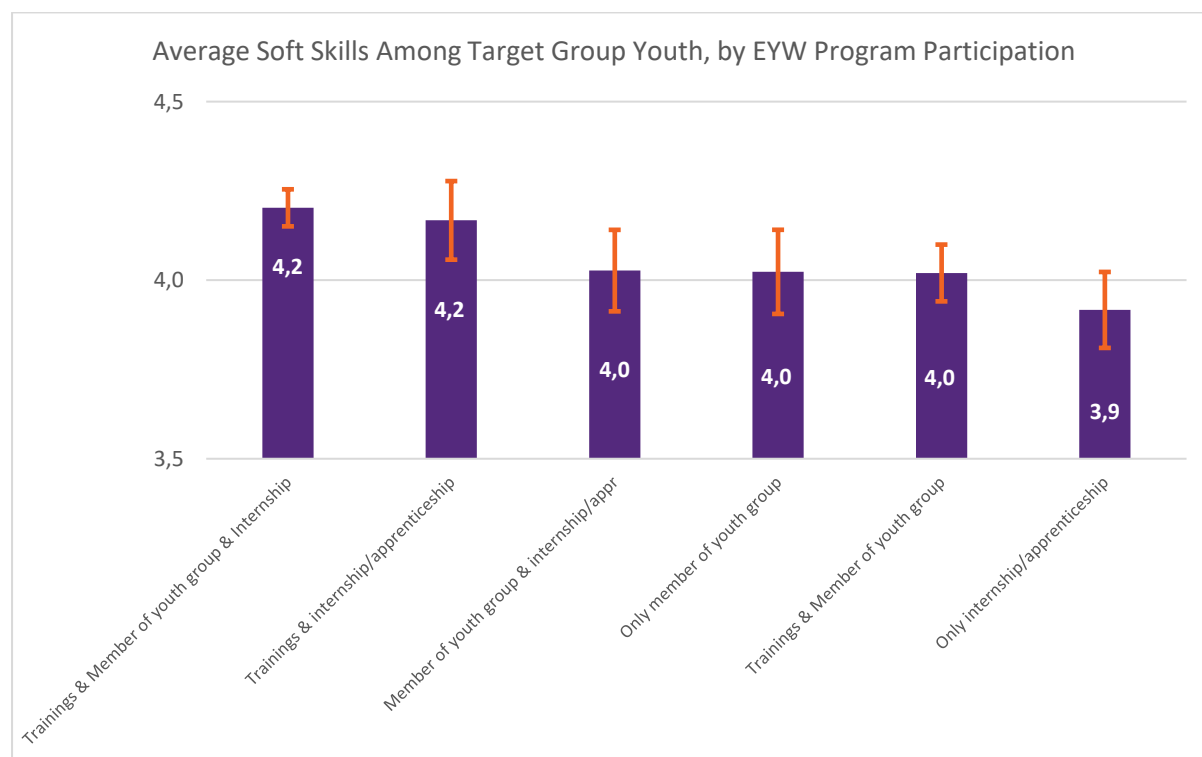
Knowledge about and access to Sexual Reproductive Health and Rights (SRHR) is one of the factors in the environment that enable women to improve economic activities. We see at midline a positive trend and impact regarding knowledge of SRHR. However, access to SRHR services only shows a positive trend but no impact yet. Therefore, the EYW team will continue stressing the importance of improved access and quality of SRHR services to the Ministry of Health to ensure that the citizens with improved knowledge can access their rights.

4.2 HOW SKILLS HELP TO CREATE EMPLOYMENT

We hypothesize that 1) programme participants have increased agency, technical, soft, and entrepreneurial skills after youth attending training from the EYW project and 2) they are more likely to gain decent jobs and/or sustainable (self-) employment. Below we show findings related to soft skills, technical skills and entrepreneurial skills.

4.2.1 SOFT SKILLS

In the graph below we explore the association between the level of soft skills with type of exposure to the EYW programme. We see that the combination of training with application in practice (either through youth group membership, internships, or both) results in slightly higher scores on soft skills. However, this difference is not statistically significant (confidence intervals shown as orange bars are overlapping). This may be due to the small sample of people that are exposed to multiple activities, so we cannot draw a definite conclusion.

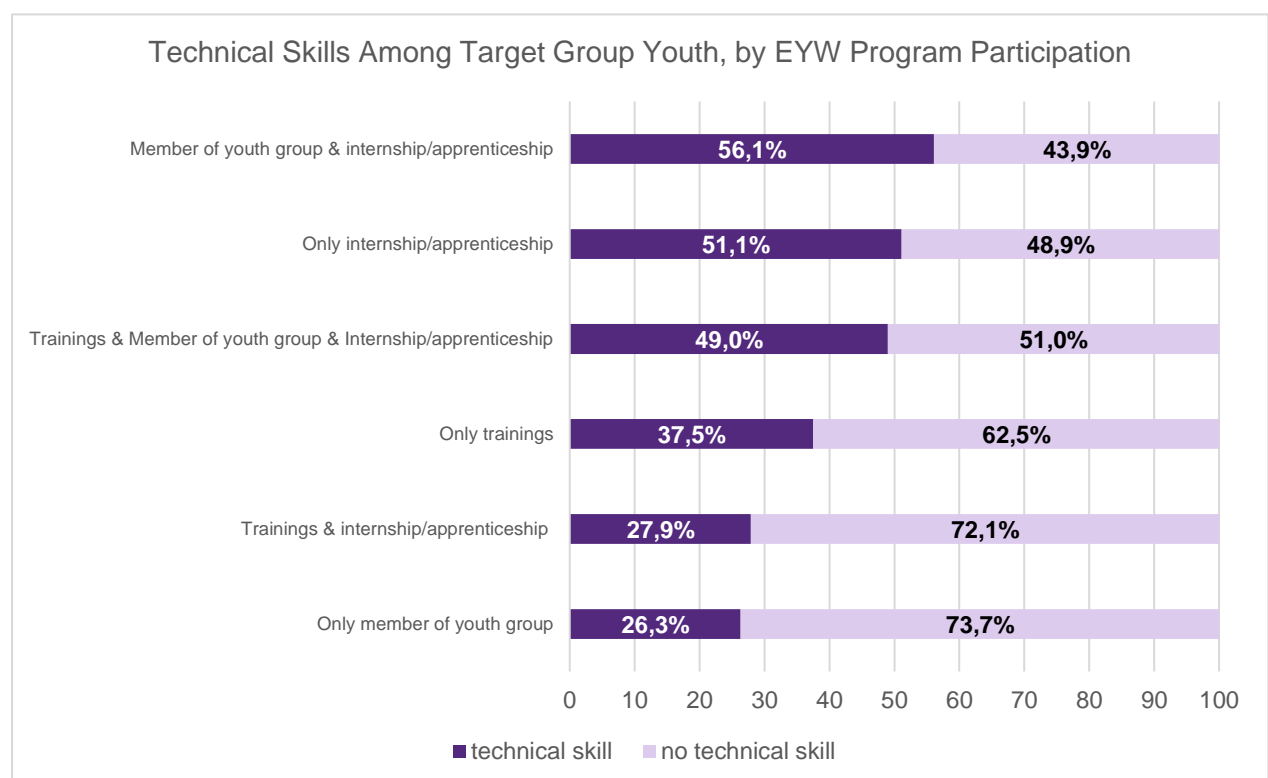


When looking at the relation of soft skills to type of employment, we see that there is no significant association between the level of soft skills and employment status. Especially related to the first graph on the relation between soft skills and programme exposure, the reflection workshop participants

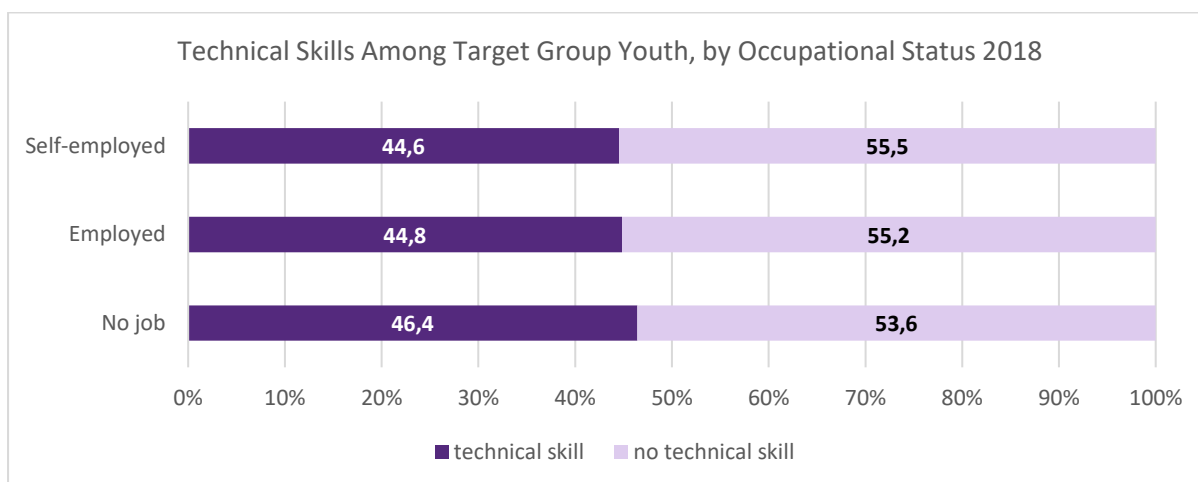
concluded that the application of skills in practice seems to be promising to ensure skills learned retain. Hence, the project aims to scale-up internship and on-the-job learning opportunities, especially for young women, as the programme is currently having a positive impact on participation in internship and apprenticeships for young men but not for young women. Furthermore, the EYW team stated that they integrate soft skills training currently in a newly developed technical training. This also improves the linkage from soft skills theory to application in practice

4.2.2 TECHNICAL SKILLS

Likewise, we looked at the relation of technical skills and exposure to the EYW programme. In the graph below, we see a significant difference with the type of exposure and reporting technical skills. We see that especially combined exposure to multiple EYW activities helps to build technical skills. This confirms the assumption of EYW that training in combination with learning in practice (either through internships or youth group membership) improves the level of technical skills reported by youth.



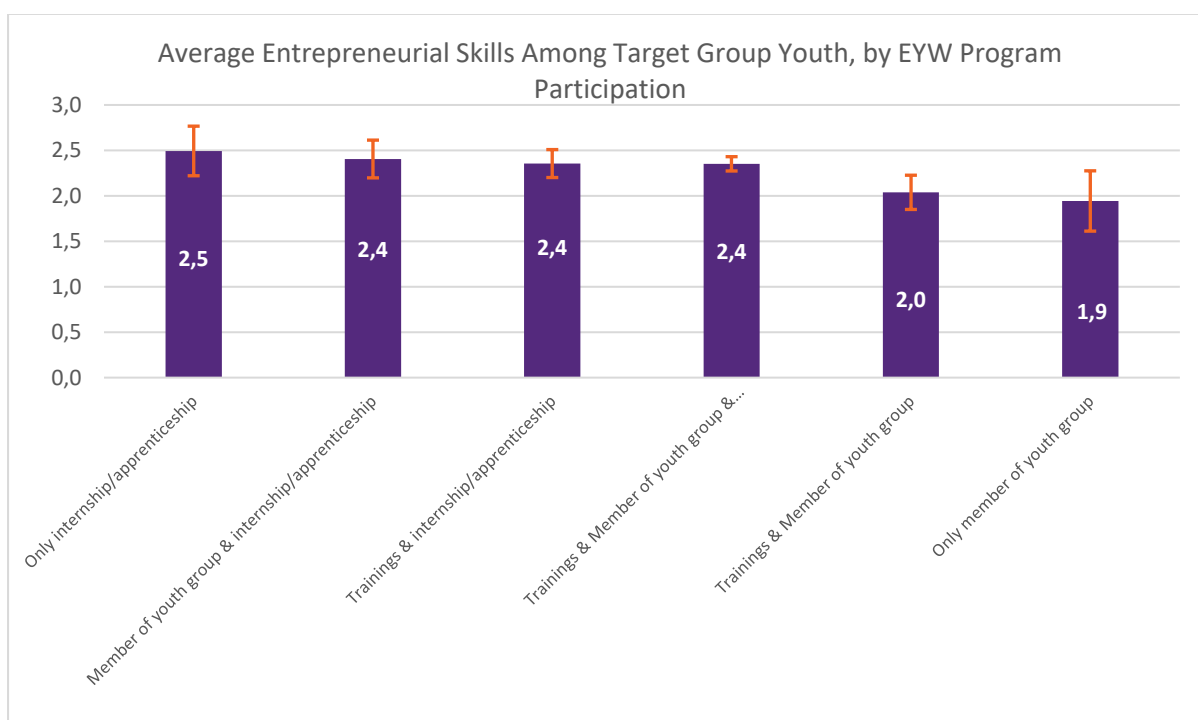
When we look at the relation between technical skills and employment status we do not see a significant association. Apparently, the increased skill levels through EYW exposure do not (yet) translate into better employment opportunities.



It is important to realize that building skills of youth does not guarantee employment. Yet, in the theory of change of EYW it is assumed that on the long term skills will materialize in improved employment. Participants in the midline reflection workshop suggested that the EYW programme should broaden the types of skills trainings provided beyond the mostly agricultural focus of current offerings. This change would improve the linkage to the programme to the labour market. Participants mentioned that service-oriented skills such as driving (licenses), hair and beauty care, sewing/tailoring and mechanics are all highly sought after by youth, especially in urban and semi-urban areas. Furthermore, the EYW project will focus in the future more on job information delivery, to link youth to the opportunities that are available.

4.2.3 ENTREPRENEURIAL SKILLS

Entrepreneurial skills questions are only asked to youth that are self-employed or would like to become self-employed. Hence, the sample is small and associations found between entrepreneurial skills and type of exposure to EYW activities are not significant (see graph below); differences between entrepreneurial skills and employment outcomes are also not significant.



At the midline reflection workshop, participants discussed how to adapt the existing programme to increase results on self-employment. Although the youth groups are successful in developing economic activities (as results of qualitative research confirm, described in the report 'We worked and overcame hardship', published in February 2019), this does not yet translate into entrepreneurial skills and self-employment. The EYW programme wants to further support youth groups by making them accessible for self-employed youth as well. In this way, self-employed youth can also benefit from skills building in the youth groups and youth start-ups can benefit from the entrepreneurial experience of self-employed youth. Furthermore, there is a need to ensure a successful roll-out of the business development services (BDS) programme components, focusing especially on supporting youth entrepreneurs to link to markets for selling their products.

4.3 THE INFLUENCE OF AN ENABLING ENVIRONMENT ON EMPLOYMENT

We hypothesize that 1) programme participants have reduced external barriers (social norms, level of GBV, sexual and reproductive health barriers) to youth economic participation and 2) they are more likely to gain decent jobs and/or sustainable (self-) employment.

To test hypotheses in this group we analyse data from the youth survey target group and from the community surveys, where many questions about barriers to youth economic participation are included.

4.3.1 YOUNG WOMEN AND MEN WITH SUFFICIENT KNOWLEDGE AND ACCESS TO SRHR AND GBV SERVICES

In the KPI section, we note a positive trend in results for the target group from baseline to midline regarding sufficient access to SRH services, although there is no significant impact of the programme on this KPI. If we look in more detail into these results we see that this positive trend is driven by results in three of the Woreda's (out of five), namely Kofale, Arsi Nagelle, and Munesa. In the reflection workshop it was discussed that these Woreda's are frontrunners as they are more in the vicinity of urban areas, which improves the density and quality of SRHR services, as more specialized staff is available in these areas. Although the relation of SRHR factors and employment opportunities remains unclear, the topic is still an important aspect for the EYW project to work on by mobilizing youth to advocate for their rights in this area.

As described above, the midline measurement shows that 20% of young women feel threatened by GBV, in particular by domestic violence and harassment in the public sphere. If we look at the association between women's employment outcomes and their experience with GBV we see that women who experience the threat of GBV are mainly unemployed. There are also weak but significant negative correlations between young women feeling their daily lives are limited by the threat of GBV and their level of socio-economic empowerment, as well as agency. This finding indicates that women who feel threatened by GBV are more likely to be unemployed and have lower levels of socio-economic empowerment and agency, compared to their peers.



In line with EYW's specific focus on young women, being usually less empowered/more vulnerable than their counterparts, the results on SRHR and the threat of GBV for young women are taken very seriously. The EYW programme wants to invest in bolstering the capacity of young Community Conversation facilitators and preventing facilitators to drop out to maximize the impact of community conversations for raising awareness and influencing social norms of community members on SRHR and other enabling aspects. Furthermore, the EYW project wants to invest equally in influencing the government and other duty-bearers to increase provision of adequate services, especially for SRHR and GBV.

4.3.2 YOUTH WOMEN AND MEN ENTREPRENEURS WITH ACCESS TO CREDIT

Although the KPIs did not show a positive trend on obtaining initial credit for starting a business, we do see that more youth are now applying for credit than at baseline. Besides the results of the midline evaluation, participants in the midline reflection workshop explained that they notice that youth are more successful in acquiring the government-sponsored Guaranteed Loan Funds in their youth groups when supported in this process by the EYW team. The Guaranteed Loan Funds is a group loan and not an individual loan, so we do not know for sure if respondents have included these in their responses. Reflection workshop participants noted that there was confusion among some EYW programme participants regarding the purpose of the government-sponsored Guaranteed Loan Funds, whereby some recipients understood these funds to be a one-time grant and not a loan to be repaid. The EYW programme will ensure this is well communicated to new youth signing up for the Guaranteed Loan Funds so they are well informed regarding the status of their business.

4.3.3 SOCIAL NORMS ABOUT YOUNG WOMEN AND MEN

EYW acknowledges social norms in the community as a possible enabling factor for youth employment. A social norm is a shared expectation or informal rule to which individuals prefer to conform if they believe two things: (1) that most people in their reference group conform to it (empirical expectation)

and (2) that most people in their reference group approve of conforming to it (normative expectation)³. Social norms are kept in place by sanctions – counterfactual actions that follow confirmation or breaking a social norm. Social norms interact with personal attitudes to influence personal behaviour.

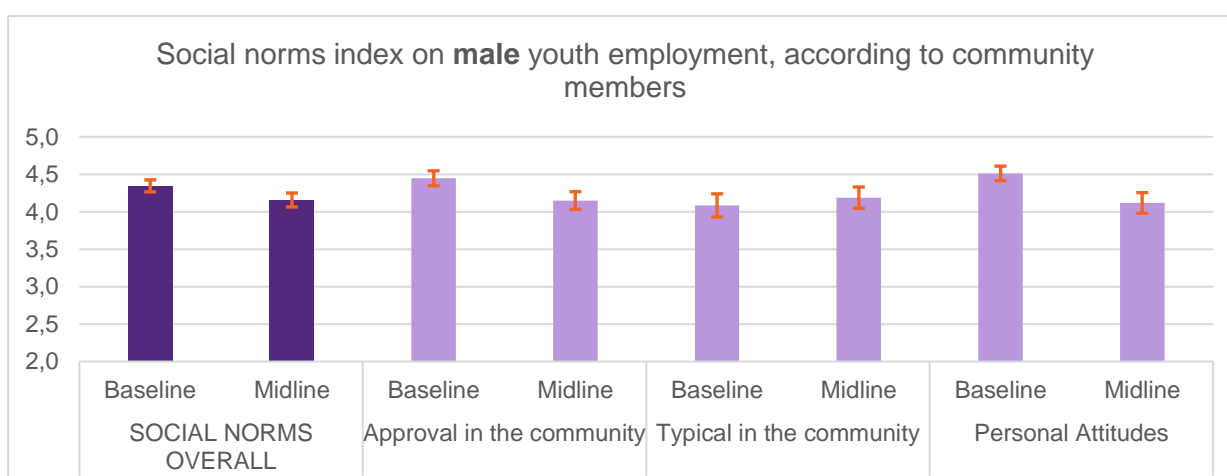
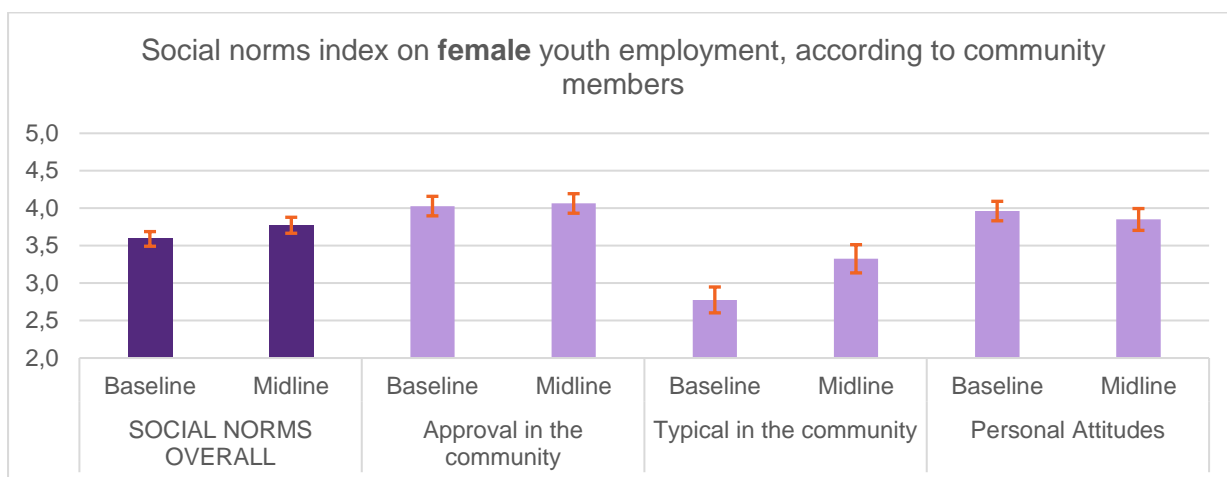
The EYW programme focuses on the measurement of two social norms; one around youth economic empowerment and one around division of paid and unpaid work in couples. In both norms, we measure the personal attitudes and the two aspects of social norms: whether people in a group approve of the norm (normative expectation) and whether people in the group see it as typical behaviour in their community (empirical expectation). Furthermore, we explore the sanctions that community members experience when breaking a social norm.

Social norms around youth employment

The EYW programme aims to empower youth to become involved in economic activities. But for this to be successful it is essential that society accepts youth employment as something beneficial to the personal development and of value in their community. Therefore, we ask about social norms around youth employment for young men and women.

At first we asked the respondents of the community survey, in separate questions, if they think it is acceptable for young men / women to become employed / start their own business. The results show that young male employment is more acceptable than young female employment as community members are more appreciative of male youth employment. . This high appreciation of male youth employment was already visible at the baseline, hence we do not see a significant change in the social norms around male youth employment, according to community members. For female youth employment, we do see a significant change in the social norm, which shows that female youth employment is now more acceptable in EYW communities. This change is driven by community members at midline seeing it as more typical for young females in their community to work than at the baseline (empirical expectation).

³ 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.



As social norms are often also formed by peers, especially among youth, we look at the perspective of youth for similar questions. Youth perceptions of social norms towards youth employment are somewhat more favourable for young men than for young women, as in the community-level results. Youth respondents in particular feel that male youth economic participation is more typical in their communities than female youth economic participation. There are no significant changes in personal attitudes towards youth economic participation for young women or young men. We note here that no baseline reference exists in the youth survey for normative expectations ('approval in the community') or empirical observations ('typical in the community'). Furthermore, in the youth survey, personal attitudes questions about female youth participation are asked only to young women, and those about male youth participation only to young men, as the reference group of youth in Ethiopia is thought to be mainly related to peers of the same sex, when looking at acceptability of youth employment.

We also ask youth and community respondents what consequences they would expect if they diverge from established social norms. Specifically, we ask if they would consent to their daughter or son opening a business or taking a wage-earning job outside the home (or, in the case of youth, what consequences might follow if another young person does either of these things). Examples of sanctions given include gossip (about the actions of individuals, about their character or about the capability of the parents to control their children) and consequences for marriage opportunities (both positive and negative). Gossip, both about the actions of individuals and about the individuals' character, were among the top consequences anticipated by both youth and community respondents in nearly every case. The main divergence in responses came in the assessment of youth economic participation on

marriage opportunities. Community respondents tended to feel that for a young woman starting a business or taking a job would do more harm than good for her marriage prospects, while they tended to feel the opposite way about young men. Youth respondents also felt that young men would be more likely to see a benefit for their marriage prospects from starting a business or taking a job. However, youth respondents felt that for young women starting a business might be more beneficial than harmful for their marriage opportunities. At the same time, they felt that for young women taking a job outside the home is more likely to be negative for their marriage prospects.

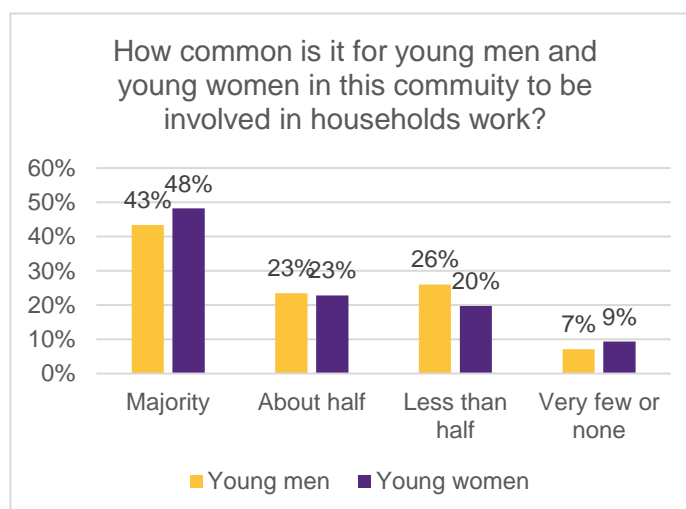
The results show that social norms around youth employment may be slowly changing to become more supportive of youth entrepreneurship and employment but significant challenges remain, especially for the economic participation of young women. The EYW programme in Ethiopia may act on these results by making the best possible use of Community Conversation to maximize the impact of these conversations for raising awareness and influencing social norms of community members on youth employment. Strengthening the capacity and preventing drop-out of facilitators running these conversations should contribute to realizing a greater impact from them.

Unpaid care labour and social norms around division of care work

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

First, we ask community members how common they think it is for young men and women to participate in household work. The most popular response option was “a majority” of both young men and young women.

Then we asked young men and women whether and how much time they spend weekly on unpaid care work. The results show that community perceptions are not that far off: indeed a majority of young

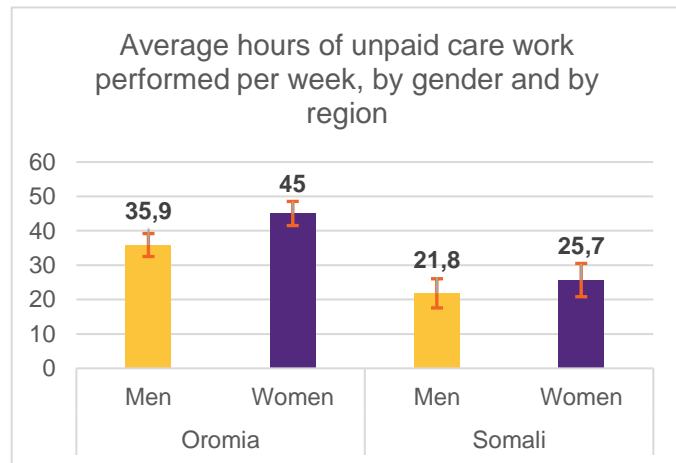


people report currently doing at least some activities related to unpaid care work, although young women are significantly more likely than young men to indicate this (79% of young women compared to 70% of men). It is also clear that youth involvement in unpaid care work varies significantly by region. Fully 85% of respondents in Oromia region say they are involved in unpaid care work, compared to 62% in Somali region. Further, young women and young men in Oromia are more likely to be involved in care work than their counterparts in Somali.

Overall, young people who say they are involved in unpaid care work spend an average of 35 hours per week, or 5 hours per day, doing so. For young women, the average is 39,13 hours and for men the average is 30,37 hours. However, a regional divide is also present in the number of hours per week that young people spend on unpaid care work. A significant gender gap in unpaid care work exists in Oromia

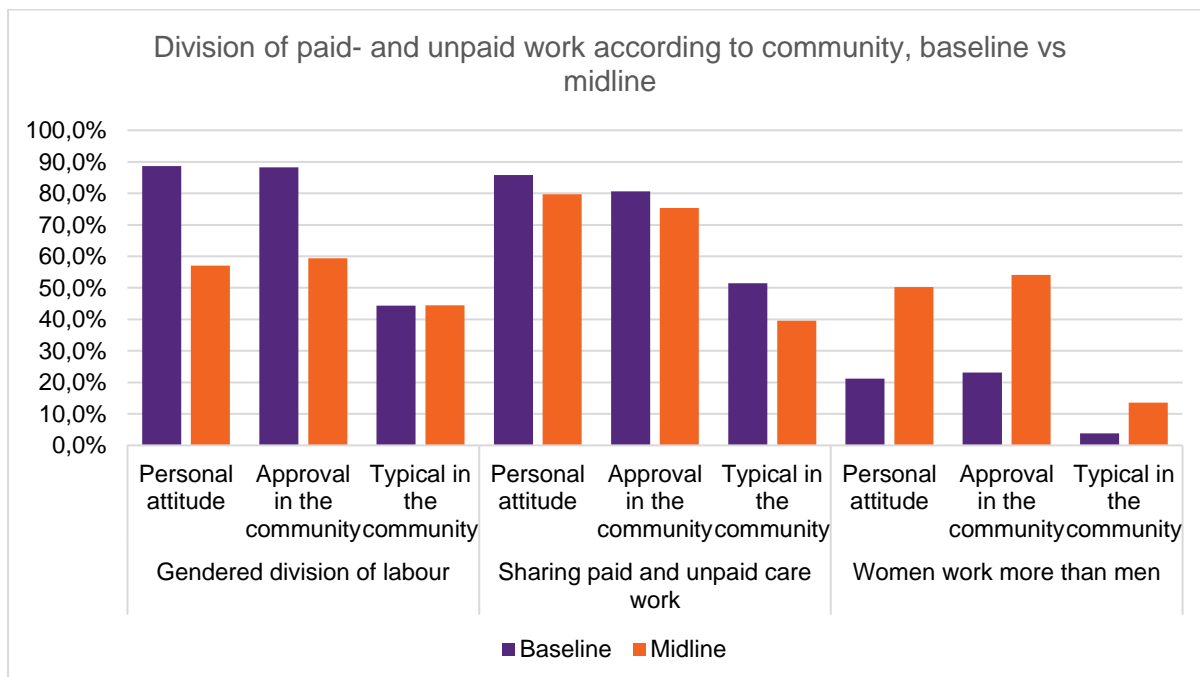
region, but there is no significant difference between the number of hours regularly worked by men and women in Somali region. These differences may be related to differences in the type of economic activities in both regions, as was discussed in the reflection workshop. In Oromia, most families employ in agro-pastoral activities, which is labour intensive and requires children and women to do more chores. In Somali region the pastoral livelihood may

give more room to share the burden of work. Another factor for the regional divide may be number of production seasons, types of common foods (and preparation times involved), and overall life style differences.

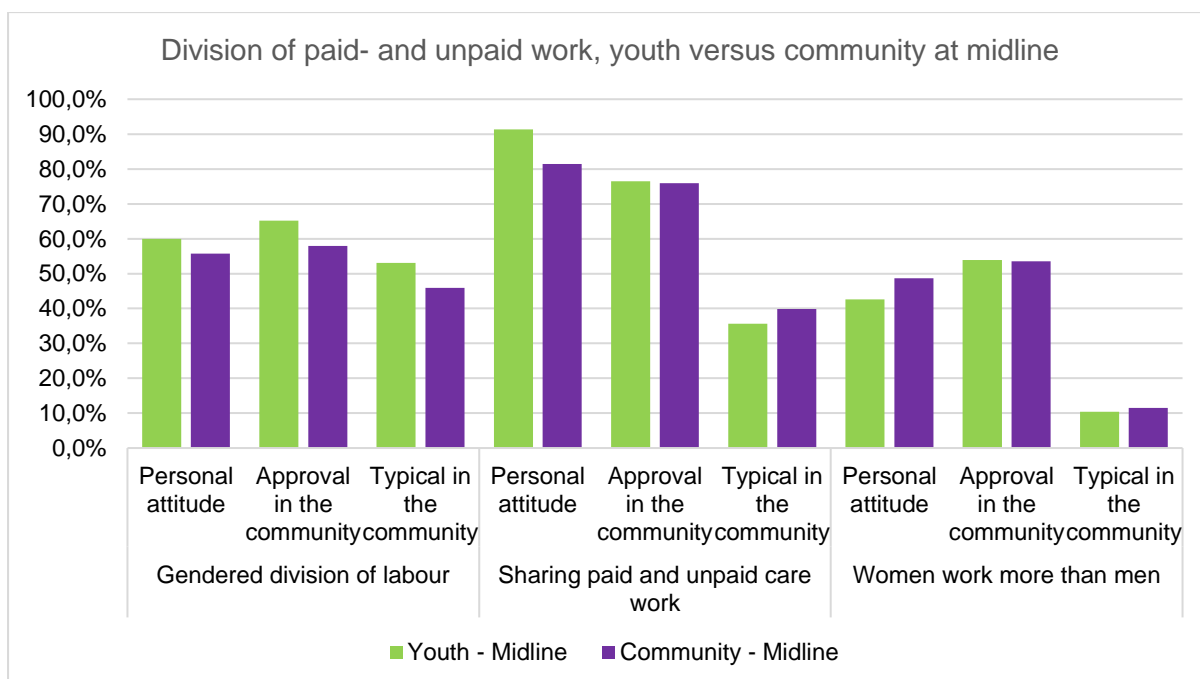


Lastly, we present three stories to both community and youth respondents. These stories represent a certain division of paid and unpaid care work. The first story describes a traditional, gendered division of labour where men do more productive work and women do unpaid care work. The second story describes a situation where husband and wife equally share paid and unpaid care work. The third story describes a woman that is exploited by her husband; she does all the work and he hangs out with friends. The respondents are asked to give their personal opinions about the stories and to comment on what they think others in their community would approve of (normative expectation). Last, they are asked to decide which story is most typical for their community (empirical expectation).

The comparison of results from baseline to midline show that at baseline respondents clearly have personal and collective approval for gendered division of labour in terms of paid and unpaid care work. At midline, the exploitation story gets more personal and collective approval. This result is surprising, and goes against the aim of the EYW project that wants to support equal division of household labour. Most 'exploitation' voices seem to have shifted from the gendered division of labour.



To understand these puzzling results better, we look at differences between youth and community respondents at the midline. However, the response patterns are similar between the two types of respondents. Also when we compare the results of youth from the target and comparison group, we see a similar pattern.



The results show that much work remains to be done on influencing social norms around the division of paid and unpaid care work, although it is encouraging that youth as well as community respondents show a strong degree of approval personally and in their communities towards sharing paid and unpaid care work. The EYW programme in Ethiopia may consider focusing on this topic in the Community Conversations, especially in Oromia region where gender care work differences are most pronounced, by investing in the skills and prevention of drop-outs of expert facilitators to lead these discussions and impact social norms.

5. CONCLUSION AND PROGRAMME RESPONSE

With this research, we aim to understand the initial impact of the EYW programme in Ethiopia from the start of implementation to the midpoint of the programme. The clearest results are visible in the effect of soft and technical skills training in combination with on-the-job learning on perceived skills level. Also, youth indicate that the skills are useful in their daily lives and for exploring job opportunities. This strengthens the Ethiopian EYW team in their approach to training of youth. They plan to broaden their technical skills training programme to ensure an even better linkage with the labour market. Furthermore, the findings urge the team to deepen their engagement and collaboration with government, private sector, and community leaders to encourage shared ownership of EYW goals and support for programme activities. This collaboration may support the EYW project in Ethiopia to scale up their work to realize attributable change at impact level.

The results also show a positive trend regarding employment and average youth income. Although, this positive trend cannot be directly attributed to the EYW activities this is an important sign for the team that they are likely moving in the right direction. Enrolment in internships seems an important aspect of the EYW programme to ensure newly learned skills are put into practice. The EYW team is already scaling up internship opportunities, especially for young women since they lag behind in this outcome area. The self-employment component of the EYW team does not translate into impact (yet). This may be due to the implementation delay in this area. It is also an area for which the EYW team wants to up their game and connect to the successful youth groups that are developing start-ups with government loans.

Another reason why women lag behind may be related to the environment in which social norms are still more negative towards female employment than male employment. Women face threats of GBV, have worse employment outcomes, and their access to SRHR services is not widely improved (yet). Although the correlation between socio-economic empowerment and factors in the environment is difficult to prove, there are enough indications for the EYW team to continue the work in this area. Hence, the team wants to invest in bolstering the capacity of youth Community Conversation facilitators and preventing facilitator drop out to maximize the impact of these conversations for raising awareness and influencing social norms of community members on youth employment, GBV, unpaid care work and SRHR.

The participants of the midline reflection workshop state they have learned a lot from interpreting the results. They have had interesting discussions around regional differences in implementation as well, which go beyond what is included in this report. In response to these discussions, the EYW team in Ethiopia wants to organize inter-region exchange visits for Oxfam and implementing partner staff (between Oromia and Somali regions) to learn from each other's experiences implementing the programme so far.

5.1 RECOMMENDATIONS FOR PROGRAMME IMPROVEMENT

Below we summarize the recommendations for improvements to the programme. These recommendations come from the reflection workshop on the midline results held in Ethiopia in March 2019.

- Improve the scope and quality of technical skills training to include non-agricultural skill areas such as driving (licenses), hair and beauty care, sewing/tailoring and mechanics. Also, explore the skill requirements for employment in newly-established industrial centres in the programme implementation areas and adapt technical trainings accordingly.
- Deepen engagement and strengthen collaboration with government, private sector, and community leaders to encourage shared ownership of programme goals and support for programme activities and improve opportunities for scale-up.
- Accelerate scale-up of internship and on-the-job learning opportunities, especially for young women.
- Expand the types of businesses supported by the programme accordingly. Adapt existing programme support for youth groups to make them accessible for self-employed youth as well. Furthermore, ensure a successful roll-out of the BDS programme components, focusing especially on supporting youth entrepreneurs to link to markets for selling their products.
- Invest in bolstering the capacity of Community Conversation facilitators and preventing facilitator drop out to maximize the impact of these conversations for raising awareness and influencing social norms of community members on youth employment, GBV, unpaid care roles and SRHR.
- While raising awareness and influencing social norms, invest equal effort in influencing government and other duty-bearers to step up the provision of adequate services, especially for SRHR and GBV.

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This document was written by Saskia van Veen, Patrick Guyer and Francisco Bolanos.

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Oxfam Novib
P.O. Box 30919
2500 GX The Hague
The Netherlands

T +31 (0) 70 3421621
info@oxfamnovib.nl
www.oxfamnovib.nl