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LEARNING EVENT GENDER & YOUTH

Exploring evidence and good practices to foster learning and adapting within and across gender and youth programs.





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GENDER & YOUTH LEARNING EVENT

OBJECTIVES

- **Evidence and experience exchange:** To share evidence and good practices among IPs and USAID about what works well in the areas of gender and youth.
- **Enhance knowledge management:** To fill existing knowledge gaps and contribute to a more vibrant system for continued documentation and dissemination of lessons learned.
- **Catalyze activity adaptations:** To adopt activity improvement solutions such as practical guidelines, templates and gender and youth performance measurements that help translate evidence and lessons into strategic adjustments and implementation adaptations.



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GENDER & YOUTH LEARNING EVENT

Agenda

- 9:00 Welcome & Overview
- 9:25 Gender & Youth Presentations – Setting the Scene
- 10:55 *Break*
- 11:15 Breakout Sessions
- 12:15 Lunch
- 13:15 Good Practices Poster Fair
- 14:30 *Break*
- 14:45 Learning & Collaboration Discussions
- 16:00 Action Planning
- 16:45 Closing



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In your folders

- **Agenda**
- **Speaker biographies**
- **Posters**
- **Learning and Collaboration Template**
- **Adaption Template**



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GENDER & YOUTH LEARNING EVENT

Collaborating, Learning & Adapting Wall

- Take a sticky note – write a question, a comment, an observation, note something you learned, something you want to learn
- Add it to the CLA Wall throughout the day
- Check back and see what others have posted





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GENDER & YOUTH

LEARNING EVENT

Introductions

This is my first
learning event

I have been to
learning events
before

Health or
WASH

Education

Democracy
and
Governance

Other

Food
Security

USAID

NGOs

Private
Sector

Other

Gender

Youth

Facilitator

Speaker

Poster
Presenter

Learner



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LEARNING EVENT GENDER & YOUTH

TUESDAY, OCTOBER 9, 2018





Gender at the Macro Level in Ethiopia

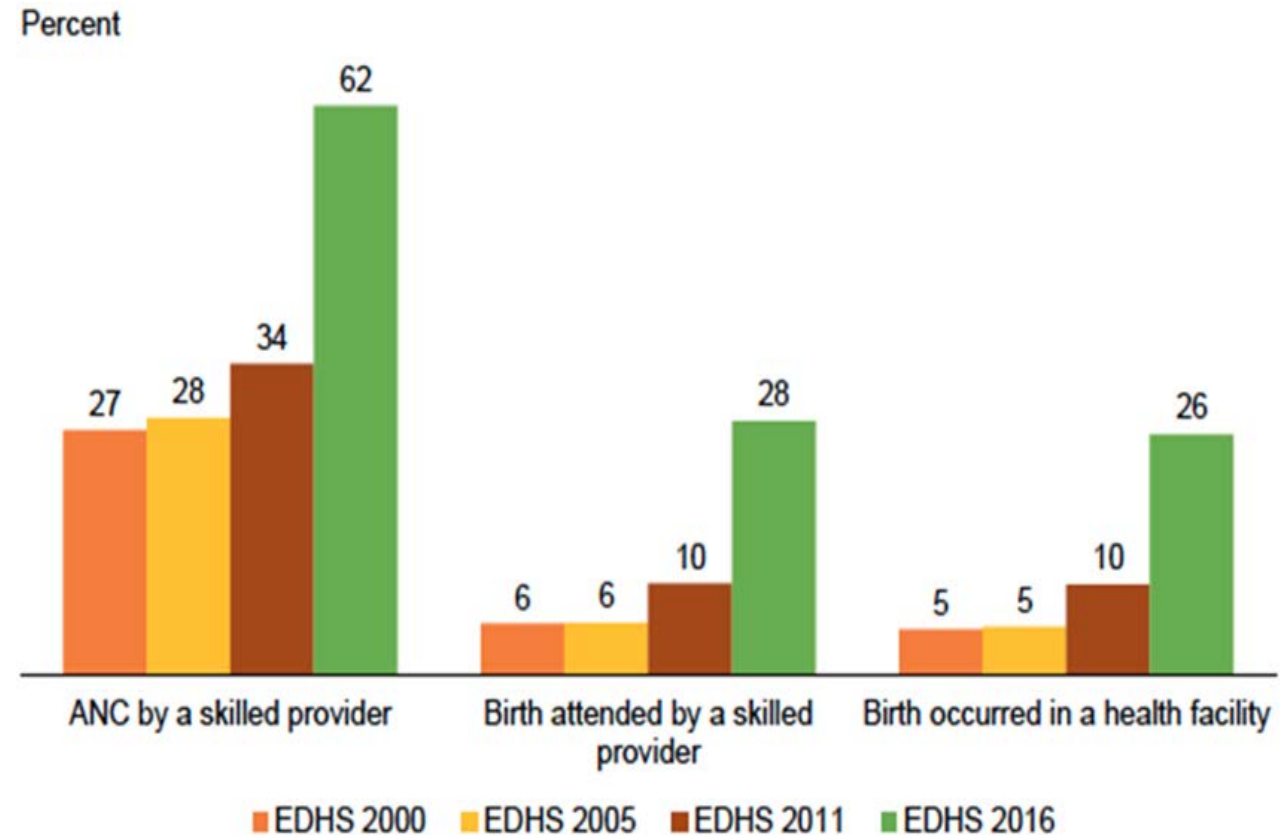
Evidence From Literature

Presentation by: Francis O. Okello/EPMES
Activity & Jade Lamb/Social Impact

Maternal Health

- Increased ANC use: 27% in 2000 to 62% 2016
- Increasing but still low number of births attended by a skilled provider
- Increasing but still low number facility births
- Declining maternal mortality:
 - 871/100,000 live births in 2000 to 412 in 2016
- Higher HIV prevalence among women than men (1.2% versus 0.6%).

Source: EDHS 2016



Education

- Adult female literacy = 41%
(World Bank, 2015)
- 62% of the boys; and 60% of the girls who enroll in primary school ever make it to 5th grade
- Higher pass rate in GSCE among boys than girls:
 - 60% female students scoring 2.00+ in the GSCE exams compared with 73% among males

Source: Annual Abstract, Ministry of Education, 2015



Workforce

- 63% of the economically inactive population are women
- Women spend 14 hours on unpaid domestic work/day
- 54% of agricultural workers are women
- Women have poor access to agricultural cooperatives services compared with men:
 - 74% male and 25% female participation in agricultural cooperative



Source: [USAID.GOV/ETHIOPIA](https://www.usaid.gov/ethiopia)

Governance

Women's Representation in the FDRE House of People's Representatives

1995	2.83%
2000	7.7%
2005	21.4%
2010	27.9%

Year	Progress
1993	The National Policy on Ethiopian Women was passed and a Women's Affairs Office was established under the Prime Minister's Office.
2001	The Office was upgraded to a ministry level and its structure was extended down to the <i>woreda</i> level.
2005	The newly named ministry extended its structure down through volunteers in <i>kebeles</i> .
2010	The ministry was restructured as the Ministry of Women, Children, and Youth Affairs and during this transition, it strengthened its <i>kebele</i> -level structure by replacing the volunteers with paid staff.
2015	The ministry was restructured and renamed the Ministry of Women and Children's Affairs. (The Ministry of Youth and Sports Affairs was established separately.)
2016	A new minister was appointed during the cabinet reshuffle (the second minister in the history of MOWCA).



The Ethiopia Gender Based Violence Study—2018

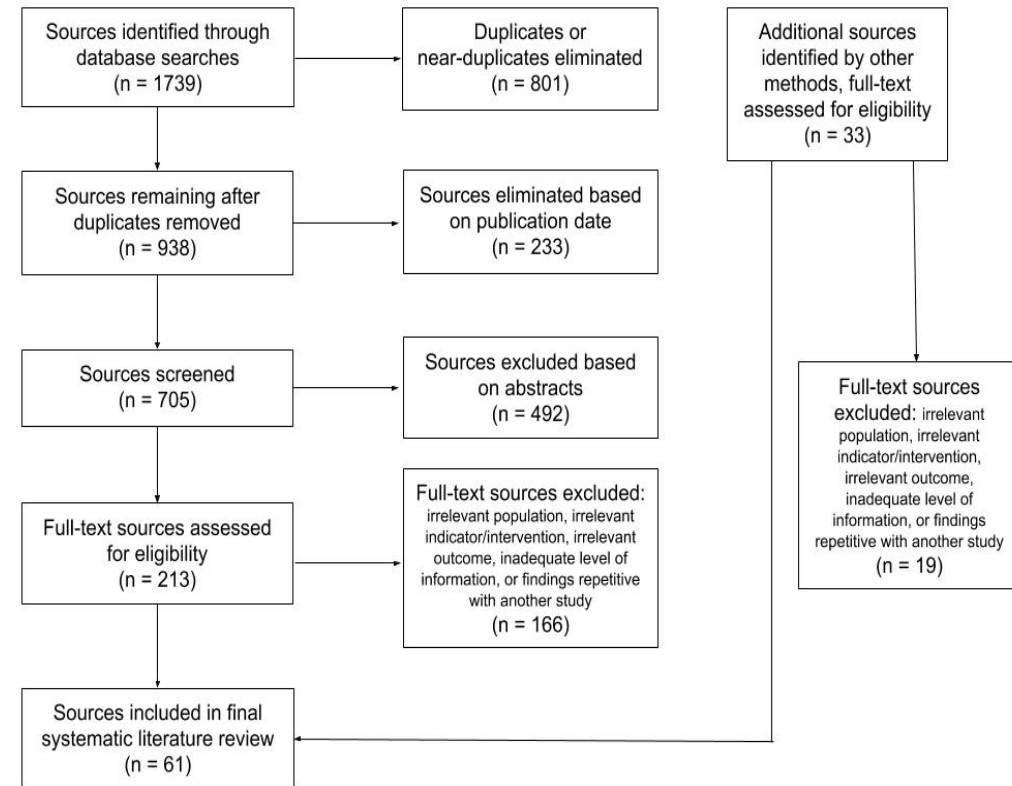
- Conducted by Social Impact and Masters Students from the George Washington University
- Based on study questions identified by USAID/Ethiopia
- Methods included a systematic literature review and limited interviews with key informants

Presentation draws attention to three research questions:

- Magnitude of Gender Based Violence (GBV)
- Laws & Policies
- Proven Interventions

Focus and Scope of the Literature Review

- Focused on violence against women and girls
- Main themes investigated:
 - Intimate partner violence
 - Female genital mutilation
 - Child marriage/abduction
 - Sexual violence



Magnitude of Gender Based Violence – EDHS 2016

Type of GBV	Percentage
Intimate Partner Violence (ever-married women)	68%
Sexual violence in lifetime	10%
Prevalence of FGM/C (15-49 years old)	65%
Prevalence of FGM/C (0-14 years old)	16%
Child Marriage (25-49-year old women) before age 18	58%
Child Marriage (25-49 year old women), before age 15	6%
Child Marriage by age 18 (20-24-year-old women)	41%
Child marriage by age 15 (20-24-year-old women)	16%



1995 Ethiopian Federal Constitution

- ❖ Several laws around GBV, but ineffective in preventing GBV
- ❖ *“The State shall enforce the right of women to eliminate the influences of harmful customs. Laws, customs and practices that oppress and cause bodily or mental harm are prohibited”.*
- ❖ Allows disputes to be resolved under customary/ religious law



2005 Revised Criminal Code

- ❖ FGM
 - 3 months to 3 years in prison and/or a fine of 500-10,000 birr
 - Infibulation: 3-5 years, or, if it causes bodily harm, 5-10 years of imprisonment
 - All government funded organizations and employees must support the ban
- ❖ Child Marriage
 - Minimum age of marriage for men and women is 18
 - Full consent is required
 - 3 years in prison if the child is >~13 and up to 7 years if the child is <13
- ❖ Intimate Partner Violence
 - Criminalizes infliction of “grave or common injury to his/her physical or mental health”
 - Protects only populations in marriages or “cohabitating in an irregular union”
- ❖ Rape
 - Defined by intent and use of force
 - Rape of a minor is punishable with 3 years – a lifetime in prison
 - Marital rape not condemned



2009 Charities and Societies Proclamation (CSO Law)

- ❖ Defines certain areas of NGO work as “sensitive” and forbidden
 - Human rights
 - Gender issues
- ❖ NGOs cannot call any gender issue in Ethiopia a “rights issue”



Proven Interventions: Inclusive, targeted programs have proven most effective in addressing GBV

- ❖ Shelters for women and girl survivors of violence
 - 87% of survivors did not experience violence after leaving Association for Women's Sanctuary and Development (AWSAD) Addis Ababa's shelter which provides comprehensive services
- ❖ Phase II of the UNFPA Prevention and Management of Gender-Based Violence in Ethiopia Programme
 - Increase in *awareness* of GBV: a 20% increase for physical violence, 32% for sexual violence, 24% for forced marriage, and 30% in FGM/C



Proven Interventions: Programs That Target Men can be Successful in Reducing IPV

The Male Norm Initiative (MNI) Program

- Community and group education interventions resulted in a decrease in IPV from 53% at baseline to 38% at endline
- Community education interventions resulted in a decrease in IPV from 60% at baseline to 37% at endline

Implications of GBV for Development Work

- Direct GBV interventions
 - Shelters that provide services to women and girl survivors of violence are effective
 - Programs that address gender-norms are crucial
 - *Community awareness-raising projects are essential*
- Indirect interventions decrease GBV
 - Increasing girls' access to education
 - Support for economic growth, job creation, job training

Implementation Gaps in GBV Programming

- Programs focused on:
 - Prevention of sexual violence
 - Sexual violence in schools, in the community at large, rape and harassment were not addressed in any of the programs in Ethiopia
 - Stigma reduction among rape and sexual harassment victims
 - Strengthening enforcement of existing laws and criminal code



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LEARNING EVENT GENDER & YOUTH

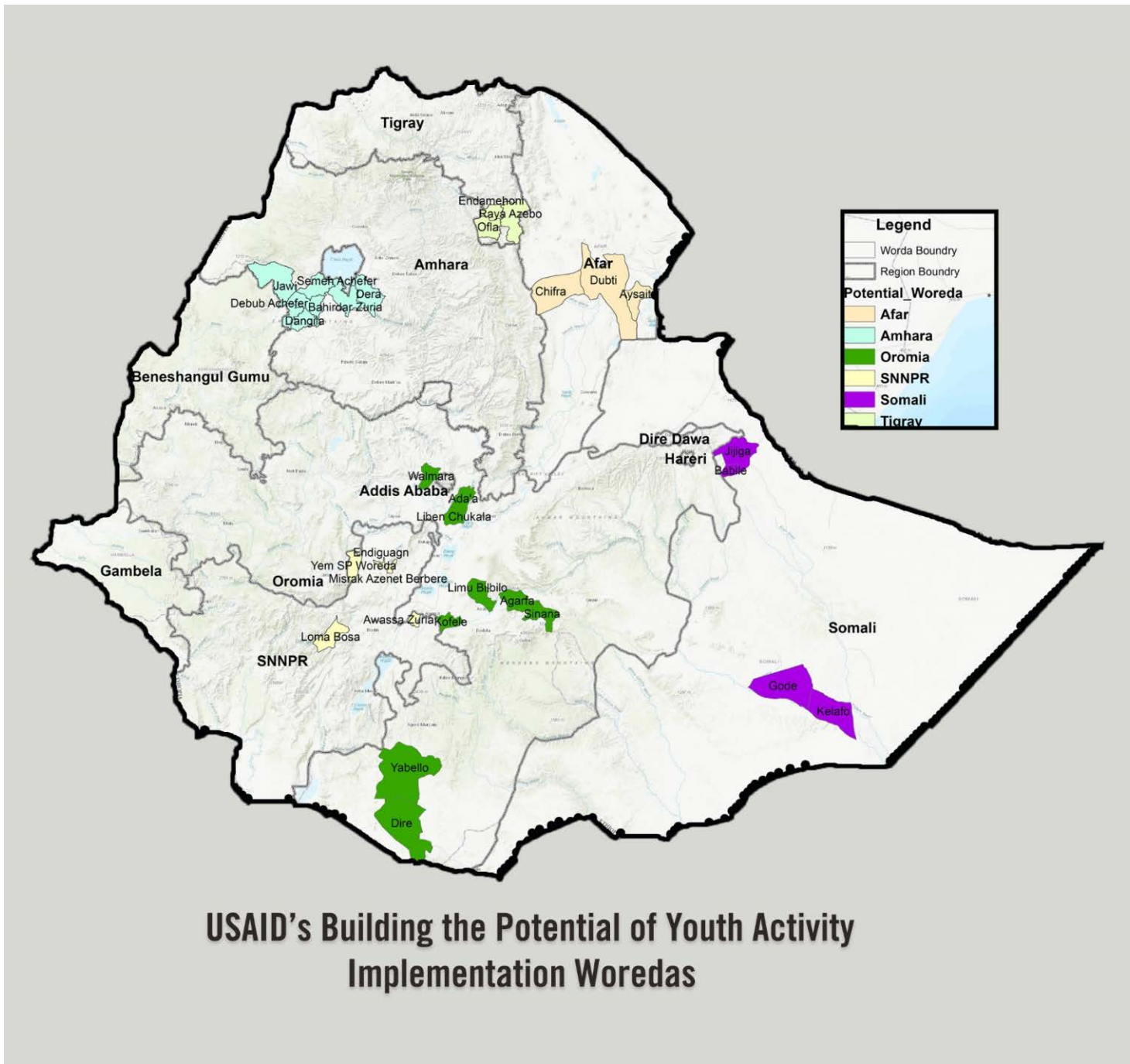
TUESDAY, OCTOBER 9, 2018





USAID's Building the Potential of Youth (Youth Potential) Activity

- Implemented by a Consortium led by Save the Children
- This five-year (2015-2019), \$17m, USAID-supported Activity provides 34,527 un-/underemployed youth, ages 15 to 29, training, coaching, mentoring and social capital building for social and economic empowerment to increase income and self-reliance.
- Engages and strengthens ministries, TVETs, businesses, MFIs and communities for assessments, tailor made training and coordinated delivery of services
- Over 27,300 youth received work-readiness training and career guidance, (F-45%)
- About 13,950 youth are in new/better employment (F-45%)



**USAID's Building the Potential of Youth Activity
Implementation Woredas**



Youth Cohort Study

The case of the Youth Potential Activity

Evaluation Team:

Ermias Assefa, Worku Ambelu, Hika Alemu, Jeffrey Tines, and
Deepika Chawla

10/9/2018



Design of the study

- Mixed Methods Approach: panel survey, KII and FGDs
- Panel design, followed one cohort of participants from four regions over a period of 12 months (April 2017-April 2018)
- Assessed at three points: baseline, midline and endline
 - Monthly data on employment, income and expenditure (financial diary) from a small purposive subsample (approx. 20/region)
- Data collected on:
 - Income and employment status of participants; health outcomes; work readiness skills of participants; knowledge of/access to employment/entrepreneurial resources; literacy and numeracy



A year post-enrollment

- At endline participants report:
 - Greater readiness for work
 - Greater knowledge of resources available
 - Use of skills learned
 - More youth (male and female) are employed
 - The majority of youth are self-employed – with some gender differences
 - Increases in income
 - More savings
 - Reduced stress leading to a general feeling of well-being
 - No change in literacy or numeracy skills

Training from Youth Potential

- Both young men and young women received the same basic training Work Ready Now (WRN!) or WR Plus
- All had developed a Personal Development Plan
- All received follow-up coaching, provided in mixed group setting
- Some also received follow-up training (to WRN!) including hard skills training and mentoring
- Follow-up varied by region and woreda.





Training, coaching and mentoring

- Training changed attitudes
 - More positive outlook, greater respect for work. improved work ethic, setting goals and working with a plan, increased confidence and belief in own ability to succeed in the workplace, calm approach to life, they had a voice in the decisions about their future
- Coaching helped provide
 - Solutions to problems, a sense of community through regular meetings, accountability to someone on employment and savings, support with loan applications (where microfinance available)
 - The coach-participant ratio for mentoring was too high to be effective
- Mentoring and Work Based Learning
 - Exposure to better practices – farming or trading



Use of work readiness skills – male and female

- The beneficiaries reported using the skills to:
- Start their business, working on farms - some said we could not have started without Potential
 - Develop a business plan that guides next steps and for use with loan applications
 - Manage their business, keep accounts and track inputs and outputs
 - Generate income by selling farming products



Use of work readiness skills

- Improve their social interactions with family and peers
- Work in groups to become more productive (Afar)
- Identify and use the resources available to them
- Maintain savings and invest in their businesses
- Develop a positive attitude – “learned not to be hopeless but to be effective”



Knowledge & awareness of employment resources

- WRN! Training and development of a Personal Development Plan – helps choose the direction forward
- Community mapping exercise helps provide knowledge of resources in the community and possible business ideas
- Increased knowledge of and resources for
 - wage employment
 - self-employment
- The choice of avenues to search for employment were limited for women



Wage-employment

- Increased information on job opportunities and linkages to government resources
 - Knowledge of government programs targeting youth
 - Knowledge of employment database
 - Linkages to officials from various bureaus
- Also greater awareness of private resources and encouragement to use them
 - Seeking assistance of friends and relatives
 - Registering with private employment agencies
 - Attending job fairs
 - Advertisements on the radio, internet, newspapers

Self-employment

- Knowledge of requirements and resources available for starting self-employment
 - Land, working space, equipment, etc.; Financing, Permits and licenses, New skills
- Increased knowledge and awareness of and linkages to government resources
 - new policies, programs targeting youth (loans, training, access to land and sheds/work spaces)
- Also greater awareness of private resources and encouragement/support to use them
- No/few opportunities for internships

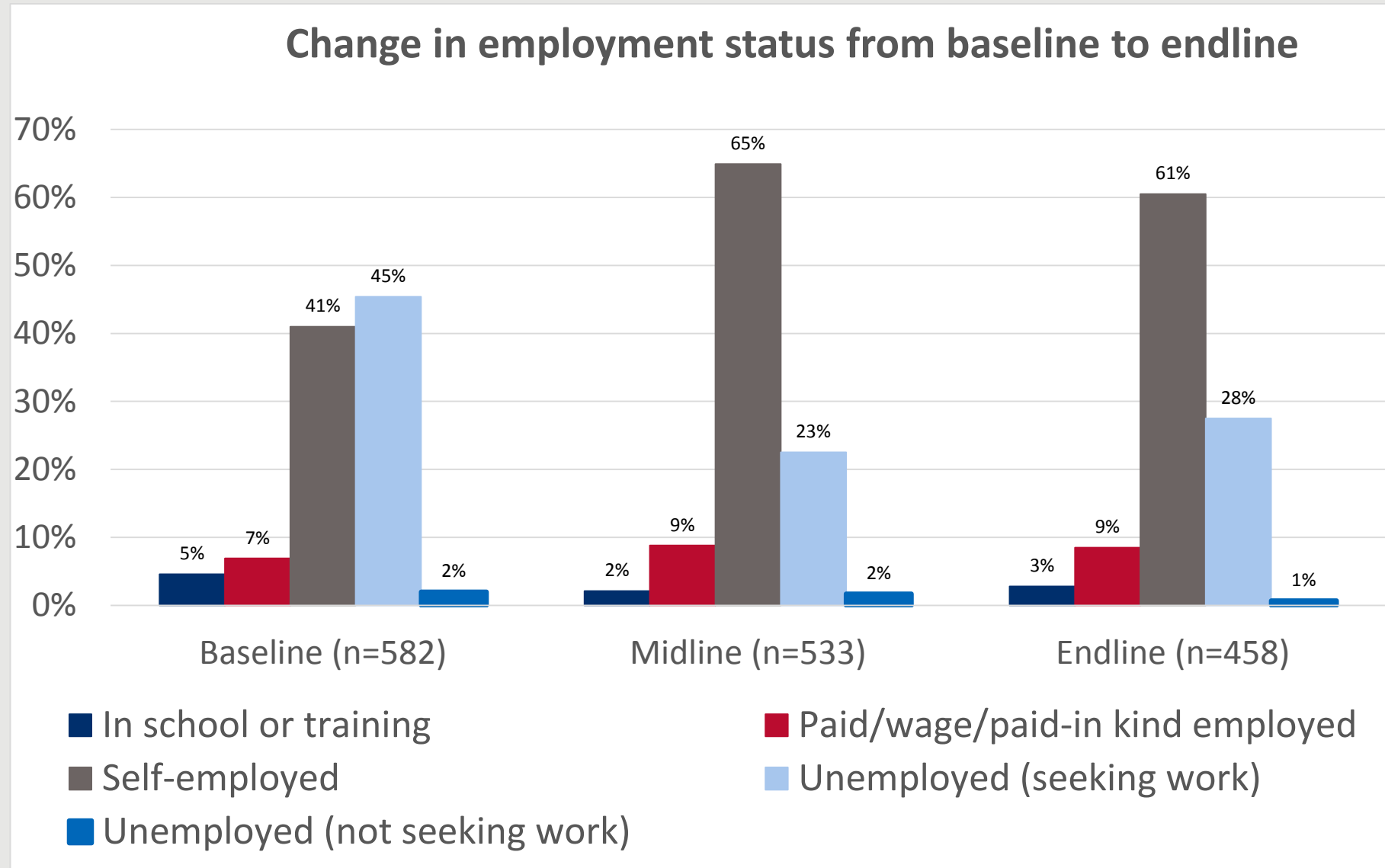


Employment & entrepreneurial resources

In addition to enhanced knowledge of resources, Youth Potential has also helped participants obtain resources. Some examples:

- Land for farming and grazing allocated to participants by the Kebele in Afar
- In-kind contributions of laundry machines, copiers and printers for starting up small businesses obtained through linkages with community development agencies
- Placements of Youth Potential beneficiaries as teachers, administrative assistants within government agencies through linkages to government agencies

Employment status

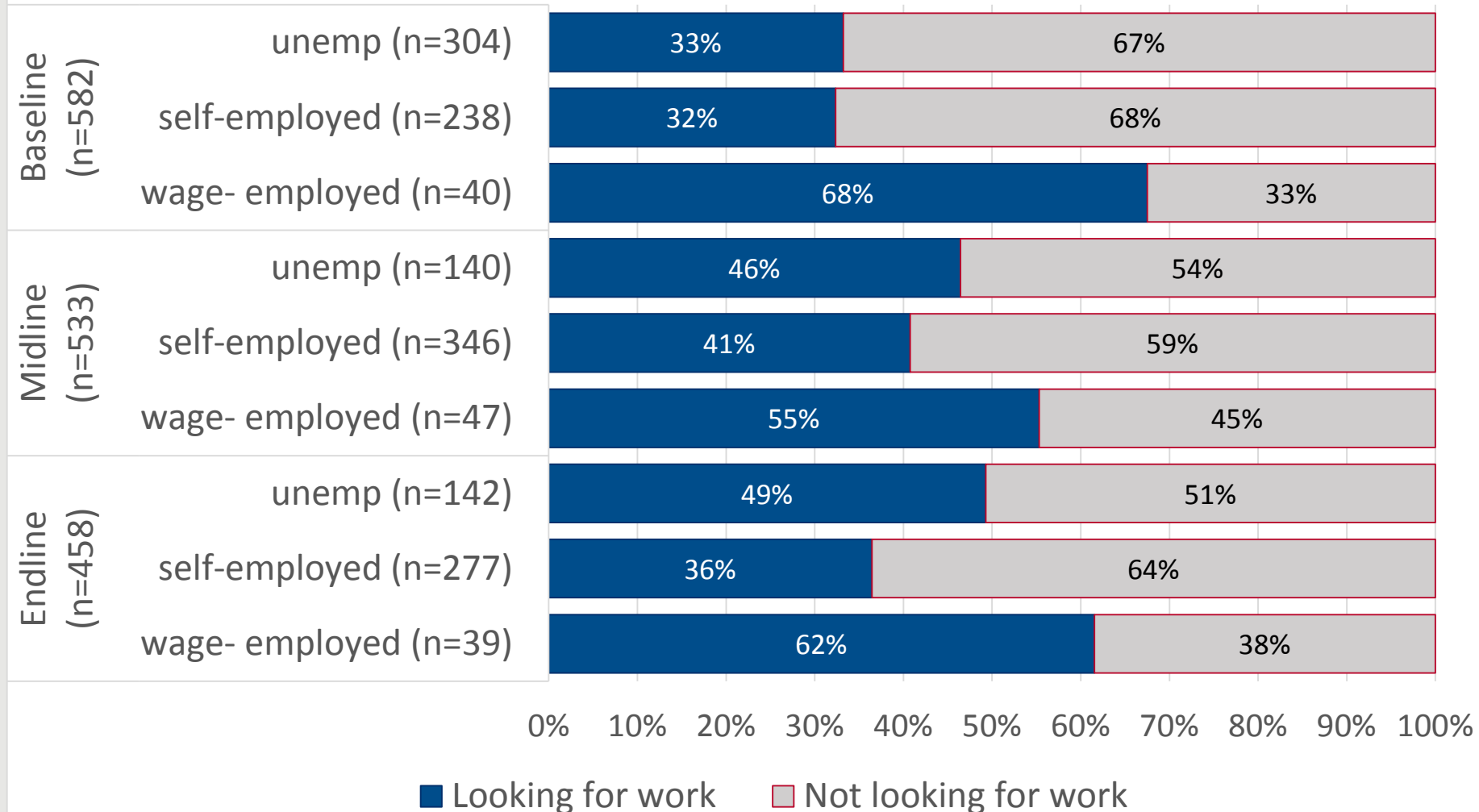


Employment over time

	Constant employment	Employed post training	Insecure employment	Chronic unemployed	Total
	(Employed at BL, ML and EL)	(Unemployed at BL, employed at ML and EL)	(Unemployed at BL, employed at either ML or EL)	(Unemployed at BL, ML and EL)	
	n=176	n=95	n=122	n=65	n=458
Female (n=197)	29%	19%	31%	21%	100%
Male (n=261)	46%	22%	23%	9%	100%
Total (n=458)	38%	21%	27%	14%	100%

Search for new employment

Percentage of self-employed, wage-employed and unemployed looking for work





Changes in income level

	Baseline to Midline (n=533)	Midline to Endline (n=458)	Baseline to Endline (n=458)
Increased	61%	55%	71%
Decreased	13%	12%	13%
Stayed the same	26%	33%	12%
Increased at midline, fell at endline			4%



Changes in savings

- Number of youth reporting they had savings changed modestly, but the amount of savings went up significantly from baseline to endline
 - 77% of those employed were saving at endline
 - Amount of savings up from 1200 Birr to 3000 Birr (median value)
 - Largest gains reported in Tigray and least in Afar
- Focus group participants attributed the increase in savings (individual & group) to
 - Better earnings and attention to what they were spending on
 - Encouragement to save more through coaching
 - Participation in the YESG program
- Participants also reported investing their savings to expand their businesses and self-employment activities



Conclusions

Lessons Learned and Recommendations

Conclusions

- The Youth Potential Activity had a significant effect on the employment status of participants
- The change in attitudes and work ethic resulting from participation in the training was very positive
- Participants have more self-confidence in their own abilities and knowledge of resources
- The soft skills training is likely to lead to a sustainable change in employment status
- The coaching has been the single most important factor in increased engagement of youth in self-employment suggesting the need for ongoing support for youth
- Most youth, especially women, engaged in self-employment, agriculture and livestock rearing
- The sectors of work for male and female participants were driven by cultural norms



Lessons learned

- The most effective components of Youth Potential:
 - Basic training (WRN!, WRN+) that emphasizes the value and advantages of self-employment and helps build self confidence and a stronger work ethic in the participants
 - Coaching – that provides a support system for the youth that extends beyond the original training and holds them accountable
- Not so effective have been:
 - Personal Development Plans (PDP) – often not viable, not used as coaching tool
 - Mentoring by community members not well utilized – needs to be accompanied by education on the value of local mentoring
- There is need for greater engagement of parents/guardians and communities to ensure their support for participants post-training
 - Creating networks with other agencies for in-kind contribution

Lessons learned– cont'd

- Need for greater engagement with the regional governments to modify policies – favorable political climate and strong regional partners can better navigate the system
 - Youth in regions with more flexible requirements for loans are doing better
- For improved participation of women in the workforce, training must be reinforced by community support
- Need for greater collaboration with government agencies and private sector to ensure youth are matched with available and unfilled opportunities for wage employment
- TVET staff trained on the soft skills curriculum are beginning to incorporate it into their teaching – well received by students and employers as it improves the quality of TVET graduates
 - Government/TVET office intervention needed for inclusion of this program into TVET curriculum

Recommendations for Youth Potential

1. Strengthen coaching and mentoring and improve coach to student ratios
2. Increase the involvement of parents and guardians to ensure post- training support for participants
3. Diversify access to new market opportunities, especially for females
4. Help beneficiaries, especially females, obtain financing
5. Strengthen job placement services
6. Strengthen linkages with government programs and donor-funded initiatives that promote employment
7. Continue evaluation of Youth Potential to adapt the Activity as necessary

Recommendations for future activities

1. Consider a dedicated fund for implementers to use as a revolving loan or start-up financing for all participants of the Activity, with special consideration for female participants
2. Hard-skills training should be provided to a larger proportion of participants with some kind of a “give-back-to-the-community” provision to prevent migration of youth
3. Facilitate MOUs between the government and private sector that incentivize the private sector to offer practical training to the participants and to hire locally
4. Require a gender aware approach to job creation and youth training
5. Enhance the capacity of the government to support creation of job opportunities at the local level through systems strengthening and by providing exposure to regional and international best practices
6. Liaise with other donors (DFID, MasterCard Foundation) who are also working in this space

Questions

- Each table work together for 5 minutes to review your questions for the presenters
- Select 1 question to ask per table (and 1-3 back up questions).
- We will take questions 3 at a time for the presenters
- If your question has been asked – please ask a back up question



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Breakout Session

Location

Gender & Youth in Food
Security

Ballroom 2

Gender & Youth in Health

Ibex/Nyala

Gender & Youth in WASH

Awash



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