

Generation Unlimited Ethiopia

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Landscaping Analysis & Country Investment Agenda

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List of main abbreviations

ABE	Alternative Basic Education
CIA	Country Investment Agenda
CSR	Corporate Social Responsibility
CRRF	Comprehensive Refugee Response Framework (by UNHCR)
ECW	Education Cannot Wait
EGRA	Early Grade Reading Assessment
ESPD	Education Sector Development Programme (by Ethiopian Government)
FGD	Focus Group Discussion
GEQIP-E	Education Quality Improvement Programme for Equity Project
GBV	Gender based violence
GoE	Government of Ethiopia
IFAE	Integrated Functional Adult Education
JCC	Jobs Creation Commission
NEAEA	National Educational Assessment and Examinations Agency
NEET	Not in education, training or employment
SNNPR	Southern Nations, Nationalities, and People's Region
STEM	Science, technology, engineering and mathematics
SRH	Sexual and Reproductive Health
TLM	Teaching and Learning materials

List of definitions

Advocacy	Active promotion of a cause or principle using various strategies, with the aim to influence national policies, opinions and national decision-making.
Civic engagement	This is any individual or group activity addressing issues of public concern. Civic engagement includes communities working together or individuals working alone in both political and non-political actions to protect public values or make a change in a community.
Competency	Demonstrated ability (combining knowledge, skills and attitudes or mindset) to do something successfully or efficiently.
Demand side	Relating to or denoting a policy designed to expand the economy by stimulating demand for goods and services, especially by measures that increase government spending.
Entrepreneurship	The change, generally entailing risk beyond what is normally encountered in starting a business, which may include other values than simply economic ones. In many cases businesses are started as a means of survival and may not generate this value. This is known as survival entrepreneurship.
Formal education	A structured and systematic form of learning. This is the education of a certain standard delivered to students by trained teachers.
Formal (waged) employment	Formal work refers to work in which a company hires an employee under an established working agreement that includes, salary or wages, health benefits, and defined work hours and workday.
Funding	The act of providing resources to finance a need, programme, or project. While this is usually in the form of money, it can also take the form of effort or time from an organisation or company.
Informal employment	The informal economy is the diversified set of economic activities, enterprises, jobs, and workers that are not regulated or protected by the state. Those employed under this condition are said to be in informal employment.
Learning outcomes	These are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or programme, and help students understand why that knowledge and those skills will be useful to them.
Literacy	Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.
Market place	An open square physical or online or place in a town where markets or public sales are held. 1: market the marketplace is the supply and demand. 2: the world of trade or economic activity: the everyday world.

Non-formal training	Includes various structured learning situations, which do not either have the level of curriculum, syllabus, accreditation, and certification.
Numeracy	Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations.
Resource mobilisation	Refers to all activities involved in securing new and additional resources for a project, programme or organisation. It also involves making better use of, and maximizing, existing resources.
School to work transition	This includes tentative and indirect paths to decent and productive employment that today’s young men and women are facing.
Skills (job and life)	Skills are the expertise or talent needed in order to do a job or task. Job skills allow you to do a particular job and life skills help you through everyday tasks.
Social return	This is a method for measuring values that are not traditionally reflected in financial statements, including social, economic, and environmental factors. They can identify how effectively a company uses its capital and other resources to create value for the community.
Supply side	Supply-side economics believe that producers and their willingness to create goods and services set the pace of economic growth while demand-side economics believe that consumers and their demand for goods and services are the key economic drivers.
Vulnerable employment	UN definition: Vulnerable employment is defined as the sum of the employment status groups of own account workers and contributing family workers. They are less likely to have formal work arrangements and are therefore, more likely to lack decent working conditions, adequate social security, and ‘voice’ through effective representation by trade unions and similar organisations. Vulnerable employment is often characterised by inadequate earnings, low productivity and difficult conditions of work that undermine workers’ fundamental rights.
Young people	Cohort comprising of persons of the age 10-24.
Youth	The United Nations defines youth as persons between the ages of 15 and 24. In Ethiopia this covers anyone up to age 29.

Executive summary

What is Generation Unlimited (GenU)?

Generation Unlimited (GenU), established in 2018, is a dynamic partnership that includes young people, representatives from governments, multilateral organisations, the private sector and civil society. It contributes to the Sustainable Development Goals and is rooted in the principles of the United Nations' Youth 2030 Strategy.

It aims to meet the urgent need for expanded education, training and employment opportunities for young people, aged 10-24 years. The young people cohort is now reaching an unprecedented number of 1.8 billion young people, the majority of which resides in developing countries. Equipping these young people with knowledge and relevant skills and facilitating their transition to the labour market will need strategic and coordinated efforts.

GenU in Ethiopia

In the 2019, Ethiopia signed and joined GenU. Like in other countries in Africa, Ethiopia has a youthful population that is expected to continue dominating the demographics for decades. This provides vast opportunities and challenges to Ethiopia, with an estimated two to three million young people expected to join the labour market each year (ILO, 2018). Job creation, particularly for the youth, is therefore a priority in Ethiopia's national blueprints.

In 2018, the Federal Government established the Jobs Creation Commission (JCC). While JCC and several programmes and interventions in Ethiopia are working towards solutions for young people (we mapped 23). There are still many challenges in meeting this huge demand for skills and jobs. As such, interventions like GenU are timely and highly relevant in Ethiopia.

Our inception report confirmed Ethiopia's readiness for GenU. This is thanks to the establishment of JCC, the availability of current initiatives that can be scaled up, government policies that support job creation in larger companies and in SMEs, including in start-ups. Private sector might not be able to play a strong role in the beginning but could do so over time. It was also noted that most current initiatives have limited direct (commercial) earning potential. This affects their return on investment and bankability. We noted the presence of coordination platforms to advance job creation, but not in education and skills. There are only few youth initiatives along the identified change areas. The presence of GenU can create opportunities to promote civic engagement by giving youth and youth networks a central role in the initiative.

The landscape analysis and country investment agenda

This Landscape Analysis (LA) is a collation of barriers and insights under each of the seven strategic pillar areas of GenU: (i) education and (ii) training, (iii) school to work transition, (iv) employment and (v) entrepreneurship, (vi) equity and (vii) engagement. It is further divided in supply side **barriers and initiatives** (education and training) and **demand-side barriers** (employment and entrepreneurship arena) to identify GenU's niche and GenU's suggested roles in Ethiopia.

The Country Investment Agenda (CIA) analyses where GenU can add value by supporting existing initiatives that are scalable for impact. It also analyses the proposed roles of GenU, with skills, partnerships, expected outputs and resources needed per role. Finally, it recommends a governance structure, with principles and steps.

Education and training

1. Transform formal school experience to build skills young people in productive lives
2. Provide young people outside formal schooling with opportunities

Employment

3. Improve connections between young people and existing work opportunities
4. Increase the number of quality work opportunities available to young people

Entrepreneurship

5. Foster entrepreneurship as a mindset and a livelihood

Equity and engagement

6. Access to education, training, employment, entrepreneurship, and civic participation
7. Equip young people as problem-solvers and engaged members of civil society

Data collection and methods

At the national (federal) level, we interviewed 38 informants, from the public sector, development partners, researchers, consultants, incubators, accelerators, and private sector representatives. The distribution of these interviewees is illustrated the report.

At the regional level, we conducted 40 interviews with informants including youth leaders representing the regions of Addis Ababa City Administration, Oromia, SNNPR (Southern Nations, Nationalities, and Peoples' Region) and Somali. The selection was based on consultation with the JCC on the most strategic regions, the available resources for the study and safety considerations for travel. Furthermore, we organised six focus group discussions (FGDs), involving more than 40 young people (63% female) in the sample regions. Additionally, we held spotlight interviews with ten 14 to 19-year-olds, to highlight specific challenges of this younger youth segment.

Long term vision GenU Ethiopia

The research team, jointly with the GenU country team, formulated the long-term vision for GenU Ethiopia as follows:

Young people (10-24 years, f/m) in Ethiopia have the competencies, and socio-economic opportunities to realise their potential and are actively engaged in shaping their future.

Main Findings

Furthermore, our landscape analysis generated the following trends and high-level findings:

Education and training

1. Despite great gains in **primary school enrolment (100% enrolment)** there are still challenges with its completion. Only 68% female and 73% of male learners complete primary school (Ministry of

Education, 2020). Then respectively 49% (female) and 53% (male) transition to secondary education, and only 30% of learners complete secondary. There are also challenges in achieving learning outcomes like foundational literacy, numeracy and social skills.

2. The low primary-to-secondary transitions and low **secondary** completion rates (30%) (Ibid) coupled with gaps in secondary curriculum (lack of social, digital skills) do not adequately prepare young people for TVET, University or work opportunities.
3. **Basic school infrastructure and digital access in education** overall is still highly underdeveloped in Ethiopia (limited infrastructure, skills gaps). This creates challenges but also opportunities, including for digitalisation.
4. Despite major overhauls of formal **TVETs** in outcome-based, practical learning, TVET training is still mostly theoretical due to a combination of poor practice facilities, weak private sector connections and shortage of experienced technical instructors.
5. Most **university** graduates are being employed in the public sector (60%) (JCC, 2019). There is room to strengthen their curricula to the needs of labour markets, specifically, for example, in applied science of STEM topics (science, technology, engineering and mathematics) and employability guidance.
6. National education statistics show only few **gender disparities at primary level, increasingly at secondary and subsequent higher levels**. Overall, there are many gender-specific barriers in young people's journey to productive lives.

Employment and entrepreneurship

7. Despite focus on and progress in job creation, there are still limited jobs available in **wage and salaried employment**; a critical shortage of skills labour in large companies limits their growth, productivity, and competitiveness.
8. **High job turnover** and low **job quality** (compared to quantity) is noted, both in larger companies due to employment conditions and low wages, and in informal sector (highly vulnerable employment). Youth graduates have higher aspirations that cannot be met with the existing labour market.
9. Interventions aimed at **stimulating entrepreneurship alone** have limited impact on young people due to many structural hindrances in the business environment, absence of business culture, and lack of entrepreneurial mindset and skills of young people.
10. Private sector growth is evident yet still restricted, but government wishes to expand the private sector's role, creating **opportunities for private sector investment** as a catalyst for growth. But there is continuous need to strengthen the business environment to stimulate SME growth.
11. Agriculture is still a **prime job sector**. For job potential, this should be seen beyond *agro-production* (which is still largely traditional and characterised by low productivity) and encompass the entire agri-value chain.
12. **The industrial sectors** with growth potential include construction, garment, and specific sectors like mining and renewable energy. There is potential growth in consumer service sectors, like, finance, ICT, and tourism.

Equity and engagement

13. Overall, young **people's engagement** and representation is in its nascent stages in Ethiopia, both from supply (only few platforms available) and demand side (young people don't know why or how to participate). This is confirmed through our spotlight interviews with 14-19-year-olds and focus group discussions.

Main conclusions

Education and Training

Despite remarkable fast-tracking of primary enrolment, there are still issues with school dropouts and learning outcomes of primary learners. This is due to **school-related barriers** (insufficient primary schools, long distances to school, inadequate school infrastructure, insufficient competent teachers), and **social barriers** (low income and education level of parents, insufficient parental support, and sometimes negative perceptions of the value of education).

External factors that further exacerbate this situation include displacement due to conflicts, insecurity, violence against children, societal inequalities which adversely affects girls and children with disability, and insufficient funding from the government for education.

At secondary and tertiary school-level several issues deserve attention. They include strengthening curriculum to respond to the needs of the economy, investment in school counselling and career support services, investment in upskilling teachers, improving access to ICT and digital skills, and sustainable financing models through the education cycle.

Formal and informal TVETs specifically suffer from 'bad image' ("only for those who can't access University"). There is need to take stock, promote and assess the quality and relevance of short courses and informal TVET. These are avenues for practical and technical skills for out-of-school youth, which only a few interventions offer. At the university level, improvements needed include better matching the curricula to the job market demand, and stronger career and entrepreneurship guidance mechanism.

Employment and Entrepreneurship

employment, the Job Creation Commission (JCC) is GenU's principal partner. Their role includes coordination, promoting an enabling the business environment, and direct job creation through industrial parks, and large-scale public-sector job interventions.

Findings from the reviewed literature and interactions with participants reveal mismatches between skills needed by the private sector and those offered by graduates from TVET or Universities. Working conditions and low pay also contribute to employment gaps in the larger private sector companies.

After years of public sector-led growth, the government is keen to allow the private sector a much greater role in job creation. However, market constraints need to be addressed in ways that lead to attractive investment opportunities. Generally, the private sector in Ethiopia is still characterised by slow growth and limited competitiveness.

Entrepreneurship is challenging, despite many youths indicating they are interested. They generally lack ideas, networks, finance and skills to start a decent small business beyond 'survival level'. The culture, regulatory environment and existing support structures are also not conducive to support youth entrepreneurship.

Structural barriers in infrastructure, policy environment, limited access to finance and land hinder growth of large enterprises and SMEs alike. SMEs particularly need skills, both technical and managerial to improve. Some of the sectors that would benefit from SME growth include tourism, construction, consumer goods, agro-technology and processing, and the services industry. In addition, SMEs have a higher probability of providing gainful employment for young people due to relative ease of entry.

Transitions between education and employment

There is an urgency to create better transitions between the education sector and the job market. Major gaps between skills of graduates and needs in the job sector have been identified.

There is a need for upskilling of teachers and technical instructors across all levels, better adaptation of school curricula to job market requirements, improved engagement of the private sector, and a stronger focus on soft skills, with a particular focus on girls.

Another need is to strengthen the cross-sector engagement within the education system to ensure curricula relevance and transition of learners to both formal and informal employment/ entrepreneurship opportunities. There is need to scale such initiatives, and their scope for inclusion and reaching young and marginalised people must be considered.

Gender Equity and Engagement

This landscape analysis revealed many gender disparities, both from literature and primary data sources. At every step of the journey - that starts with enrolling in primary school to finding meaningful paid occupation - we found significant gender-based barriers. Over 30 gender-specific gaps are illustrating why girls and young women have less opportunities to access and complete education, and find and stay in decent employment or entrepreneurship, than boys and men.

In responding to the gaps they face, it is important that gender norms are not further entrenched by channelling girls in certain types of training or job opportunities and boys in others. An integrated gender lens is needed throughout the entire education and employment portfolio.

Marginalised youth

Marginalised youth include children with disabilities, those affected by conflict and displacement and young people in remote rural areas including pastoral communities. With 26 refugee camps largely depending on humanitarian aid, and new displacements due to recent Ethiopia Tigray emergency, there are many vulnerable young people in camps without access to education or employment.

Another key disadvantaged group are young people in pastoral communities. Ethiopia is home to the largest groups of pastoralists in Africa, estimated at 10-12 million strong, comprising over 10% of Ethiopia's population (Desta, 2016). The constraints faced by pastoralists are the same faced by the rural poor but exacerbated and compounded. While this study aims to draw attention on inclusion of the vulnerable groups highlighted above, there has been no in-depth research on these target groups, as this goes beyond the scope of this landscape analysis.

Youth engagement

Traditionally young people in Ethiopia are not given much space or agency to participate in decision making about their future. The current political landscape though now more flexible than before for civil society, including youth, remains in the early stages of reform. Youth have no access to people in power and feel undermined and unheard by decision makers. There is a general mistrust in the system. Our interviews with young people clearly revealed that most youth feel unqualified and unequipped to participate.

There are only a few engagement platforms and most of the existing platforms have been disrupted by COVID restrictions. As such, there is a need to encourage active youth participation in setting the agenda for GenU's priority areas. Bringing youth voices into policy influencing and advocacy and scaling up proven youth engagement platforms through partnerships.

Main recommendations: generic roles

In summary, we recommend four generic roles for GenU in Ethiopia:

1. Data generation and knowledge management for advice, advocacy, and policy influencing

Generation of new evidence for advocacy and policy influencing, while also giving a voice to youth as key agents in youth-led campaigns.

2. Coalition building, steering, and streamlining

Driving collaboration of stakeholders on the same agenda and allowing joint platforms for creating complementing programmes, including platforms for young people's engagement and programme.

3. Resource mobilisation

Be a focal point for resource mobilisation (fundraising, finance, brokering) for new interventions, including financial and technical inputs required for coalition building (domestic, regional, global), with a specific focus on mobilising resources for youth engagement, gender-mainstreaming, and youth leadership.

4. Programme / implementing partner

Provide implementation support for partners and stakeholders in evidence-based programme, scaling up of current initiatives, and develop new GenU programmes with partners, with agreed results for young people.

Main recommendations: by strategic priority and per role

In this section of the executive summary, we present a resume of suggestions for GenU interventions in the change areas. They are directly linked to tackling priority barriers and are categorised under the four proposal roles.

Education and training

Role: Knowledge generation and advocacy

- ✓ Benchmarking studies and analysis for comparative analysis on primary learning outcomes.
- ✓ KAP studies and interventions that improve perception towards girls and young people with disabilities.
- ✓ Advocacy /resource mobilisation /programme for ICT in secondary education.
- ✓ Advocacy to improve secondary enrolment in rural areas and areas with IDPs and refugee populations.
- ✓ Advocacy and integrated programme for prevention of school based GBV, combined with SRH information and services.
- ✓ Assessment of and advocacy for revising entry requirements TVET.
- ✓ Inventory and assessment of the relevance and the learning outcomes of TVET non-formal short courses.

Role: Coordination

- ✓ Coordination between government and development partners specifically on primary education strengthening for better learning outcomes, teacher training, teaching, and learning materials.
- ✓ Coordination of skill matching and curriculum review initiatives.
- ✓ Coordination between private sector and TVET institutions.
- ✓ Dialogue and coordination on university relevance of academic curricula, and the need for applied science and soft skills.
- ✓ Set up youth platforms on dialogue on strengthening secondary education and transitions.
- ✓ Include youth in regular dialogue on TVET curriculum strengthening and labour market matching.

Role: Resource mobilisation

- ✓ Resources to tackle (gender) violence against children in schools, including corporal punishment.
- ✓ Resources to improve education access for vulnerable groups (refugees setting, internal displacement, remote rural areas, pastoral communities).

Role: Programme

- ✓ Programmes that target primary completion and better learning outcomes.
- ✓ Integrated programme on promoting community and parental involvement in children's education, combined with parental literacy support.
- ✓ IT in education programme: access to internet, selection of IT-based learning materials and support IT companies, capacity building of teacher in IT use, digitisation of curricula.
- ✓ Programme with private sector in inventory and design of non-formal TVET short courses (including for out-of-school youth).
- ✓ Similar with private sector to provide more training opportunities, internships, job shadowing, apprenticeships.
- ✓ Programme to improve career guidance, employability, entrepreneurship integrated into University curricula.

- ✓ Supporting development of digital DVET learning opportunities.
- ✓ Gender & Inclusiveness lens reviews and advise in ongoing curriculum initiatives.

Employment and Entrepreneurship

Role: knowledge generation and advocacy

- ✓ Inventories and showcasing of promising areas for entrepreneurship such as technical innovation in agro-value chain, urban farming.
- ✓ SME growth barrier studies.
- ✓ Support JCC in its ongoing mandate & advocacy to improve business environment.
- ✓ Support JCC in advocacy to improve its regulatory environment strengthening efforts (e.g. tax incentives).

Role: coordination

- ✓ Support strengthening of exchanges between private sector (e.g. garment, construction) and education to address skills mismatch.

Role: resource mobilisation

- ✓ Funding for youth entrepreneurship start-up grants etc.
- ✓ Resource mobilisation to strengthen companies employing youth in vulnerable (rural) areas.

Role: programme

- ✓ Support and initiate programme in decent work promotion / labour conditions / labour productivity to attract and retain young workers in formal sector.
- ✓ Support employment services and private job matching agencies in expanding in better matching young people to jobs.
- ✓ Programme for retention of women in the labour market (e.g. childcare, safe transport, advocacy to address gender pay gap).
- ✓ Support access to ICT infrastructure and skills for aspiring entrepreneurs.
- ✓ Programme on entrepreneurship education initiatives in formal and non-formal settings.
- ✓ Youth entrepreneurship programmes in schools, youth clubs.
- ✓ Strengthening business development service providers specifically for young entrepreneurs.

Equity and engagement

Knowledge generation and advocacy

- ✓ Capacity assessments and programme on capacity building of existing youth association and networks (e.g. topics like advocacy, networking, resource mobilisation).

Coordination

- ✓ Provide channel for youth's input into policy discussions (regular dialogue, FGDs, panels and events).

- ✓ Link the interest of youth between GenU countries and between cities and rural areas Ethiopia.
- ✓ Inclusion of youth directly or indirectly (advisory board) in GenU secretariat in Ethiopia.
- ✓ Provide a seat at table in working groups, with other stakeholders and design of interventions.

Programme

- ✓ Programme and training, sensitisation on youth leadership, civil participation, democracy

Main recommendations: scalable initiatives

The country investment agenda identified six initiatives which could be scaled up with GenU support. The scalability potential is defined as: having a possible wide-scale impact on young people, having opportunities for funding and financing, alignment to the JCC vision, and demand of the market. They are:

1. **Youth Employability Services (YES)**, by ILO and Ethiopia Government – which supports young Ethiopians who migrate to different regions, enhancing their school to work transitions.
2. **GIZ's programme on training of skills in the textile industry** – which is upskilling the Ethiopian garment industries to international standards.
3. The **Ethiopians Overseas Programme** - which supports migrant labourers who seek jobs in Gulf and OECD countries.
4. **GIZ's Sustainable Training and Education Programme (STEP)** – which is strengthening employment prospects for TVET and higher education graduates and linkages to private sector.
5. **SNV's Realizing Aspirations of Youth in Ethiopia through Employment (RAYEE)** – which strengthens job creation for youth in agriculture and agri-business industry through a market development approach.
6. **Giga, the global initiative to connect schools to internet**, launched by UNICEF and International Telecommunication Union (ITU) - which advocates and support governments to improve existing or develop new financing models to finance internet connections, by bringing public and private funding programmes.

Governance and next steps

Lastly, the country investment analysis also suggests a governance structure for GenU in Ethiopia. It can be summarised as follows:

- The government of Ethiopia and UNICEF (and other development partners such as UNDP or ILO) will co-jointly lead the initiative, which will initially be hosted by JCC.
- There will be an onboarding and consultation process to establish a 'coalition of the willing', where coalition partners articulate how they can contribute to GenU (for example by budget, knowledge, secondments, implementing capacity).
- Youth organisations have a role in the Steering Committee of GenU. The chair of the youth council will co-chair GenU Ethiopia.
- The aim is to have private sector participation, after consultations to define their interest and carve out clear roles.

- GenU will start small and grow following success stories.
 - After a transition period, GenU will be established as an independent organisation, preferable an NGO.
 - The added value of GenU's role in coalition-building lies in its 'non-aligned position' in the institutional system.
- 1 The onboarding process would lead to the setup of a steering committee that includes regional representation, development partners, ministries (few), UN agencies (3 or 4), individual companies (2 or 3), youth organisations (3 or 4) and philanthropists to oversee GenU. The co-chair will be a representative of a youth organisation – the chair of the youth council.

1. Introduction

1.1 What is GenU

Generation Unlimited (GenU), established in 2018, is a global multi-partner platform that aims to meet the urgent need for expanded education, training and employment opportunities for young people, ages 10-24 on a large scale the majority residing in developing countries. This was necessitated by appreciating the global demographic structure of the world that has left us with an unprecedented 1.8 billion young people, the largest cohort ever. Transitioning these young people into the labour market will need strategic and coordinated efforts, failure to which will cause substantial challenges if not holistically addressed.

GenU leadership includes UNICEF, the World Bank, the Netherlands, Ireland, Dubai Cares, Unilever and others. GenU is developing a powerful approach to bridge education and training to employment and entrepreneurship on a massive scale. The strategic priorities for GenU are as follows:

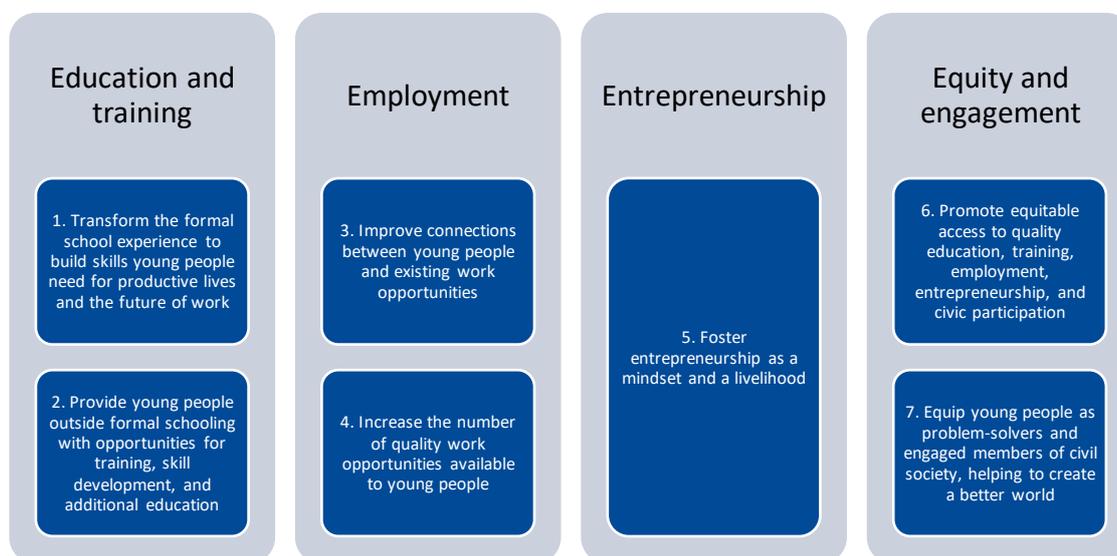


Figure 1. Strategic priorities for GenU

1.2 GenU approach

GenU’s approach is contingent on working with a global structure that includes countries at national level to develop tailored approaches around the key strategic areas outlined in the figure above. To achieve this, GenU uses the following key steps:

- a. **Country Investment Agendas:** Investment agendas include scalable initiatives, financial investments possible partnerships and other factors required to unlock millions of meaningful opportunities for young people and their communities.
- b. **Global Breakthroughs:** GenU will accelerate global breakthroughs – new products and models that tackle challenges experienced in multiple geographies. Potential innovation areas include digital connectivity, broad-based entrepreneurship programmes, remote learning, and work opportunities, among others.

- c. **Engaging young people:** Young people are at the heart of GenU, and the partnership must be steered by them. Young people viscerally understand the challenges that they face and have the ambition to come up with the most relevant solutions. GenU will meaningfully involve young people in both the co-creation of its agenda and its on-going governance and implementation, ensuring that they guide the partnership every step of the way.

1.3 GenU strategic documents

The approach described above is tailored to each country through the analysis and development of the following strategic documents per country. They are briefly described below and adapted from the GenU Global Strategy document summary, developed by UNICEF:

- a. **Landscape analysis:** This is a high-level overview of the challenges facing young people and positive efforts and gaps in support of young people at local, national, and global levels.
- b. **Overview of evidence (primary and secondary):** this has been integrated in this landscape analysis in the form of document reviews, key informant interviews with stakeholders and focus group discussions with young people, to inform strategies that can improve outcomes for young people (10–24) across secondary-age education, skills and training, employment, entrepreneurship, and civic engagement.
- c. **Theory of Change:** In response to the evidence, the Theory of Change (ToC) illustrates how the GenU problem definitions connect to the GenU vision with visuals showing the GenU business model inputs, outputs, outcomes, and impacts. This will be integrated in the country investment agenda. The ToC will form the basis for the results framework.
- d. **Operating Model:** in addition to providing recommendations and focus areas for GenU Ethiopia, we have provided an overall blueprint for operationalising GenU in Ethiopia. The operation model provides the guidelines for the governance and organisational structure for GenU at country level and how it relates to the global team as this is a multi-stakeholder engagement.
- e. **Investment Case:** This brings together the five elements detailed above into a compelling case to attract and leverage investment in young people. It is a high-level introduction to GenU, which makes the case for further investment and action, calling upon stakeholders from all sectors to support the potential of this generation. In this assignment, we have provided the investment cases via our work on the investment portfolio highlighting the most promising initiatives that can be supported in GenU Ethiopia.

1.4 GenU in Ethiopia

Ethiopia joined GenU in 2019. Like in other countries in Africa, Ethiopia has a youthful population that is expected to continue dominating the demographics for decades. The increasing youthful population provides opportunities but also challenges to Ethiopia. With an estimated two to three million young people expected to join the labour market each year (ILO, 2018), job creation, particularly for the youth, is priority.

Our inception report confirmed Ethiopia's readiness for GenU. This is thanks to the establishment of JCC, the availability of current initiatives that can be scaled up, government policies that support job creation in larger companies and in SMEs, including in start-ups. GenU provides an opportunity to promote civic engagement by giving youth and youth network a central role. The private sector might not be able to play a strong role in the beginning but could do so in a gradual growing role. Most current initiatives are development sector oriented with low direct (commercial) earning potential. This affects their return on investment and bankability. We noted the presence of coordination platforms to advance job creation, but not in education and skills. The presence of GenU can create opportunities to promote civic engagement by giving youth and youth networks a central role in the initiative.

1.5 Rationale of this study

GenU's mandate is to meet the urgent need for expanded education and training, employment or entrepreneurship opportunities for young people aged 10-24. A primary strategy for this is to bridge secondary-age education and training-to-jobs optimally. In addition to this landscape analysis, the report presents a country investment agenda that includes a Theory of Change and a portfolio of initiatives that can be further investigated by the GenU secretariat in Ethiopia.

Today's young people represent the largest cohort ever – an unprecedented 1.8 billion – who require a new inclusive approach, given the extraordinary economic, social, and cultural challenges that they face. If the world can transition this generation to work, the potential for global progress is exponential. However, without clear deliberate planning, there is the risk that they will fail to transition creating challenges for governments globally. GenU estimates that with the current trend, only 8% of young people will achieve a minimum level of secondary skills in low-income countries compared to 70% in high income countries.

In the 2019, Ethiopia signed and joined GenU as part of its commitment to deal with the youth bulge. Like in other countries in Africa, Ethiopia has youthful population that is expected to continue dominating the demographics for decades. The increasing youthful population is seen as providing vast opportunities and challenges to Ethiopia with an estimated two to three million people young people expected to join the labour market each year. Job creation particularly for the youth is therefore, a priority in Ethiopia's national blueprints. In 2018, the Jobs Creation Commission (JCC) was established under the office of the Prime Minister with mandates focusing on five key areas of the labour market, namely, policy analytics, data analytics, innovation, assuring delivery and resource mobilisation to aid job creation in the country. Since then, the JCC has been at the forefront of establishing a foundation to improve employment outcomes. The recent JCC action plan (2020-2025) highlights a six-pillar strategy:

1. Ensuring job rich macro policies.
2. Transforming the business to vibrant and growth-oriented Micro Small Medium Sized Enterprises (MSMEs).
3. Building human capital that meets the changing needs of the labour market,
4. Strengthening the labour market intermediation and linkages.
5. Improving the inclusiveness of the labour market.
6. Realising the job potential of prospective high yield sectors.

The first two pillars are critical in dealing with structural transformation of an economy, which can lag if the shift from agrarian, subsistence mode to an urbanised integrated enterprise mode is not achieved (USAID,

2016). They are critical in addressing all the other pillars as a transformed economy, building human capital, strengthening the labour market, and realising job potential can only go so far.

1.6 Scope of the assignment

Generation Unlimited Ethiopia has defined the scope of the assignment as follows:

Thematic areas: The consortium used a multi-method approach (see methodology) to undertake the landscape analysis, with a focus on understanding the context of the supply (education, training) and demand factors (employment &, entrepreneurship) as well as their transitions for young people (10-24) years in Ethiopia. In addition to the assessment of the thematic areas, an extensive analysis of relevant stakeholders and their interventions was done to identify potential gaps in the context parameters. These stakeholders included government, developing partners, private sector, youth-led organisations, and civil society organisations.

Cross-cutting issues: The landscape analysis identified cross-cutting issues that affect young people in Ethiopia, with emphasis on socio-cultural challenges that impede access to education or employment opportunities and involvement of young people.

Geographics: The analysis also sought to gain perceptions of young people, government officials and other key stakeholders from the different regions. Specifically, these include federal government offices and international organisations, Addis Ababa City administration, Oromia, SNNPR and Somali regional states. The preliminary findings of these regional states' representatives and youth views are in this report.

The regions were limited to the scope of budget available therefore, the most strategic regions in consultation with the JCC were selected. In some cases, the security context advised our decision not to engage in primary data collection. Overall, we selected a representative sample size in terms of region diversity.

1.7 Our approach

Three principles underpin the overall approach 1) participatory approaches, 2) mixed methods and 3) online consultation of key stakeholders, where possible.



Participatory



Mixed Methods



Online facilitation

Under participation, the consortium engaged actively with UNICEF and JCC throughout the assignment to ensure alignment of expectations and goals. Data from both secondary and primary sources and in the regions was collected, and we held a series of face-to-face interviews whilst observing COVID-19 regulations. Where face-to-face was not possible, online interviews and engagements were held.

1.8 Methodology

Document Review

The team undertook a document review to develop areas of inquiry for primary data collection and to build on existing literature. Secondary data was derived from the following key sources:

JCC documents: these include the JCC plan of work, the job creation agenda, as well as policies, articles, strategies, surveys and news articles and other institutional documents.

- **UNICEF/UNDP documents:** Ethiopia country programme documents, GenU's broad strategic overview, and case info and studies from other GenU chapters.
- **Research & studies:** We engaged with researchers such as WIDE/Young lives whose studies provided insightful information on critical research questions.
- **Development agency statistics:** We further depended on World Bank, UNESCO, UNICEF, and other agencies' statistics.
- **Reports and other relevant publications:** Following our engagement with different stakeholders like INGOs, bilateral and national organisations, we collected studies and reports on projects and programmes.

Primary data collection

To ensure we engaged with the right individuals, we worked closely with the Jobs Creation Commission ([JCC](#)) of Ethiopia and UNICEF to reach relevant stakeholders. Our data collection methods included online interviews (Zoom, Microsoft Teams, and Skype), face-to-face interviews, focus group discussions and stakeholder consultations through remote workshops. The table below summarises the primary data collection approaches used.

Table 1. Data collection methods

Stakeholder consultations	Several stakeholder consultations with JCC and UNICEF enhanced contextual awareness and understanding for the analysis
Online Interviews with key informants	Government stakeholders, development agencies, the private sector and other stakeholders with reliable internet connectivity formed the interview participants
Face-to-face interviews	At the regional level, the team consulted identified youth leaders and select young people.
Workshop (online)	UNICEF/UNDP and JCC participated online in the theory of change workshop. A sense-making/validation workshop with the principal stakeholders for the deliverables is scheduled at late stages of the process.
Focus group discussions	Relevant to the understanding of the points of view and opinions of young people within the regions.

1.9 Methodological limitations

As with most research assignments, there were certain methodological limitations. The COVID-19 travel restriction prevented international travel, but the team in Ethiopia was still able to interact face-to-face mainly with young respondents. However, many of the key stakeholder interviews were held online, which presented limitations, especially the depth of the questioning and the details in answering. In addition, we note the following methodological limitations:

- **Selection bias:** the team had no full control over the final selection of youth respondents, as we had to resort to a convenience sampling. It was based on references from the JCC to the youth associations. Youth associations leaders and members in Ethiopia tend to be a bit older and have relatively higher education levels. Therefore, not all age groups were properly represented, specially the 10- to 19-year-olds. Additional interviews were held specifically with this age group, both in and out of school.
- **Unavailability of respondents:** some informants from the public sector were not available during the data collection period or did not respond to invitations for an interview. In addition, connectivity challenges in Ethiopia are a major challenge in reaching some respondents.

2. Context analysis: education and training

This section features the problem analysis, derived from primary and secondary data collection sources. The analysis provides the environment that GenU interventions would take place. We analyse the barriers that hinder young people (10-24) from having the competency, the combination of skills, knowledge, aspiration and confidence, and the socio-economic opportunities to realise their full potential. In this analysis, we take a wider scope by also incorporating the full extent of primary education (children aged 7-14). We do this, because data is not always disaggregated for second cycle primary school level (age 11-14) and first primary school cycle (age 7-10). The barriers are presented according to the seven strategic priorities of GenU (see also figure 2):

- Education and training (chapter 2)
- Employment and entrepreneurship (chapter 3)
- Equity and engagement (chapter 4)

The barrier analysis informs the gap analysis, used to identify areas where GenU can add value. For each barrier, we allocated a **score** based on an assessment of:

The **extent of impact** the barrier has on the abilities and opportunities of young people to lead productive lives and shape their own future.

the **extent to which current initiatives/programmes** of government and development partners are (aiming to) tackle this barrier.

Note to the reader: the assessment and scoring are not ‘scientific’. We do not claim to have the 100% full picture of *all* current initiatives, neither a rigorous assessment of the negative impact of the barriers on young people. The scoring is indicative and meant to spark discussion. The barrier and initiatives lists are not static either, this should be recalibrated every year by GenU to validate existing and identify new priorities.

The matrix below explains in further detail how the scores have been allocated on each barrier. The full overview of all scores of all barriers is in chapter 5: Gap Analysis.

Table 2. Scoring impact versus the extent availability of initiatives.

The impact the barrier has on the abilities and opportunities young people to lead productive lives and shape their own future	The extent to which initiatives/programmes of government and development partners are currently available, to target this specific barrier.		
	Significant attention being paid, by government and development /private sector initiatives, to try to tackle this barrier. Score: 1	Some attention to this particular barrier, but there are gaps. Score: 2	Little attention and priority are being given to this particular barrier, major gaps. Score: 3

Limited impact score: 1	Total score: 1	Total score: 2	Total score: 3
Medium impact score: 2	Total score: 2	Total score: 4	Total score 6
Large impact score: 3	Total score: 3	Total score 6	Total score: 9

The ‘impact’ and ‘initiatives’ scores are multiplied to provide a total score. This total score helps identify areas where GenU could add value. The higher the score, the more we recommend that GenU prioritises this barrier. A high score (>6) means that we estimate a significant negative impact of that barrier on young people, yet there are few initiatives currently addressing that barrier.

2.1 Education and training (supply-side)

The Ethiopian government is working hard to improve access to and quality of education. By allocating over 25% of budget spending on education (JCC, 2019), more than most countries in the region (Worldbank, 2020), Ethiopia demonstrates that it prioritises education. As a result, enrolment rates, particularly in primary education, have increased. At the same time, the Ethiopian education sector still faces challenges such as a dropout, particularly among girls, and poor learning outcomes. The difficulties in accessing the education system are further amplified for children with disabilities, refugees, internally displaced persons, girls, children from low-income families and first-generation students, of which the parents have not been to school (Ministry of Education, 2020).

Table 3. Key educational indicators

Level	Grade levels	Age group (years)	Total population of students in school (2019/2020)	Number of schools (public and private) (2019/20)	Gross Enrolment rate (2019/20)	Completion rate (2019/20) *
Pre-primary	Kindergarten and 0-class	4 to 6	3,599,596	3,688	F: 44.1% M: 46.6%	
Primary¹	1 to 8	7 to 14	20,419,152	37,750	F: 99.8% M: 109.9%	F : 68% M: 73% (to Grade 8)
Secondary	9 to 12	15 to 18	Grade 9-10 2,302,446 Grade 11-12 1,164,526	3,688	F:48.6% M:53.5%	30% of enrolled pass 10th grade (lower secondary)

¹ The vast majority (95% in 2015) of children at primary schools enrolled in government-funded public schools.

						F: 29%, M: 30%
Formal TVET *	1-5	15-24	340,000 F: 50.8%	334 public, 282 private	No data	No data
Non formal TVET (short courses) *	-	Mix	1,955,826		No data	No data
Higher education undergraduate	-	15-24	593,571 F:27%)	30 public Universities	No data	No data
Higher education Master's	-	20-24	30.643	61 accredited private Higher education institutions (Trines, 2018).	No data	No data

Data extracted from the following Education statistics annual abstract 2019/20 , GPE by Portela & Gebremedhin, 2020, * Data with a * is from the Ministry of Education 2015

Table 4. Key employment indicators

Key indicators employment	Total	Male	Female
% in wage and salary employment (2016)	11.2%	16%	11%
Employment to population ratio 15-24 years (2020 – modelled ILO estimate) (proportion of a country's working-age population that is employed)	78%	84%	72%
Employment in industry Employment in services Employment in agriculture (2020 – modelled ILO estimates)	10% 24% 66%	Not available	
Vulnerable employment as % of total employment (own account workers and contributing family members) (2020 – modelled ILO estimates)	86%	83%	89%

In the following chapters, the main barriers and possible intervention areas in accessing quality education are identified. Existing interventions are then analysed against this backdrop.

2.2 Primary education barriers causing poor learning outcomes and early school dropouts

In Ethiopia, children between 7 and 12 years must be, by law, enrolled in primary education. Enrolment in primary education has increased tremendously over the past years.

Currently, the net enrolment ratio in primary education is 95%, and the gross enrolment rate (including over-aged and under-aged children that are enrolled in primary education) stands at 104.9% (see table 1).

Additionally, the Gender Parity Index that measures the girls to boys ratio has improved from 0.7 in 2000 to 0.93 in 2015 (Ministry of Education, 2018).

However, a large proportion of school-going children drop out of school and fail to graduate. Overall, 68% female and 73% male complete primary school. The overall GPI in school enrolment has dropped since 2015 to 0.91 in 2019/2020 (Ministry of Education, 2020). Currently, the gross enrolment rate is 99.8% for females in primary school and 109.9% for boys. Only 85% of children in primary school pass Grade 5 and 54% make it to Grade 8. Roughly 2.6 million primary aged children are out of school, and the majority are girls (43% boys and 57% girls). Many of the out-of-school children are from pastoralist, internally displaced, and refugee communities. These low transition and completion rates reveal the persistent challenge of reducing drop out and repetition communities (UNICEF Ethiopia, 2020) & (Ministry of Education, 2020).

The table below describes the emergent barriers gathered from literature and interviews, outlining how they affect school enrolment for girls, boys, students with disabilities in urban and regional areas.

Table 5. Emergent barriers affecting school enrolment

Barriers	Effects	Needs and interventions
Supply-side barriers primary education		
<p>Sparse distribution of primary schools/ geographical distance to school</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>A significant portion of primary school-aged children in rural areas of Ethiopia travel more than 2 km to school. In Harari and Addis Ababa, the average distance to a primary school is less than a kilometre. However, the average distance in other regions such as Oromia, Somali, Amhara, Tigray and SNNPR are much larger. (Ministry of Education and UNICEF, 2012).²</p> <p>Many parents are uncomfortable to let their young children, especially girls travel such distances due to safety concerns and cost implications. In some instances, parents opt to wait until children are old enough to travel by themselves. Research shows that over-aged children have a higher chance of dropping out of school.</p>	<p>The Education Sector Development Programme (ESDP) V by the Ethiopian government has instituted a strategy to reduce the distance between schools and pupils' homes. This action encompasses the construction of primary schools, with a focus on second cycle primary education in rural areas to increase the options for enrolment. Alternative Basic Education Centres (ABEC) are being transformed into existing schools. Additionally, extra ABEC are being built.</p> <p>Additionally, the Alternative Basic Education (ABE) programme developed by the Ministry of Education with UNICEF, records positive results in school attendance in areas where there were no schools. Furthermore, school facilities were better in UNICEF-supported schools than in regular primary schools (UNICEF Ethiopia, 2018). This initiative should be investigated further to reduce barriers for school access.</p>

² This is the most recent data source that can be found on average distance children need to travel to school. The Education Statistics Annual Abstract September 2019-March 2020 states that the average distance that children have to travel to school has decreased, it refers to the Education Sector Development Programme V (ESDP V) from 2015, however indication of distance is not mentioned in these two documents.

Barriers	Effects	Needs and interventions
<p>Insufficient primary school infrastructure and teaching and learning materials</p>  <p>Impact score: 2 Initiatives score: 2</p> <p>Total score: 4</p>	<p>Parents are reluctant to send their children to schools with under-resourced and overcrowded classrooms. Particularly in Oromia, Benishangul/ Gumuz, SNNPR and Gambella, classes are often crowded with inadequate facilities (Ministry of Education and UNICEF, 2012). In almost all regions and administrative areas, apart from Addis Ababa and Harari, most schools did not have sufficient teaching materials. (Ministry of Education and UNICEF, 2012). This has a significant impact on the learning outcomes for children because school facilities contribute significantly to students learning. Many schools also lack sufficient specific materials for 21st century skill teaching and for libraries reading (Fox, 2014) Low reading ability is related to accessibility of a language textbook or other reading material (UNESCO, 2014).</p>	<p>The GEQIP spurred massive textbook production and distribution. According to the Federal Ministry of Education, 2015, the ratio of one book per student had been achieved. However, there remains a shortage of specific educational materials for 21st century skills, library and books, and for learners with special education needs.</p>
<p>No electricity, and water, poor WASH facilities in most schools</p>  <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>Only 27% of primary schools in Ethiopia has electricity (MOE, 2020). According to the same report 78% of schools nationally have access to water, but in rural areas this can go down to 7% access. Nationally 72% have access to functional toilets mostly traditional toilets and much lower in rural areas.</p> <p>Absence of (separate) clean and safe toilets for girls especially affects adolescent girls. According to SNV (Clean and Safe Toilet programme), menstruating girls miss about 25% of their lessons.</p>	<p>A landscaping study report (Veenkant, 2018) This report covers the efforts and experiences of 17 NGOs implementing water, sanitation, and hygiene (WASH) programme in schools. It sites limited funding as one of the main barriers, together with weak sector coordination, and issues with practical design and standardisation. Key players are Addis Ababa Education Bureau (AAEB), Splash Ethiopia, IRC Ethiopia, the Wash Alliance International, World Vision and others. Additionally, the one WASH initiative by the Ethiopian government has set standards for WASH facilities in Ethiopian schools. The focus of ESDP V will be on ensuring that all schools have a supply of potable drinking water; adequate, gender-specific sanitation facilities and a basic set of accessibility facilities for children with special educational needs.</p> <p>Additionally, the Government of Ethiopia with (375 million dollar) support of the World Bank launched an electrification plan in 2018 to bring power to all citizens</p>

Barriers	Effects	Needs and interventions
		(including schools) by 2025, combining on- and off-grid electrification.
<p>Inconsistent availability of competent / trained teachers</p>  <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>Increased enrolment rates created immense pressure on the education system. In 2020, the pupil teacher ratio stood at 1:37. There is an imbalance in the competences of teachers in the regions. Urban areas in Harari and Addis Ababa have a teacher qualification rate between 82% and 91%. In Somali and Afar, these rates are 33% and 32%. Furthermore, teacher training programmes are inconsistent in addressing the content knowledge gaps of trainees and provide limited necessary pedagogical skills for learner-centred methodologies (GIZ, 2020) & (Ministry of Education, 2020).</p>	<p>The General Education Quality Improvement Programme (GEQIP) and GEQIP II, supported by a wide variety of donors such as GPE, World Bank, DFID, USAID, supports teacher training all over the country. GEQIP-E implements a school-based teacher professional development programme to provide continuous support to teachers (Ibid).</p> <p>Additionally, teacher training programmes must be strengthened to ensure pedagogy skills, positive discipline methods and establish partnerships with nearby primary and secondary schools to enhance the practical experience of teachers as suggested by the Education Development Roadmap (Ministry of Education, 2018). Enrolling/ training more female teachers, ensuring policies for rotation, better remuneration and supportive supervision.</p>
<p>Gaps in teacher training</p>  <p>Impact score: 2 Initiative score: 2</p> <p>Total score: 4</p>	<p>The appropriately qualified teachers are 88% Male 92% female is 2019/20. There are issues with the competences of teachers. Gaps are noted in the teacher training curriculum, quality control mechanisms and motivation of teachers. This is exacerbated by the weak social status of the teacher profession. (Teklu Tafesse Olkaba, 2019). A study (Mekonnen, 2018) on the Post Graduate diploma indicated that teacher training candidates mostly joined the programme because of lack of any other job opportunities, and they were not really interested in the teaching profession.</p>	<p>The USAID-funded READ programme - Reading for Ethiopia's Achievement Developed - aims to reform the primary school curriculum and teacher education to improve instructional approaches to teaching reading and writing and by providing effective early grade reading materials in seven mother-tongue languages and English.</p>
<p>Weak linkages with examination</p> 	<p>Students and teachers report weak linkages between examination and curriculum (Ministry of Education, 2015). It is unclear to what extent this affects children's ability to achieve their primary school certificate.</p>	<p>An assessment by the Ministry of Education and the National Educational Assessment and Examinations Agency (NEAEA) recommends compliance with the new curriculum content and materials. The extent of implementation is still unverified. The Ethiopian Development Education Roadmap (2018) presents a</p>

Barriers	Effects	Needs and interventions
<p>Impact score: 2 Initiative score: 2</p> <p>Total score: 4</p>		<p>competency-based curriculum, which is underway in all levels of education.</p>
Demand-side barriers		
<p>Low parental literacy levels and perceptions of values of education</p>  <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>In 2010, UNFPA found family disapproval or undervaluing of education determined school drop-out rates (37% for boys and 50% for girls). This reason was more prevalent than the family's ability to pay for school costs. This attitude is traceable to low literacy levels since parents are sceptical about the value of education. In Ethiopia, the adult literacy rate is 52%, with a gap between men (59%) and women (44%). Moreover, when mothers are illiterate, they are less likely to send their and keep children, especially girls to school (Al-Samarrai, n.d.).</p> <p>The importance of education is further diminished for girls because of the likelihood of early marriage (Ministry of Education and UNICEF, 2012). This is confirmed through a more recent study (2017 (Taddese, 2019) that found the following factors contributing to school dropout for girls are: low expectation on future success and benefits of education, migration to urban area, child trafficking and illegal migration (affecting mainly young girls) and poor school environment and parents need of their children to contribute to the household income.</p>	<p>Support in adult literacy programmes among adults, such as through the national adult education strategy implemented by ESDP V focus on Integrated Functional Adult Education (IFAE). The two-year IFAE programme for 15– 60-year-olds provides mother-tongue reading and writing, and arithmetic skills development integrated with practical knowledge and skills. In 2012/13 the ESDP IV targeted 20.4 million illiterate adults. Approximately 10.2 million adults (53%), of which 42% are female participated in year one, and 7.2 million (35% of the 20.4 million population of illiterate adults) graduated from year two of the IFAE course. (Ministry of Education and UNICEF, 2012). In 2017/18, 1.9 million completed a two-year programme but 19.8 million still need to join (MOE, 2020).</p> <p>The Education Development Roadmap suggests that more emphasis is needed on the role that parents can play at the school of their children. As a starter, schools should organise more activities that engage parents to create more ownership and responsibility over the education achievement of their children and should hire a community training that engages parents in the community to play a more active role (Ministry of Education, 2018). For overburdened schools this could be challenging, therefore support from either the ministry or development partners might be needed.</p>
<p>Low-income parents / need for children</p>	<p>Despite primary education being free, parents' inability to pay indirect costs (such as school uniform, transport, and other indirect costs) are significant contributors to</p>	<p>Free primary education resulted in a dramatic increase in enrolment in primary education. However, children are forced to drop out because they have to take</p>

Barriers	Effects	Needs and interventions
<p>to contribute to household (income)</p>  <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>school drop-out rates. Large-sized families mainly cannot afford to have all children in school. When faced with limited budgets, many families send their boys to school, while girls have to take care of the younger children and help their parents.</p> <p>On the contrary, education presents high opportunity costs for low-income families. The Ministry of Education and UNICEF (2012) calculated that of all children out of school in Ethiopia, 22% were in income-generating activities.</p> <p>Moreover, household chores or family occupations (pastoralists) as another key barrier. Approx. 49% of boys and 58% of girls aged 10-14 years in Ethiopia reported spending 21 hours or more on unpaid household services. (UNICEF, 2020).</p>	<p>care of siblings or contribute to the family income. Programmes that incentivise parents and caregivers to send their children to school, including bursary programmes, need further exploration. Similarly, special catch-up programmes for children severely affected by the COVID-19 pandemic require further exploration.</p> <p>Additional incentives that are proposed in the Education Development Road map, such as introduction of a school feeding programme could motivate parents to send their kids to school (Ministry of Education, 2018)</p>
<p>Conflict and displacement</p>  <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>Approximately 1 million children are unable to access education because of conflict, due to damage and closure of schools (Portela & Gebremedhin, 2020). Furthermore, approximately half of all refugee children are out of school (UNICEF Ethiopia, 2019). Coupled with the inadequate distribution of schools in refugee camps, extremely high extremely high teacher to student ratio is 1:80, access to education is a huge challenge. There are large gender-based differences in school enrolment of refugee children. At primary level, gross enrolment is much higher for boys at 72% than for girls at 51%. At secondary level, enrolment is 13% for boys and only 5% for girls (Joseph Wales, 2020) and UNHCR.</p>	<p>The Education Cannot Wait (ECW) initiative, supports plans to increase the number of refugee children enrolled in primary education through the construction of new schools, classrooms, and teacher training.</p> <p>In November 2017, the government launched the Comprehensive Refugee Response Framework (CRRF) to mobilise international support from bilateral donors and multilateral institutions. The 2019 refugee proclamation formalised the right of refugees to attend schools within the national education system, per GoE's pledges to support the integration of refugees (Portela & Gebremedhin, 2020).</p>
<p>Insecurity: Violence against children</p> 	<p>Violence against children, mostly physical punishment and emotional abuse – is widespread, accepted, and normalised in Ethiopia. (Ministry of Education and UNICEF, 2012). Young Lives qualitative data in Ethiopia show that 90% of children and young people interviewed (n=60, age range 7-20 years) have experienced some kind of violence, while survey data show that by</p>	<p>Organisations such as UNICEF, Save the Children and UNHCR have child protection programmes. These programmes focus on influencing protective regulations to protect children from violence, exploitation, and abuse. They also engage in community sensitisation on adapting empowering family norms and empowering girls through life skills</p>

Barriers	Effects	Needs and interventions
<p>Impact score: 3</p> <p>Initiatives score: 2</p> <p>Total score: 6</p>	<p>age 8, over one-third (38 per cent) of children have experienced corporal punishment in school, despite being illegal. Further analysis of Young Lives (Alula Pankhurst, 2016) shows boys are more likely to have experienced physical violence, particularly corporal punishment, both at school and at home.</p>	<p>training and legal literacy. UNICEF has developed methods and teacher materials for Child-friendly Schools, and Positive Discipline programmes in schools, which would need to be integrated in teacher training.</p> <p>DFID is funding the Girl Education Challenge programme implemented by FHI. It targeted an estimated 100,000 girls since its inception in 2012-2016. A new phase is underway and is working to improve transition rates from primary to secondary.</p> <p>The ESDP V mentions the importance to diminish gender-based violence and harassment in schools. However, no clear government programme to end violence against children and violence against girls in particular has been found.</p>

2.3 Learning outcomes in primary education

Despite the achievements of the Ethiopian government to increase access to primary education, the learning outcomes of children in primary school remain low. In 2010, the Early Grade Reading Assessment (EGRA) literacy test for grades 2 and 3 showed that students in primary education lacked the requisite skills for future learning. In 2014, a follow-up benchmarking study revealed that the learning outcomes had marginally improved. In grade 4, children's proficiency levels in English, Mathematics, Biology, Chemistry and Physics dropped slightly, with subtle proficiency improvements noted in grade 8. (Ministry of Education, 2015). This decline in learning outcomes was observed in low-income settings and rural areas.

This deterioration in learning outcomes is confirmed by a longitudinal study of Young Lives (2016), which analysed the difference in learning outcomes between two youth cohorts aged 12 (end of primary education). The researchers found a substantial and statistically decline in mathematics and reading scores from the older to the younger cohort (Woldehanna, et al., 2016). In the mathematics tests score, the percentage of correct scores declined from 54% in 2006 to 37% in 2013. The total level of reading had declined from 90% to 86% in 2013, with a marginal increase in vocabulary receptiveness. These outcomes are also attributable to the disproportionate increase in enrolment compared to investments in the physical infrastructure and personnel to provide quality education.

2.4 Vulnerable target groups affected by primary education barriers

Young people in refugee settings and internal displacement: With 26 refugee camps largely depending on humanitarian aid, and new displacements due to recent Ethiopia Tigray emergency, there are many vulnerable young people in camps without access to education or employment. The learning outcomes of children in refugee camps schools are perceived to be low. Their enrolment also falls short compared to nationally. At primary level, gross enrolment is much higher for boys at 72% than for girls at 51%. At secondary level, enrolment is 13% for boys and only 5% for girls. Primary schools for refugees are excluded from national school supervision systems, continuous teacher professional development and training programmes, and the systemic distribution of educational materials (UNICEF Ethiopia, 2020). Additionally, refugee learning achievements are not being assessed by the Ministry of Education. Furthermore, the teacher-pupil ratio is very high 1:80 (UNHCR, 2015). This means that it is difficult to measure the quality of education and the learning outcomes of students.

Young people in remote rural areas and pastoral communities: The Young Lives study (2016) found a considerable disparity in learning outcomes between children living in rural and urban areas with SNNPR faring the worst compared to Addis Ababa in 2013. Researchers concluded that the schools in urban areas, generally have better facilities and teachers than those in the rural regions, where most schools are located. Lower enrolment rates are found in, for example, Afar, Somali and Benishangul-Gumuz regional states.

Of specific note are young people in pastoral communities. Ethiopia is home to the largest groups of pastoralists in Africa, estimated at 10-12 million strong, comprising over 10% of Ethiopia's population. Pastoralists are among the populations with the lowest access to education in Ethiopia. In many communities there is no school available at all, and in others enrolment is only 20% or 30%. The constraints faced by pastoralists are the same faced by the rural poor, but for pastoralists the problems are exacerbated and compounded (Pact, 2008).

Young people with disabilities: Across Ethiopia, negative attitudes, bias, and stereotypes towards children with disabilities are prohibitive. Most parents and teachers do not see the value of educating children with disabilities. As a result, only 3.2% of school-aged children with disabilities have been reported to access primary education (Le Matt, 2020). This indicates a severe limit in the number of children with special needs attending school.

2.5 Funding allocation imbalances in primary education

Despite a large proportion of learners being found in primary levels, Ethiopia spends on average 50 times more on a student in higher education (university) than on a student in primary education (Portela & Gebremedhin, 2020) (UNDP, 2018). This increases the gap between children from affluent and low-income families. Prioritising proportionate budget spending per capita on primary education would translate to better learning returns and reach. In recognising the scarcity of public funding GenU can advocate 'progressive universalism' and proposes that funds be allocated to highest return activities and to those least able to pay for services³.

2.6 Conclusions and priority areas: primary education

³ Progressive universalism has enabled Korea to provide quality education for all. See more: educationcommission.org/updates/ensuring-quality-education-progressive-universalism/

The findings indicate that a prime focus for the upcoming years should be on the **quality of primary education to improve learning outcomes**. The focus should be on keeping children in school and making sure they master basic skills (numeracy, literacy, and necessary life skills). Lack of these basic skills has ramifications in learning in subsequent education levels and affect future career choices. The **distribution and the competencies of teachers** need to be continuously addressed and invested in for improved teacher-student ratios. Both learners and teachers require quality teaching and learning materials (TLM) for optimal learning experiences. Other required inputs include structural investments such as equipping **learning facilities** with proper WASH areas, toilets, libraries, and social investments such as **children protection and positive discipline** programmes to prevent violence against children and cater for all categories of learners especially girls and children with disabilities. Further emphasis and investments in **adult literacy programmes** are recommended to improve home support in education.

2.7 Types of respondents

At the national (federal) level, we interviewed 38 informants, from the public sector, development partners, researchers, consultants, incubators, accelerators, and private sector representatives.

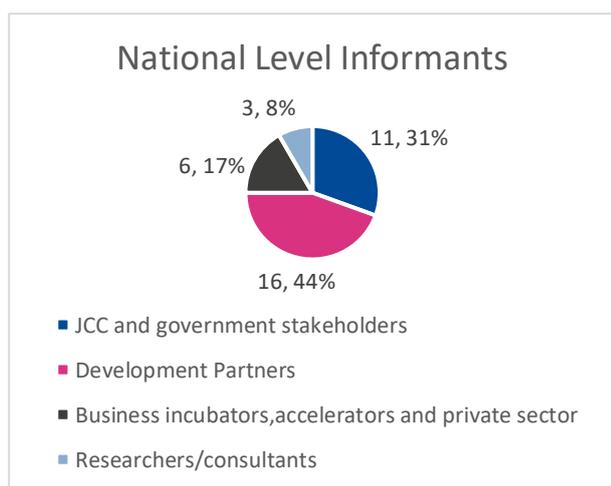


Figure 2. National Level Informants

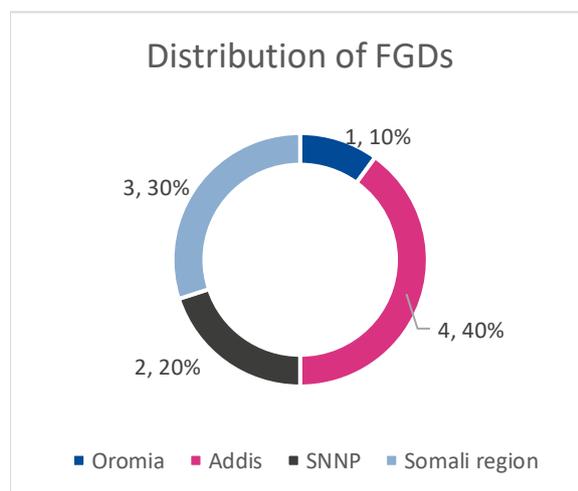


Figure 3. Distribution of focus group discussions

The distribution of these interviewees is illustrated in figure above. The detailed list of participants can be found in the annexes. We held 40 interviews with informants including youth leaders representing the regions of Addis Ababa City Administration, Oromia, SNNPR (Southern Nations, Nationalities, and Peoples' Region) and Somali. The selection was based on: consultation with the JCC on the most strategic regions, available resources for the study and safety considerations for travel. Furthermore, we organised six focus group discussions (FGDs) with 40 young people in the sample regions. The details are in the annexes.

Overall, there were more men interviewed than women as key informants, - except for the FGDs. The sampling method specifically targeted office bearers with relevant information. Therefore, the results are representative of similar respondents not interviewed. For FGDs, there was deliberate effort to ensure equal representation of male and female respondents to capture the cultural context adequately. A summary of the gender profile is represented in the table below.

Table 6. Distribution of informants

	Male	Female
National Key informants	72%	28%
Regional Key Informants:		
Oromia	67%	33%
Addis	71%	29%
SNNPR	25%	75%
Somali region	73%	27%
Youth Focus group discussion participants	37%	63%
Additional individual interviews with 14 – 19 year olds	50%	50%

There was variation by region as Addis, Oromia and SNNPR had all-women FGDs to improve the attendance and participation of women. Somali region was evenly represented.

Level of education: Overall, 35% were diploma holders, 26% undergraduates, 19% secondary school students and 17% were secondary dropouts. The breakdown in education levels does not fully match the reality with an over-representation of diploma holders. This is because most interviews with the youth were arranged through the JCC and there was no full control over their selection. However, additional individual interviews with in-school and out-of-school youth (n=10) make up for these imbalances.

Employment status: Over a quarter (26%) of respondents are employed, over half (53%) are unemployed, while 21% reported to be self-employed (self-reported) with 232% in employment (formal and informal).

Age: GenU’s global focus is on young people 10-24 years of age (UN definition). This varies from the Ethiopian definition of youth 15-29 years. The average age interviewed was 24.7 years with the minimum age 19 and maximum age 31. The young people interviewed were referred to us by JCC, mostly through existing youth networks and groups. In fact, 40% interviewed were over 24 (the GenU age bracket) but within national guidelines of youth (up to 29 years). Additional interviews targeting 10-19 years of age were undertaken to ensure the GenU target group was well represented. We conducted an additional round of 10 interviews specifically with 15- to 19-year-olds, both in school and out-of-school. We created Spotlight Profiles (see Annex) of these interviews to highlight their voices. No interviews were held with 10- to 14-year-olds, due to the complex procedures for approval following UNICEF’s Ethical Practice Guidelines on Evidence Generation Processes involving Children.

Gender: Overall, 63% of the FGD respondents were female and 37% of them male. Deliberate efforts to conduct all-female FGDs were made to ensure female participation, and as a result, in most regions, there were more women interviewed.

2.8 Barriers to transition and stay in quality secondary education

Enrolment in secondary education in a nation of 105 million people is comparatively low by international standards. Multiple studies conducted since 2018 indicate that secondary education in Ethiopia faces low transition rates that are disproportionately worse in rural areas (Trines, 2018) (FHI 360, 2018) (Sefa-Nyarko, et al., 2020). Secondly, funding for general education (primary and secondary) is disproportionately lower than for tertiary education and lower than global and regional standards.

The table below describes the secondary school barriers in greater detail as well as possible intervention areas. These barriers can be seen as additional to those identified at primary education level.

Table 7. Barrier analysis secondary education

Barriers	Effects	Needs and interventions
Supply-side barriers in primary education		
<p>Not all secondary teachers trained / high teacher attrition / low appreciation for the teaching profession</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Compared to primary school teachers, data indicate that less (only 64%) of secondary teachers (f:67% and m:63%) are trained. In addition, there is high pupil-teacher ratio 9-10 (1:48) further straining their capacity. However, the competences of teachers are affected by multiple factors. Firstly, there is low social esteem for teachers, which adversely affects uptake and retention of qualified teachers (Goshu & Woldeama, 2019). Secondly, the framework for training the teachers has been undergoing renovation with undocumented results. To also maintain relevance in the new curriculum, retraining is necessary, which puts a strain on an already constrained budget (DFID KII & Olkaba, et al., 2019). Furthermore, teacher attrition remains high affecting the quality of education. Key demotivating factors centred around low social prestige accorded to teaching by the society at large, low economic and financial benefits, among other demotivational factors (Giertz, 2016).</p>	<p>This remains primarily a government function (with development partners) investing in upgrading the teacher profession (image, salary, benefits), strengthening teacher training and better access to teacher learning materials. A notable initiative is UNICEF's Assessment-for-Learning, an initiative that gives teachers skills to assess the progress of individual students to inform their teaching.</p>
<p>Challenges in quality of curriculum and implementation of competency based education</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>The previous secondary curriculum was not designed to meet the demands of universal general secondary education. The Ethiopian government has therefore, addressed this historical challenge by adopting a new competency-based education curriculum. The design meets the demands of universal general secondary education. However, this presents implementation challenges due to high educational financing for infrastructure, teacher training, adequate learning materials required to introduce the new curriculum effectively.</p>	<p>GPE contributes to the General Education Quality Improvement Programme (GEQIP), a multi-donor fund was set up in 2008 to ensure better alignment with the country's education priorities.</p>

<p>Insufficient school counselling and career support services</p>  <p>Impact score: 2 Initiatives score: 2</p> <p>Total score: 4</p>	<p>Few examples demonstrate support school-to-work transition for tertiary level students. This results in incorrect placement in the job market and sub-optimal economic contribution by young people. Possible interventions would strengthen school councillors and social workers who would help learners navigate the transition in all aspects. This may affect girls even more as they traditionally participate less in community events, which affects their access to information, networking and confidence building. This has impact on their further study and job opportunities.</p>	<p>Education development trust (DFID Funding) programme for school leaders continuous professional development programme targeting school leaders in 9,000 schools across the region (with a pilot in the process).</p>
<p>Lack of access to ICT and digital skills / gender digital divide</p>  <p>Impact score: 3 Initiative score: 3</p> <p>Total score: 9</p>	<p>The role of ICT in schools is critical, but connectivity remains limited in Ethiopia (Bati & Workneh, 2020). Less than 20% of secondary schools have access to internet (MOE,2020) which makes it very difficult for schools and students to access and develop digital learning material and improve digital skills.</p> <p>ICT plays a significant role in learning/teaching and management of pedagogical practices. It also improves teaching, learning and research activities, particularly in higher institutions (Ergado, 2019). Significant school-level gaps are: delay in implementation of a nationwide e-cloud based ICT infrastructure, lack of coordination for the pedagogical use of ICT, and insufficient capacity building training to teachers and school leaders. This suggests the importance of a strategy that integrates inside- and outside of schools ICT resources and services for improved use of ICT in student learning (Bati & Workneh, 2020).</p> <p>There is a gender dynamic to the this as well, referred to as the gender digital divide (UNICEF: Diogo Amaro, 2020), with key findings that fewer girls than boys have ITC skills and girls benefit less than boys from having a computer at home.</p> <p>The Ethiopian government has set February 2021 as the new deadline for opening the telecom market to new telecom providers. It will allow partial privatization of the incumbent operator Ethio Telecom and award two new telecom licenses. All efforts to increase digitalisation in education have to be mindful of the gender divide and have specific strategies to make sure girls are not left behind.</p>	<p>Rural electrification and telecommunication programmes are essential to ensure that children can learn.</p> <p>There is much potential in promoting the use of ICT initiatives in schools in Ethiopia. A big limiting factor is that only 30% of the rural population (80% of total population) has access to electricity.</p> <p>The country needs significant investments in national infrastructure in electricity, ICT and broadband internet connections across all regions.</p>

	<p>UNICEF has developed the Reimagine Education effort, which aims to connect every school and every child to digital learning, including access to internet, devices and learning material.</p> <p>The Reimagine Education effort is an umbrella initiative started by Generation Unlimited and Giga (which aims to connect all schools to internet with support of local governments and private sector partners). In 2021, the reimagine education initiative will start in Ethiopia. It is then, critical, for Giga and GenU to assess the governments buy in, considering the fact that this is a large infrastructural project.</p>	
Demand-side barriers		
<p>Financial constraints (students)</p>  <p>Impact score: 3 Initiative score: 2</p> <p>Total score: 6</p>	<p>According to a longitudinal study tracing a cohort of Ethiopians, children stated work-related reasons as primary triggers for drop out: doing domestic or agricultural work for family (22%), paid work (18%), illness/injury (7%), family illness (5%), fees or cost of school materials and uniform/shoes (10 %). (Tafere, 2014)</p> <p>In a separate study, evidence showed that by the late 1990s, school fees levies harmed school participation. In the 1990s and 2000s, the government began to lift primary school fees. This, however, has not caught up to secondary school level where young people have to look at the opportunity cost of immediate income from work versus a long-term investment in education. (World Bank & UNICEF, 2009).</p>	<p>Interventions dealing with the financial side remain small in scale and targeting specific regions and target audience. Programmes promoting sponsorships, scholarships and student loans would be needed to bridge this gap.</p>
<p>High prevalence of gender-based violence and intimate partner violence</p>  <p>Impact score: 3 Initiative score: 3</p> <p>Total score: 9</p>	<p>In its 2010 study, UNFPA found that roughly 15% of girls experienced rape/ had experienced forced sex (UNFPA, 2010). Regionally, around one in five ever-partnered girls between the ages of 15 and 19 in sub-Saharan Africa experiences intimate partner violence. These data are likely underestimated and under reported due to shame and fear of retribution. A recent case study in high schools in Easter Ethiopia, found 56% prevalence of gender-based violence committed by a male in the last 12 months. Another case study (Temesgen Tantu, 2020) among female high school students concluded that GBV is high: lifetime prevalence of GBV, sexual violence, and physical violence were found to be 63%, 37% and 56% respectively. Violence in schools is a largely</p>	<p>Specific protection programmes to prevent and address GBV in schools appear to be very few. GBV is also widely spread in the Ethiopian society. There have been efforts to improve school-based responses to violence, notably with the Code of Practice on Prevention of GBV, and a violence reporting template. However, these are not yet embedded within schools across the country and have some weaknesses: it doesn't address corporal punishment, bullying or violence occurring off the school</p>

	<p>contributing but unresearched factor for female student to drop out.</p> <p>The Ministry of Education confirmed that gender-based violence, especially rape and abduction, are hindering girls from accessing education.</p>	<p>premises, and it has weak alignment with other school processes and legal provisions (Jenny Parkes, 2017). More emphasize is needed on violence prevention, by also sensitising teachers, school principals and school management, set up peer support mechanisms, and through community outreach.</p>
<p>Child-marriage</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Child marriage is a fundamental violation of human rights. In Ethiopia, it has historically been associated with low levels of schooling for girls (Population Council, 2004), (Tafere, 2014). The Amhara region records the highest rates of child marriage in Ethiopia, with approximately 45% of girls getting married before the age of 18 years. UNICEF has also identified hotspots for child marriage in the regions of Oromia, Gambella and Somali (Girls not Brides, 2020). Adolescent girls aged 10-19, are at risk of early marriage with the average age of marriage at about 16.5 years and 40% of all women in their early 20s were married before they turned 18. The least educated and most impoverished are more likely to engage in child marriage.</p>	<p>Girls not Brides is a programme led by the Ministry of Children, women and youth affairs that aims to end child marriage, considered a harmful traditional practice that affects millions of children, predominantly girls, every year.</p> <p>Other donors involved in addressing child marriage include UNICEF, UNFPA and Population council who have targeted and broad-reaching interventions to reduce child marriage.</p>

2.9 Summary of secondary education and priority areas

Low transition/enrolment rates: Low transition leads to a large population of out-of-school youth without basic literacy, numerical and soft skills / life skills. These statistics are worse for girls and young women who are more likely to get married at an average age of 16.5 despite the legal age set at 18 years in Ethiopia at Federal level however, this varies from region to region.

The **gaps in secondary learning outcomes and (soft) skills** do not provide young people with skills for employability, such as digital skills, and transferable skills. Stakeholders of education (such as employers) state that students lack the necessary competence and skills to join the world of work upon completion of grade 10 and 12' (Ministry of Education, 2018). In addition, girls participate less in community events affecting their access to information, networking and confidence building, deemed essential for secondary completion and transitioning. This coupled with low transition rates to secondary school limits the quality of education received both at primary and secondary school level and impedes prospects in the labour market. Literacy rates for 15-24 are low with 63% for boys and 47% for girls. This is much lower than comparative low-income countries that have an average literacy rate of 79% for boys and 75 % for girls. In addition, the gap between genders is disproportionately higher for girls in Ethiopia than those in other developing countries. (FHI 360, 2018)

Moreover, even in the mandatory subjects, a vast majority of secondary students was able to answer less than 50% correct of what they needed to know, according to the National Learning Assessment (NLA). Also, there should be increased investments in the expansion of **internet connectivity** to supplement learning.

According to Young Lives research, the top reasons for students over 12 years old not attending or dropping out of secondary schools are **economic activities**. The need to take paid work or help the family may be much higher than going to or staying in school. There should be an increased emphasis on **completion and transition to tertiary education**, including TVETs.

Technical training/TVET barriers to receive quality education that prepares students for the world of work. Since the implementation of the Education policy in 1994, the government of Ethiopia has put efforts to increase access to TVET. Formal TVET was set to be offered at the upper secondary level, and non-formal TVET would be accessible to unemployed people, including out-of-school young people. (Ministry of Education, 2018). Despite these efforts, a meagre percentage of the 15-24 age group enrolls and completes TVET education (GIZ, 2020). Slightly more women (51% of TVET enrolment) join TVET training than male.

TVET enrolment and completion

The enrolment rate in TVET has been declining by 5.5% annually since 2014-15 (JCC, 2019). There is not one clear explanation for this. The expectation of MoE was that more Grade 10 graduates would transition to TVET. However, more of these Grade 10 graduates chose to continue their secondary education (Grade 11) (Ministry of Education, 2015). This is in line with an ILO 2019 report on secondary school student enrolment, which reached a peak in 2010 at 21%, before falling back to 12% in 2016/17. Nevertheless, the number of non-formal enrolments in short courses had increased to almost 2 million in 2014.

Non-formal TVET

The number of women is high among non-formal TVET. The non-formal training programmes mostly recruit trainees from the ranks of unemployed youth and destitute women who have an interest in self-employment (ILO, 2019). The trainees consist of school leavers, drop-outs, people without formal education including illiterates, entrepreneurs and employees, farmers and their families, people from marginalised ethnic groups and other groups. (Edukans Foundation, 2012). However, many of the interviews with out-of-school youth indicate they would like to join short courses, but do not know where and how.

Another complicated factor is that there seems to be less control over the quality of these courses. According to JCC (JCC, 2019), *'Any TVET school can take a technical chapter from the Occupational Standard and provide a short-term training if they are convinced that there would be a demand for it'*. For both students and employers this poses a risk: who guarantees that a student has increased its skills and knowledge after such a course?

Quality of TVET education

According to a study from Baraki and VanKemenade (2013), the candidate pass rates in TVETs rose from 17% to 40% between 2009 and 2012. The TVET strategy in Ethiopia, implemented from 2008 onwards, aims to develop an outcome-based TVET that produces skills and competencies that are demanded by the labour market. The TVET sector moved towards an occupational standard-based system to replace the current curriculum centred approach. Some significant changes include:

- The Federal TVET agency is tasked with developing **national occupational standards**. The TVETs use labour market analysis carried out by the Ministry of Labour and Social Affairs, National Statistical Agency, and the Regional Medium and Small Enterprise Development Agency to manage the intake of students and job market transitions.
- TVET providers must develop their **curricula based on the occupational standards** to meet specific local labour market requirements. In addition, sector skills councils comprised of TVET institutions and public-private actor representatives and other relevant actors are expected to provide input (Le Matt, 2020).
- The strategy encourages cooperative TVET, a mode of TVET that is provided in **partnership with the private sector**. This requires an active private sector, which is not always the case in Ethiopia (Le Matt, 2020).

There were stark regional differences which implies that the regional variation in competency levels of graduates from formal TVET is considerable, with the lowest competency levels in Harari/Dire Dawa (20.17%), SNNPR (28%), and Addis Ababa (29%), and the highest in Oromia (39%), Amhara (49%), and Tigray (50%), suggesting a considerable variation in the quality of the TVET institutions (Baraki and Van Kemenade, 2013).

The table below describes the barriers in greater detail as well as possible intervention areas.

Table 8. Barrier analysis TVET

Barrier	Effects	Needs and interventions
Supply-side barriers TVET		
<p>Shortage of formal TVET colleges and access to accredited TVETs</p>  <p>Impact score: 3 Initiatives score: 1 Total score: 3</p>	<p>In 2015, there were 1348 TVET institutions of which only 334 public and 282 private institutions deliver full capacity TVET courses up to level 5. The remaining 732 (325 public and 407 private) deliver only short courses. Some students are not able to enter formal TVET because there is simply no formal TVET in their Woreda.</p> <p>Furthermore, access to accredited vocational education is particularly difficult for refugees, because there are no TVET facilities located in the camps despite the new refugee proclamation signed in 2019.</p>	<p>Accessibility to accredited TVET institutions needs to be expanded with government initiatives such as the ESPD V being supported. Additionally, the programme Qualifications and Employment Perspectives for Refugees and Host Communities implemented by GIZ has built two accredited TVET colleges in refugee camps successfully.</p> <p>Programmes like these could solve the difficulties in access to quality TVET.</p>
<p>Limited access into formal TVET due to entry-level restrictions</p>  <p>Impact score: 1 Initiatives score: 3 Total score: 3</p>	<p>In 2015, the Ministry of Education reported that attendance to formal TVET was significantly lower than predicted. This was a result of low completion rates from Grade 10 (30% of boys and 33% of girls), which is necessary to be eligible to join formal TVET. This results in drop-outs or enrolments in informal TVETs (Le Matt, 2020).</p>	
<p>Limited availability of qualified TVET teachers and instructors</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Limited technical and other capacities of teachers in soft skills such as customer handling, communication, work, and professional ethics, working with others, team leading, business know-how, and problem-solving limits the value of TVET education (Le Matt, 2020).</p>	<p>Several programmes such as the Orange Knowledge Programme (OKP – by the Dutch Government), STEP, PROSEAD, MOPEDE and AICS have components to improve teacher training. Some have developed e-learning modules to expand learning for teachers. Additionally, Ministry of Science and Higher education also prioritises teacher training programmes (Ministry of Education, 2015).</p>

Barrier	Effects	Needs and interventions
<p>Difference in quality curriculum and assessment</p>  <p>Impact score: 2 Initiatives score: 2</p> <p>Total score: 4</p>	<p>The quality of curricula between TVETs differs because there are varying competence levels of trainers. Individual TVETS and trainers are mandated to develop their curricula and learning materials for occupation skills. In the absence of standardised curriculum and learning materials, it is not possible to deliver comparable TVET programmes across the country.</p> <p>Just like the quality of the curriculum, the quality of assessment also differs per region. Each office uses different tools to measure quality (Ministry of Education, 2018).</p> <p>The quality difference is even higher in non-formal TVET. Any TVET school can take a technical chapter from the Occupational Standard and provide short-term training if there is a demand for it (JCC, 2019). Since there is little control over this, it is evident that learning outcomes from these courses vary tremendously.</p>	<p>Efforts to strengthen TVETs in the development of their curricula are needed. It is also questionable to what extent the government can expect each TVET to develop their curricula. This might be more for a regional TVET authority who can do this.</p> <p>The implementation of internal and external assessment of TVET quality has had some positive effect on the quality of learning. Nevertheless, continued focus and coordination is needed to improve assessment in TVET to ensure that that expected technical and non-technical competencies are met.</p>
<p>Lack of coordination structure and insufficient linkages with the private sector which leads to a lack of work-based learning places</p>  <p>Impact score: 3 Initiative scores: 2</p> <p>Total score: 6</p>	<p>Connections between the private sector and TVETs are still weak. Relationships between the private sector and TVET must be built continuously. However, there is a general distrust between the two as both have been operating in silos.</p> <p>Additionally, there is little attention to coordinating structures (Portela & Gebremedhin, 2020). Structures such as TVET working groups were developed but not utilised because of a lack of ownership. Accordingly, the German Embassy is now trying to revitalise this working group (interview GIZ).</p> <p>According to the national TVET strategy, the Ethiopian TVET system focuses on delivering training through work-based learning. This means that 70% should be dedicated to apprenticeships and 30% to centre-based training. According to JCC (2019), low-quality perception of TVET institutions led to reluctance among industries to provide</p>	<p>Programmes such as those by Korea, and STEP financed by GIZ focus on coordination structures between the private sector and TVET. This is key to improve the relevance of TVET education. Thus far, GIZ, together with JCC, has conducted a labour market study and analysed the skills gap in 11 priority sectors to inform TVET education.</p> <p>Additionally, they work with frontrunner companies to help develop the demand-driven curricula of TVET institutes.</p> <p>In more remote areas, GIZ works with SMEs because of the lack of big companies. The project in progress, assessment is needed to understand the effectiveness.</p> <p>In general, TVET should be more informed and led by the requirements of local skills to make it more demand led.</p>

Barrier	Effects	Needs and interventions
	internships and apprenticeship opportunities to TVET candidates. The weak linkage between the private sector and TVET results in a skills mismatch through which it is not easy for TVET graduates to find a job. Quite a few end up in jobs not matching their skill level, or in low-level self-employment.	This should have a high priority at the level of TVETS but also local industry have a key responsibility to inform and influence TVET curricula.
<p>Lack of entrepreneurship training</p>  <p>Impact score: 2 Initiative score: 2 Total score: 4</p>	<p>According to a study by Le Matt (2020), youth aspire to start their own businesses. However, most of them do not feel their education prepared them. All youth interviewed believed they need several years of experience working for a company before they can start their own business. Female TVET students generally have less opportunities to build connections and social capital than their male counterparts. Female youth also believe there are less job practice opportunities for women than for men.</p>	<p>Interventions that focus on entrepreneurship in TVET alone are not enough. Connections with the private sector to create more internships and apprenticeship are critical for youth to increase their knowledge about the sector.</p> <p>Specific guidance and counselling services at TVET level are needed, focusing on assisting students to connect to employers, taking into account gender-specific needs.</p>
Demand-side barriers TVET		
<p>Low perceptions on the value of TVETS</p>  <p>Impact score: 3 Initiative score: 2 Total score: 6</p>	<p>Studies on youth aspirations have pointed out that most aspire to join university (70%) with only a small percentage aspiring to TVET education (3.8%) (Le Matt, 2020). TVETs are considered as a destination for the 'losers' or academically challenged students. This is because the general school system and society promote academic achievement over craftsmanship (Ministry of Education, 2018). In addition, there is little evidence on the effect of TVET education on job access or substantial income increment.</p>	<p>The value proposition for TVET education needs to be better marketed to young people as well as the general public. This will only work if a case can be made to show that TVET graduates are indeed finding a good job or are able to use their technical skills in decent self-employment. Another way would be to use guidance and counselling services to address this perception and improve learning outcomes and interest in TVET.</p>
<p>Little known about the availability quality of non-formal TVET</p> <p>Impact score: 3 Initiative score: 3 Total score: 9</p>	<p>Students who drop out from formal education at any level are eligible for non-formal TVET (short term training). However, non-formal training, as well as the value it offers in the job market, has not been well publicised (JCC, 2019).</p>	<p>Shorter, non-formal technical training could be a potential solution for the many out-of-school youths in Ethiopia, but more evidence / impact knowledge is needed to convincingly support this approach.</p> <p>There are some initiatives, such as The East Africa Skills for Transformation and Regional Integration Project (EASTRIP),</p>

Barrier	Effects	Needs and interventions
		that aim to improve the quality of industry recognised short term courses.
<p>Economic & financial constraints (students)</p>  <p>Impact score: 2 Initiative score: 2</p> <p>Total score: 4</p>	<p>Even though public TVET is free of charge, many cannot afford to enrol in a long-term TVET programme. They must continue to carry out casual labour to maintain their livelihood.</p>	<p>Programmes have tried supporting students financially. However, this seemed not a sustainable solution. Efforts should focus on improving quality, matching and relevance so that graduates can find a job or have the skills to start a business activity.</p>

2.10 Funding issues TVET

There are not enough resources to fund quality education in the TVET sector (GIZ, 2020). The TVET system is mainly financed by the federal government (Ministry of Science and Higher Education) and the regional government education bureau. Accordingly, the percentage of budget spending on TVET education by the federal government has declined over time. In contrast, the amount of spending on construction of new TVETs has increased, leading to a decrease in quality.

2.11 Conclusions TVETs and priority areas

Despite the increase in the number and improvement in outcome-based learning of TVETs institutions, the numbers of students enrolled in TVET are declining. TVET is suffering from a **poor image** among young people. Many young people do not see the added value of TVET. This is aggravated by **lack of technical teaching facilities**; in many schools, students cannot practice their skills. Lack of equipment also causes challenges to adhere to the 30% theory and 70% practical lessons rule.

Often, there are not enough willing private sector companies to host students for **apprenticeships or internship** programmes. The government, together with development partners such as GIZ and KOIKA, made significant steps to improve the relevance and quality of TVET, by changing the TVET structure to make it more outcome-based. Nevertheless, young people are still hesitant to enrol into TVET because they perceive it as 'low value'. More financing and coordination efforts are needed to make additional quality improvements. The non-formal, short TVET courses have the potential to skill up the numerous young people that dropped out-of-school but their existence, how to access them and their effectiveness is not widely known.

2.12 University education barriers to receive quality education that prepares students for work

There have been rapid changes in the social environment of the Ethiopian higher education over the past two decades linked to economic and demographic changes of high population growth. The Ethiopian government spends more than 1.5% (4.5% in 2015) of the national gross domestic product on higher education which is one of the highest in Sub-Saharan Africa providing an opportunity for growth and addressing the historical barriers (UNESCO, 2020). Historically, the tertiary sector, educational quality is strained by scarce funding.

This has led to inadequate facilities and infrastructure, overcrowded classrooms, insufficient levels of academic preparedness among students, and a shortage of qualified teaching staff. It is estimated that only 15% of university instructors had doctoral degrees in 2015. The teaching staff is also young, and quite some inexperienced instructors are holding just a bachelor's degree. (Trines, 2018). Consequently, research funding and outputs are considerably low compared to Rwanda, Senegal, Tanzania, or Uganda. However, the focus on education has increased with the Ethiopian government allocating financing to the sector.

Table 9 below describes the barriers in greater detail as well as possible intervention areas.

Table 9. Barrier analysis University

Barrier	Effects	Needs and interventions
Supply-side barriers University		
<p>Quality and relevance of academic curricula.</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Unemployment rates among Ethiopian university graduates raises concerns about the quality and relevance of academic curricula. The curriculum is largely academic, theory-based with very little space for applied science. There are also significant disparities in quality between public universities and a growing number of smaller private for-profit providers, many of them said to be of dubious quality. (Trines, 2018)</p>	<p>Ethiopian government created an accreditation body in 2003—the Higher Education Relevance and Quality Agency (HERQA)—and made it mandatory for private institutions to obtain accreditation. This has made some progress in improving quality, particularly in higher education.</p>
<p>Gaps in teaching staff's competencies</p>  <p>Impact score: 3 Initiative score: 2</p>	<p>Similar to education at the lower levels, there are concerns about the quality and the qualification of faculty. Historically, quality has been considerably low with young lecturers forming most faculties in undergraduate courses (Trines, 2018). In 2016, the percentage of higher education staff with PhD qualification was 8% whereas expatriate higher education staff in the country stood at 26%. Furthermore, there are equity concerns within Ethiopia as data available on the gender distribution</p>	<p>There are different donors providing programmes to support individual lecturers and institutions increase the capacity of lectures and students (future lecturers) including DAAD, British Council (with a focus on social entrepreneurship), NUFFIC among other key donors. There are gaps in terms of increasing proportion of women in higher education stemming from low participation in</p>

Barrier	Effects	Needs and interventions
<p>Total score: 6</p>	<p>of PhD students revealed that female enrolments have been rising in line with overall enrolments over the period 2000–15, but by 2015 females still only represented 12.1 per cent of enrolments and 6.3 per cent of graduates (British Council & DAAD, 2018).</p> <p>This challenge is not unique to Ethiopia with studies calling on Sub-Saharan African countries to increase PhD graduates teaching and contributing to research at University level. In a report on building PhD capacity in sub Saharan Africa by the British council and the German Academic Exchange Service (DAAD) targeting Ethiopia, Ghana, Kenya, Nigeria, Senegal and South Africa, it was found that in addition to increasing PhD participation it is imperative to address gaps in areas such as format and conditions of provision, patterns of engagement between PhD programmes and industry, the private sector, the community and policy-makers (British Council & DAAD, 2018).</p>	<p>these programmes and therefore lower representation.</p>
<p>Difficult transition from university to work due to lack of job support services and entrepreneurship coaching</p>  <p>Impact score: 3 Initiative score: 1</p> <p>Total score: 3</p>	<p>The transitions to work or entrepreneurship remains a significant challenge for university graduates in Ethiopia. Whereas there are initiatives during the final years in Universities to link students to the job market, most of these happen towards the end of their studies in the universities and are more reactive than proactive.</p> <p>The informant interviews held illustrated that there are interventions in the country trying to address this, including the ILO funded programme on school-to-work transition. Public employment services that have recorded success in Ethiopia include transport subsidies and job application workshops. Incubators have also come in to provide a platform for entrepreneurship knowledge and skill enhancement. The numbers that these programmes collectively address is small considering the</p>	<p>One of the critical interventions under this category is the youth employability services (YES) centre. YES addresses young Ethiopians who migrate to different regions of the country and other countries in search of employment and livelihood. Other interventions targeting young people in entrepreneurship and market linkages include SNV’s programme Flagship youth and women (LIWE), Mastercard Funded RAI and DEREJA and ETHIO-JOBS that specifically target University students.</p>

Barrier	Effects	Needs and interventions
	<p>large numbers of University students graduating each year.</p> <p>On the initiatives linking students to entrepreneurship, there are incubators in Universities such as Hawassa where ideas can be nurtured and supported over a longer period. However, further integration of entrepreneurial skills and support to develop enterprises is critical is ensuring young people can contribute to sustainable job creation through entrepreneurship.</p>	
<p>Financing of higher education</p>  <p>Impact score: 2 Initiative score: 1 Total score: 2</p>	<p>The Ethiopian government spent 24.2 % of its overall expenditures on education in 2015/16, making education the largest item in the federal budget. (Trines, 2018). This has influenced the ability to pay teachers higher compared to its GDP. However, there is a need to also invest substantially in infrastructure, quality of teaching staff, curriculum, and industrial attachments to ensure that the financing translates to the quality of graduates.</p>	<p>The government of Ethiopia has taken fundamental strides in ensuring financing for higher education and ranks higher than most countries in the region. The focus should move to quality improvement initiatives.</p>
Supply-side barriers University		
<p>Drop out as a result of harassment and gender insensitivity and access to finance (students)</p> <p>Impact score: 2 Initiative score: 2 Total score: 4</p>	<p>Overall, the transition rate to higher education remains low. Dropout (or dismissal) from University appears significant from anecdotal evidence, though no systematic data are available. One study found that relatively more women than men drop out of university due to harassment, homesickness, lack of assertiveness, teachers gender insensitivity & financial problems.</p> <p>Access to finance is still a challenge for students accessing tertiary education. Private higher education institutions require higher fees, which limits access by young people from vulnerable backgrounds.</p>	<p>There are initiatives from the Ethiopian government and institutions like the World Bank to incentivise students from sub-Saharan countries to study at institutions like Addis Ababa University with limited scholarship programmes (Trines, 2018).</p>

Barrier	Effects	Needs and interventions
<p>Female participation</p>  <p>Impact score: 2 Initiative score: 2</p> <p>Total score: 4</p>	<p>Not only is female participation as students low at higher education (27%), but is also much lower in leading positions, including Ethiopia. The involvement of women in management is critical in promoting educations in girls and women by ensuring their voices and decision making is incorporated in education. In addition to low female representation at University, women are underrepresented in STEM courses due to inadequate preparation at lower levels and lack of awareness of STEM opportunities.</p>	<p>The Educational Sector Development Programme (ESDP) IV had set objectives to strengthen the representation and leadership of women academics in universities. It aims to have by 2015 20% of academic staff to be women and 16 females in top academic positions like (vice) president. There are quite many efforts for example by NUFFIC Netherlands Government (Anouka van Eerdewijk, 2015) to increase female participation in education broadly. However, more initiatives need to improve the perception of education among women, long before they get to University to increase the interest in pursuing education, mainly STEM.</p>

2.13 Conclusions and priority areas in University education

With the government of Ethiopia increasing allocation for higher education, there have been improvements, including better-trained lecturers, curricula adaptations, and focus on holistic development of students

It should be noted that most university graduates (60%) are **employed in the public sector** (ILO, 2019). Opportunities to create linkages for **jobs in the private sector** are few within the university level. Feedback from informant interviews indicated that entrepreneurship and employability skills were lacking in the curricula, which created a disadvantage when applying for incubators and employment. This is exacerbated by the findings that young people tend to have weak networking skills limiting their knowledge and participation in opportunities. Proactive programmes that enhance interaction between students and the labour market from enrolment as well as stronger **career guidance and entrepreneurship** support systems within the University settings is important.

There is also untapped potential to **support students from low-income** families access financial aid for university. GenU can have a considerable impact by targeting rural secondary students together with the government and key partners such as UNICEF, DFID in reducing that gap between urban and rural young people. This can specifically target women who are also underrepresented in the labour market.

Female participation at higher education level remains low and a key priority. **Gender-insensitive practices** and (gender-based) harassment are a critical area of concern, leading to higher drop-out rates of female university students. Initiatives to promote this gap remains critical for GenU from a gender lens perspective.

3. Context analysis: employment and entrepreneurship

This chapter explores the supply and demand side opportunities and barriers in terms of job opportunities, job availability and quality, entrepreneurship, and the transitions between education and employment.

Table 10. Barrier analysis access to employment and self-employment

Barrier	Effects	Needs and interventions
<p>Limited wage and salaried employment opportunities available and high job turnover</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Impact score: 3 Initiatives score: 2 Total score: 3</p>	<p>Overall, only 11.2% of the working population is in waged or salaried employment (male 16% and female 11%) as modelled ILO estimate in 2016. In urban areas, 52% of employment is waged employment. In rural areas, this percentage is much lower. Women have fewer job opportunities mostly because cultural / gender norms regarding marriage and household duties.</p> <p>The likelihood of being in waged employment drops with the level of education. Urban university graduates (84%) are the most likely to be in waged employment. For rural youth with a lower or no degree, the probability is much lower (JCC, 2019b). For women, additional hurdles in finding waged employment are transportation costs (for job search and job access), long working hours and limited affordable childcare options (Mercicorps, 2018).</p> <p>In rural areas, most people working in rural areas enter the workforce directly within their farms or their family farmers. (JCC, 2019b). Farming employment accounts for 66% of employment.</p> <p>In addition, worker turnover in the formal private sector is high, 41% on average (Shiferaw, 2020), fuelled by minimum job security, low fringe benefits and low wages, Low working conditions result in low productivity, high turnover and absentee as well as weak regulatory</p>	<p>The development of industrial parks supported by the Growth and Transformation Plans (GTP) and the agro-processing parks under projects such as PROSEAD create waged jobs. These jobs offer a solution for low-skilled youth (school dropouts, or youth with a primary education degree). TVET and university degree students are not qualified enough for the mid-management positions.</p> <p>Similarly, many universities and TVET graduates are not interested in factory jobs. This sentiment could be due to low career growth prospects, low wages. As a result, these factories experience a high turnover of labour, according to JCC.</p> <p>ILO has launched a tri-partite programme on advancing decent work in inclusive industrialisation (Siraye), initially targeting the garment sector.</p> <p>For job retention of women, companies themselves need to support females creating safe spaces, family friendly policies, etc. supportive supervision, opportunities for training and advancement, mentorship, violence and harassment free spaces of work, etc.</p>

Barrier	Effects	Needs and interventions
	institutions, coupled with the limited capacity of the workers (ILO).	
<p>Low job quality: highly vulnerable</p>  <p>employment (own account, contributing family workers, informal sector, low pay, insecurity)</p> <p>Impact score: 3 Initiative score: 2</p> <p>Total score: 6</p>	<p>Most of the jobs in Ethiopia are low waged. 80% of young people in waged jobs earn on average less than 2000 birrs per month (\$50). Just 4% of women earn more than 50 dollars per day. Vulnerable employment is high, own account workers and contributing family workers make up 86% of the total employment figures, with women being more often than men in vulnerable employment (f: 89%, m: 86%). These occupations are vulnerable and offer a limited possibility for saving or investing in productive means to increase income.</p> <p>Additionally, 25% of all Ethiopians work in the informal sector, which records low wages. Although informal employment has shrunk, still many people (25% in 2016) are employed in informal jobs, with women being more often employed in the informal sector than men. As a result, there is a disproportional pay gap with women earning approximately 36.7% less, due to this concentration of women in low-paying, informal sector jobs and segregated jobs.</p> <p>Workers who migrate and leave Ethiopia to work in other countries run the risk of being exploited. Inadequate legal frameworks and limited enforcement of penalties have sustained exploitive private employment agencies to traffic Ethiopian workers overseas.</p>	<p>Some initiatives are attempting to improve the quality of available jobs. For example, the Improving Industrial Relations for Decent Work and Sustainable Development initiative that aims to increase productivity improves wages and working conditions at a national and regional level. Additionally, ILO is developing a pathway to minimum wage development (JCC, 2019).</p> <p>Other projects such as the Gender and Youth Empowerment programme (GYEM) in horticulture, focuses on women’s and youth’s social economic empowerment. The programme supports farmers in attaining higher income and control over income from their horticulture activities with a focus on women. These programmes might give people more skills, but it does not solve their vulnerable position.</p> <p>Other projects, such as the MOYESH project aim to create jobs for unemployed youth (specifically focusing on women) in beekeeping, silkworm farming and associated businesses. Question is to what extent they succeed in creating their targeted 100,000 jobs.</p>
<p>Ineffective job matching and placement</p> 	<p>Access to information about jobs is fragmented, often ineffective and costly. Most people in rural areas search for work via personal connections. This situation limits the scale of job search and inhibits the degree of social mobility (JCC,2019). In urban areas, physical job boards are the most common ways for job seekers to find jobs. For most job seekers, the cost of transportation to these job boards is high. Online job searching is hindered due to poor internet connection and telecom</p>	<p>Private sector employment initiatives such as Ethio-jobs are more effective in connecting job seekers to jobs than the public employment service centers (ILO, 2018). However, they mostly target the more motivated and higher educated workforce. However, some initiatives also target blue-collar labourers such as Hahujobs. which is a referral mechanism with academic institution and other actors. Youth employability services (YES) centre could also support youth out of school to</p>

Barrier	Effects	Needs and interventions
<p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>services. Job seeking and vacancy registration is mostly manual and works poorly (GIZ interview, 2020).</p> <p>The government of Ethiopia does prioritise employment services. The Public Employment Service (PES) is a core process at regional and local government level. PES centres operate at city/woreda administration levels as branches of the Bureaus of Labour and Social Affairs and provide services such as registration of job seekers and vacancies, direct referral of job seekers, counselling self-service access to job offers and preselection of suitable candidates.</p> <p>The public employment service centres have the potential to create access to employment services across the country for everyone. Available data suggest that there was an overall increase in registered jobseekers via these PES centres. However, the support is not always effective due to a mandate overlap, poor cooperation and collaboration among different public employment service providing agencies. Moreover, the PES centres do not provide important services such as organisation of job fairs, applicant training, computerised job matching services, Internet-based services (vacancies and registered user bank, job search information, and self-service facilities) PES services use little information technology, which makes them cost ineffective. Services specific to employers are even much more limited and less institutionalised. Furthermore, the existing system of data collection does not allow for proper measurement and determination of their effectiveness and efficiency. This needs to be improved in order for the PES centres to actually support job seekers and companies effectively (ILO, 2018).</p> <p>In general, different state agencies carry out government support in gathering of</p>	<p>find a job. YES facilitates the placement of youth in decent jobs, trainings, and apprenticeships.</p> <p>According to our discussion with the KII from ILO and a review of their support to YES centres, school dropout youth are supported by the employment centres that provides employability services and job matching for different age group and education level. Whereas the coverage is not extensive, there are plans by JCC to open 15 more (based on their plan of action) to extend these services to more young people.</p> <p>To enhance the function of YES and the Public employment centres, ILO established a digital labour exchange and Mobile application (for job seekers), and web portal is for everyone www.ethiopianemploymentexchange.com.et which is operational recently as illustrated. However, given the limitations on ICT infrastructure, this approach works well in areas like Bahar but cannot be replicated in rural less connected regions. The most strategic approach is to expand the YES centres that allow young people to access services regardless of availability of ICT infrastructure. As mentioned earlier, the JCC is also opening 15 new centres as part of their plan of action to expand these centres at national level. This initiative could be critical in scaling up school to work transition across and worth for consideration in GenU initiatives.</p> <p>Another promising initiative is the BRIDGES initiatives funded by Mastercard Foundation. This intervention is a digital labour market database that aims to match 100,000 vacancies to the same number of job seekers.</p>

Barrier	Effects	Needs and interventions
	<p>labour market information and job connection services. Most of the work is carried out manually. As a result, the labour market information and connection services are fragmented, lack standardisation and are therefore incomplete and not useful (JCC, 2019).</p>	
<p>Lack of career guidance and employability skills</p>  <p>Impact score: 2 Initiatives score: 2 Total score: 4</p>	<p>Feedback from informant interviews indicated little career guidance at TVET and Universities. There are some universities with career guide centres; however, these are relatively new and have not reported any precise results yet (GIZ, 2019). Furthermore, for out-of-school youth or dropouts, there are limited opportunities or sources for career or job information. According to the JCC (2019), the public career guidance services that are in place have a narrow scope and are implemented in an unsystematic way.</p>	<p>Dereja.com focuses on graduates by increasing their employability skills and support them in career guidance. It has strong existing relationships with universities and companies and is quite useful in placing job seekers. However, their service is mainly focused on University graduates.</p> <p>The already established youth centres and the ILO supported YES centres could play a significant role in providing out-of-school career counselling information on jobs and basic skills training. A manual on career counselling already exists and has been translated to Amharic based on information provided by ILO.</p>
<p>Skills mismatch (technical, soft)</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Findings indicate that employers prefer to train workers on the job than to employ TVET or University graduates. There is a general dissatisfaction with productivity levels, motivation, and the quality of TVET graduates and higher education (JCC,2019). Employers express concern about the lack of basic technical understanding as well as an industrious mindset. GIZ described this as a set of skills and attitudes that allow for swift integration into industrial production, such as work ethics and commitment, interpersonal and communication skills (GIZ, 2019).</p> <p>Sectors that suffer the most from sector-specific skill gaps are the manufacturing, construction, finance, and tourism sector (hotels and restaurants) and agricultural jobs. Employers cannot find proper workers for more technical jobs in these sectors despite the large numbers of labourers entering the market every year. Hence, the lowly educated enter agriculture and manufacturing and</p>	<p>JCC plans to refurbish the youth centres to make them a place for skills training and connection to the labour market.</p> <p>Other programmes such as POTENTIAL could close the skill gap, particularly for women and girls. This programme assists unemployed youth in attaining skills, knowledge, and social capital to increase their income and self-sufficiency.</p> <p>Looking at soft skill development through a gender-lens, studies found Invalid source specified. four skills categories most needed by girls are: communication, positive self-concept, higher-order thinking (critical thinking skills) and self-regulation. These should be addressed when designing interventions that promote soft skills.</p>

Barrier	Effects	Needs and interventions
	<p>construction because they have no choice, those with higher education do not want to enter those sectors, and they cannot enter certain medium- higher-skill level jobs because their skills don't match.</p>	<p>.</p>
<p>A mismatch between aspiration and availability of jobs</p>  <p>Impact score: 2 Initiatives score: 2 Total score: 4</p>	<p>Generally, many graduates from TVET and University expect white-collar jobs and higher salaries. These aspirations are often not met, which leads to disappointment. Furthermore, TVET graduates prefer public sector jobs and perceive private sector jobs as temporary until a public position is opened (JCC, 2019). GIZ (2019) adds that the representation of graduates from TVET and University in the agricultural sector is low. Despite agricultural being a vast sector, its reputation is not attractive and youth attaining more than Grade 8 are often not keen to work in agriculture.</p>	<p>To tackle this issue, career guidance and dissemination of labour market demand to young people and their parents are critical. Knowing what jobs available and what skills are needed is critical to make the right decision on what to study when in school. This also sets expectations correctly for the labour market and skills acquired in school.</p> <p>For the longer term, improvements in working conditions, job security, health & safety and benefits in agriculture and industrial sector are also needed.</p>
<p>Early-stage entrepreneurs lack structured support systems</p>  <p>Impact score: 2 Initiative score: 2 Total score: 4</p>	<p>Many early-stage entrepreneurs do not have the structured support systems to mature their ideas, both in terms of skills training as well as coaching and access to loans to start up a business.</p> <p>From our KII we found that universities and TVET colleges are not preparing students with the right set of support. Le Matt (2020) confirms this by stating that giving this support is limited due to limited capacity of the instructors and limited resources and facilities to practice these skills.</p> <p>Most youth that were interviewed for the study of Le Matt, aspired to start their own business within ten years. However, they did not feel their education prepared them to do so. <i>'All youth were of the opinion that they will need several years of practical experience in companies before they can start their own business, because they do not expect their skills to be sufficient upon graduation.</i> This again emphasises the</p>	<p>According to our KII and desk review, the climate for entrepreneurs should be improved in order for entrepreneurship to become a viable option for youth to pursue. Strategies include the safety net creation for self-employment, and the setting up of micro-finance services (le Matt, 2020), seed investors but also organisations that mentor these entrepreneurs. Currently, there are few accelerators and incubators such as Bluemoon, ICE Addis and Jumpstart. They support start-up in accessing financing. However, most of these services are costly and mostly limited to university graduates and focused on urban areas.</p> <p>The government of Ethiopia has shown more priority to improve the business environment and support services for SMEs and start-ups. In 2010/2011 the government developed the MSME Development Policy & Strategy to provide support in six areas: 1. skill training; 2.</p>

Barrier	Effects	Needs and interventions
	<p>importance of good connection between private sector and education institutes.</p> <p>Entrepreneurship/self-employment is not considered a viable option for many young people because it poses risks and does not always provide for enough income, especially in the start-up years.</p> <p>Then there are also specific requirements that hinder young people to start a business, such as obligatory competency requirements, which prevents youth who did not finish education from starting their businesses. Other hindrances are lack of access to affordable land to start and develop businesses.</p>	<p>marketing support; 3. access to finance; 4. production support; 5 single centre support supply and 6 access to work premises support.</p> <p>Furthermore, the JCC with the Ministry of Innovation and Technology drafted a Start-up Business proclamation, with the formation of a start-up council that will supervise the National Innovation Fund and support the ecosystem for the development of innovation and the creation of jobs by taking away barriers that now exist to start, run and close a business. This might provide the solution for the current gaps in financing and the challenging business environment.</p>
<p>Business environment not conducive for SMEs</p>  <p>Impact score: 3 Initiative score: 2 Total score: 6</p>	<p>Research shows that starting and growing an SME business in Ethiopia is challenging. Ethiopia ranked 159th among 190 countries in the World Bank’s Doing Business Index. Ethiopia ranks particularly low in protecting minority investors, getting credit and access to electricity. According to the Global Competitiveness Report, the five most problematic factors for doing business in the country, include access to finance, government bureaucracy (red tape), foreign currency regulations, corruption, and tax policies⁴. These factors are confirmed by key informants (SNV, JCC), who added more contextual barriers such as lack of e-commerce law, shortage of foreign currency, heavy audit requirements, high tax rates on unrealised gains, and lack of transparency in customs which harm import and export.</p> <p>SMEs also face intense competition, limited reach to domestic markets, high-interest rates on loans, low debt payment rates by customers, unavailability of an appropriate</p>	

⁴ Deloitte (2016) Developing Ethiopia: First-mover Investment Opportunities

Barrier	Effects	Needs and interventions
	<p>property, and unavailability of raw materials⁵.</p> <p>Interviews with JCC and ICE reveal additional barrier: low access to capital and electricity, poor telecom services (no online banking), slow or non-existing internet. There is general distrust by individual ministries and authorities towards the private sector.</p> <p>Moreover, Ethiopian investors lack the know-how to provide financing to start-ups. Foreign direct investors must invest a minimum amount of 200k, much higher than other countries (50-100k, ICE, 2020). Revenue authority appears to ignore new legislation to accommodate start-ups. For example, new policies allowed entrepreneurs to start a business without a physical address, yet revenue authority still demands this.</p>	
<p>Female entrepreneurship barriers</p>  <p>Impact score: 3 Initiatives score: 2 Total score: 6</p>	<p>Several studies suggest that in Ethiopia, like in many other countries, there are gender-specific barriers in MSME start up and survival. The randomised control study showed businesses operated by women were 2.5 times more likely to fail in comparison with businesses operated by men. Businesses that failed were characterised by inability in obtaining loans from formal money lending institutions such as commercial banks (61%), inability to convert part of profit back into investment (46%), poor managerial skills (54%), shortage of technical skills (49%), and low level of education (55%).</p>	<p>Another study confirmed this (Bekele, 2018), and found inadequate access to training, low educational background of women, their conflicting gender roles, and limited social acceptability and network with outsiders to be major gender barriers to women entrepreneurship.</p> <p>Any future entrepreneurship or business start-up support programmes need to put these gender-specific barriers into account.</p> <p>Potential initiatives under this category include World Bank funded Women Entrepreneurship Development Programme (WEDP) and Enat Bank that provide capital for businesses with a lens on women and social enterprises.</p>

⁵ See Journal of Entrepreneurship and Management, Case study SMEs in Ethiopia, Department of Management, Jimma University, Ethiopia 2019

3.1 Conclusions employment & entrepreneurship and priority areas

With two million Ethiopian youth set to enter the workforce each year, **enabling job creations** has become a challenge for the government. Despite the commendable work by organisations such as JCC, only 11.2% of Ethiopians are in waged employment. These jobs are often **low paid and low skilled**. Vulnerable employment, defined as own account workers and contributing family members is very high at 86%. Although there are large initiatives that tackle this job deficit, it is unlikely that sufficient improvements to job wages will be achieved in the short term. On the other hand, there are still jobs unfulfilled in construction, agriculture, finance, and manufacturing sector due to a mismatch in **specific technical skills**. Poor employment conditions and low wages in these industries are additional barriers for young people to enter and remain in these sectors.

There are also gaps in **linking job seekers to jobs available**. System to gather, track and disseminate useful information about labour market demand need to be more effective, accessible, and widespread. We also note mismatches between the **aspirations of young** people to available employment opportunities. Youth build up their aspirations and make their educational choices based on job perspectives that are not present. Ironically, the skills mismatch is such that employers cannot find the rightly skilled workers, while graduates cannot find jobs because their skills don't match.

Additionally, **high job turnover** (41%) related to **job quality** in the formal private sector is a significant issue; with the employee turnover rate being significantly above the international average (20% to 100% in Ethiopia compared to 10 -12% internationally). For employers, this turnover rate causes high recruitment and training costs and subsequent inefficiencies in work quality and productivity. For employees this leads to frustration and mismatched aspirations.

Many young people in Ethiopia aspire to enter self-employment and entrepreneurship. However, there seems to be a lack of comprehension of the requirements for **starting a business**. Most young people lack practical experience and the foundational principles of entrepreneurship such as risk perception, client satisfaction and promotion of products and services. External barriers such as business registration, access to finance and fiscal regulations further hinder entrepreneurial ventures among young people. The barriers are higher for women, mostly because of their conflicting gender roles, unequal access to resources, and limited social acceptability of **female entrepreneurship**.

In terms of sectors, **the agricultural sector** is expected to remain the main driver of employment in the years to come⁶. While agricultural production is still largely traditional and productivity is relatively low, there are potentials to consider in the entire supply chain, including agro-processing industries. Businesses around farming, including processing, packaging, transportation, distribution, marketing, and financial services, have potential to create many employment opportunities for people, especially in rural areas. **Urban farming** or urban agriculture has been mentioned during several interviews as potential, but further research or consultations may be needed to get more insights in this sector.

The industrial sector, particularly manufacturing, is expected to play a critical role in transforming Ethiopia⁷. Labour demand in the industry is growing. Sectors such as manufacturing, construction, mining, or renewable

⁶ Jobs Creation Commission (2020) Plan of Action for Job Creation

⁷ See for example the Growth and Transformation Plan II (GTP II) 2016-2020 of the Government of Ethiopia

energy are marked to lead job creation efforts in the next decades. However, the demand for labour in the industrial sector does not match the supply. Respondents indicated that most of the skilled labour is often outsourced.

The services sector - the COVID-19 pandemic has adversely affected the development of the services sector in Ethiopia. It reduced the probability of significant growth in the tourism sector in the next five years. In its COVID-19 Impact Report, the JCC preliminary estimations suggested that 1.41 million jobs in the service industry are threatened and an income loss for urban self-employed in services at \$265 million.

4. Context analysis: equity and engagement

4.1 Equity (gender)

In terms of gender-equity, the landscape analysis found many barriers in young people’s journey to productive and meaningful lives. A specific literature research⁸, was held, resorting in 35 gender-specific barriers in the education to employment journey. Clearly, these barriers hinder mostly girls and young women in disproportionate ways.

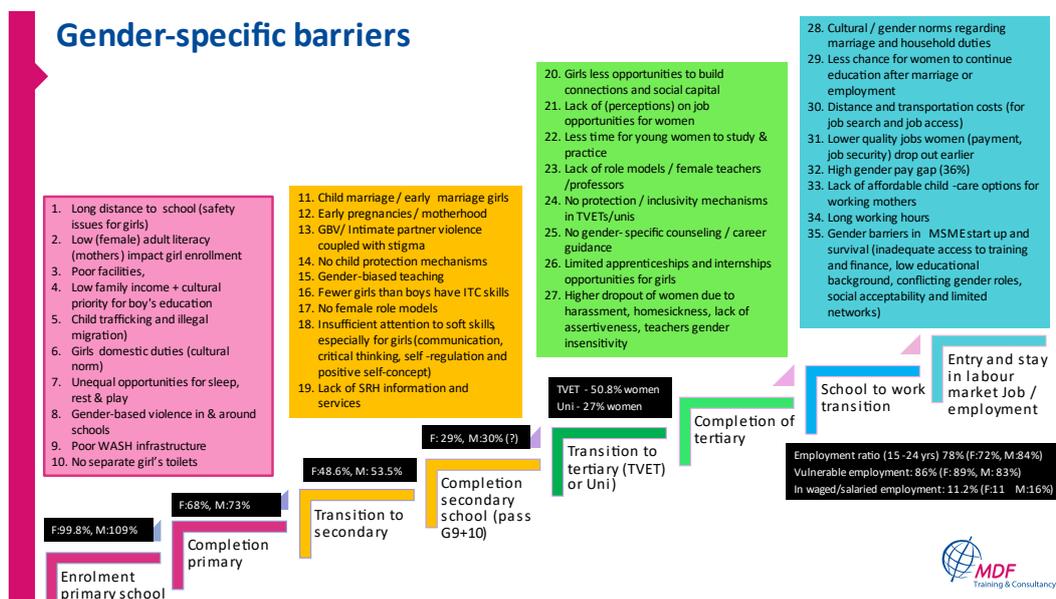


Figure 4. Gender-specific barriers education & employment

4.2 Youth engagement

In the last two decades up to 2018, civic space in Ethiopia was in a challenging condition, 2019 however, marked the start of more extensive space for independent civil society. In February 2019, for example, the 2009 Charities and Societies Proclamation was amended, which previously imposed several restrictions on civil society. This paved the way towards a more democratic regulatory framework reopening the space for CSOs and their engagement in human rights activities.

The Office of the Prime Minister in 2019, produced a Draft National Civic Engagement Policy - developed together with UNDP and civil society organisations. The policy has two main priorities: 1) Ensuring a safe and enabling environment of civil society and 2) Mainstreaming of participation and consultation and establishing a mechanism for civic engagement. The development of this policy shows that there is, to a certain extent, willingness to increase civic engagement. This willingness is also shown by JCC’s efforts to target communities and include CSOs as far as possible.

⁸ See Annex for overview of gender-specific research sources

This recent opening-up of the civic space is expected to lead to novel opportunities for youth networks in Ethiopia. The expectation is that slowly, youth networks could raise their voices and organise themselves, and to influence national and regional decision-making processes. The first review of existing initiatives and engagements with stakeholders indicate that, de facto, the participation of youth is still limited, but that government and development partners are open to including them to different extents. The Prime Minister is also advocating to increase the influence of women in Ethiopian political and community life. To what extent the National Civic Engagement Policy has been approved, whether coordination groups have been developed, who in government is responsible and how much budget for this policy is remains to be seen.

In this chapter we analyse the barriers that prevent youth from participating in civic engagements via civil society groups and to the barriers these groups face in having a meaningful contribution in decision making

Table 11. Barrier analysis civic engagement

Youth engagement		
Barrier	Effects	Needs and interventions
<p>Youth feel / are unqualified, unequipped and uninformed to participate</p> <p>Impact score: 3 Initiatives score: 2</p> <p>Total score: 6</p>	<p>Only very few young people in Ethiopia actively engage in any youth groups or policy influencing activities. Interviews revealed that most do not know how to engage or why this should be beneficial for them. They lack information, interest and trust in being civically engaged.</p> <p>Access to (social) media and internet connectivity grows in Ethiopia. However, this does not mean that the youth can engage in a meaningful way, or that they can use the information that they receive critically and form their own opinion.</p>	<p>Youth need to understand what civic engagement means and why or how they should and can participate in a meaningful way. Education should be the starting point of this.</p> <p>Civic engagement has been introduced to different levels of education, up to tertiary level. A study of Semela, et al., 2013, in 2013, found that civic education blended the minimal interpretation of democratic civic education with the inclusive conception of ethno-cultural diversity. In other words, there is attention in schools, but there is little evidence on concepts such as democracy. A more recent study found that despite the attention to civic education and democracy in curricula, little skills were obtained by students, to a variety of issues, such as the absence of democratic acting and learning at schools, lack of appropriate and updated teaching methodology and materials, lack of practical knowledge of teachers. (Tafese, 2018).</p> <p>There are however, a few groups that focus on building competencies of youth to civically engage, such as the Talent Youth Organisation in Addis,</p>

		that trains youth on leadership skills and advocacy. Furthermore, citizenship education has been mentioned as one of the recommendations in the Education Development Roadmap. The Roadmap envisions citizenship education to be a cross-curricular issue as well as a separate subject in school. The roadmap also suggests other activities such as a co-curricular activity that promote intercultural meetings and understanding.
<p>Few engagement platforms</p> <p>Impact score: 2</p> <p>Initiatives score: 2</p> <p>Total score: 6</p>	<p>Though there are several youth associations dispersed over the country, overall, there are few youth engagement platforms focusing on engagement, participation, advocacy or policy influencing.</p>	<p>For this study we found, a few youth groups and civil society groups such as Youth Network for Sustainable Development, Addis Ababa Youth Association, Eshet Children and Youth Development Organisation (ECYDO).</p>
<p>Historically limited space for civil society to participate in decision making including engagement of youth in Ethiopia</p> <p>Impact score: 3</p> <p>Initiatives score: 2</p> <p>Total score: 4</p>	<p>At this moment, it is difficult to assess to what extent youth networks are currently able to participate in decision making processes. It is, for example unclear, to what extent the National Civic Engagement Policy has been approved, whether coordination groups have been developed, who in government is responsible and how much budget for this policy is allocated. The first review of existing initiatives and initial engagements with stakeholders indicate that participation of youth is still limited but that government and development partners are open to including them to different extents.</p>	<p>As mentioned in the introduction of this paragraph, the space for civic engagement grows. Additionally, as mentioned in the inception report, youth groups and youth are engaged when discussing policy initiative with JCC. We also learned during our interviews that JCC is relatively unique in its approach towards young people. Other ministries might be less inclined to openly discuss policy issues with youth and youth groups.</p> <p>The next step should be to have youth driving some of the decision-making processes. GenU could be one of the first platforms where youth can actually be driving the decision-making process, by including them in the (advisory) board.</p>

4.3 Conclusions equity and engagement and priority areas

There are significant gender-specific barriers across all of GenU’s strategic priority areas. Without going into detail on how each barrier can be addressed (that is beyond the scope of this landscape analysis), we conclude that GenU needs to play an essential role in bringing in a **gender-lens in its portfolio**, as a cross cutting themes throughout all its interventions areas. The table in chapter 7 provides suggestions.

It is recognised that the space for civic engagement, including for and with young people, has only opened recently in Ethiopia. However, this does not automatically mean that youth are able to fill this space and become engaged citizens. This needs time and support. Many interviewed young people could not even answer any questions about their engagement.

First of all, **education and training** is needed for youth to understand what youth engagement is, and the **value of civic engagement**. They need access to relevant information, how to critically process it and how to act on it. Secondly, the **number of youth groups and platforms** for engagement needs to grow. This can be done via support of GenU. Most importantly, young groups and networks need tools, support, coaching and **guiding on how to influence** decision-making. Without that civic engagement among youth will not grow.

GenU offers a unique opportunity for youth not only to be heard, but to **drive decision making**. Regular youth focus group discussion, and, for example, a youth guidance council advising the GenU secretariat can be set up.

Our recommendations are in line with GenU Ethiopia's recently developed **Youth Engagement Strategy** (Mohammed, 2021), GenU priorities are to 1) encouraging active youth participation in setting the agenda for GenU's priority areas, 2) by bringing youth voices to policy influencing and advocacy and 3) by scaling up proven youth engagement platforms through partnerships.

5. Mapping of initiatives

This chapter describes 23 interventions targeting education and youth unemployment in Ethiopia⁹. The selection criteria for the interventions included: the potential for scale, reach and geographical coverage, and ease of incorporation into the education curricula. Age considerations vary due to definitions of young people by the UN convention (10-24) or the Ethiopian definition (18-35 years). The interventions were categorised per sector; agriculture, manufacturing and construction, as this aligns them to JCC’s strategies. They have been further categorised into ‘demand’ (employment and entrepreneurship) and ‘supply’ (education and training), with some instances of overlap. The illustration below gives a snapshot of the interventions.

Figure 5. Mapping of relevant interventions per sector



The table below describes each intervention, identifying where applicable the implementation and funding partners. A case is also made for the strength of demand or supply in each intervention.

⁹ The presented list of interventions is based on the findings from the conducted interviews and recent work by Le Matt (2020) and the Jobs Creation Commission (2019; 2020)

Table 12. Summary of relevant initiatives

Name of intervention	Funding partner	Description	Supply / demand / linkage
Education and skill development			
<p>Sustainable Training and Education Programme (STEP)</p>	<p>GIZ</p>	<p>The GIZ Programme for Sustainable Training and Education (STEP) aims at improving the employment prospects of young Ethiopians by promoting more relevant and demand-oriented TVET and Higher Education. One of the programme components focuses on improving core processes and capacity development of key actors for employment-oriented higher education. Some of the activities include overhauling university teaching to enhance students learning, the introduction of graduate’s internship to select institutions, and promoting entrepreneurship and incubation services at selected universities.</p>	<p>The intervention focuses on shaping training and education to respond to the labour market demands.</p>
<p>East Africa Skills for Transformation and Regional Integration Project (EASTRIP)</p>	<p>World Bank</p>	<p>The East Africa Skills for Transformation and Regional Integration Project (EASTRIP) brings a regional approach to developing the specialised TVET skills by creating a small cluster of regional TVET Centres of Excellence. Each centre specialises in specific sectors, and occupations with niche programmes in highly specialised TVET diploma and degree programmes, as well as industry-recognised short-term courses. Mobility of students, graduates, and faculty facilitates leveraging of skilled labour within the regions. The sharing of standards, curriculum, and training facilities also reduces costs and maximises technical capacities for each centre.</p>	<p>Strongly supply-driven in terms of strengthening skills of youth in East Africa through educational reform. Demand is considered in terms of looking at more macro-economic labour market trends in the region.</p>
<p>Agro-processing sector development</p>	<p>Italian Agency for Development Cooperation</p>	<p>AICS is working on a large-scale programme on agro-processing sector development, including value chain development. The programme has a TVET component in Amhara, Tigray, SNNRP and Oromia. Two TVET colleges are selected in each region, based on their proximity to agro-industrial parks. The TVET strengthening component includes purchasing of equipment and</p>	<p>Supply driven programme to strengthen skills education in the agro-processing sector. Works closely with GIZ in the TVET component of the PROSEAD programme.</p>

		reference books, technical assistance in terms of capacity building at federal, regional, and TVET college level, revision of Occupational Standards, training of trainers, the establishment of multi-stakeholder platforms at regional levels, and support for the establishment of cooperative trainings.	
Integrated Functional Adult Education IFAE	Government of Ethiopia	<p>The IFEA programme enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant. It does this by increasing adult literacy rates to achieve the development goals of the country.</p> <p>The Ministry of Education developed and published the National Adult and Non-Formal Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines and IFAE Facilitators’ Training Manual.</p>	Supply driven educational programme to enhance adult literacy levels
Bright Future for Agriculture	Maastricht School of Management	<p>Bright Future in Agriculture (BFA) is a three-year project in support of the Ethiopian agricultural vocational education sector that runs from January 2019 until 2021. The project is funded by the Dutch Ministry of Foreign Affairs and managed together with the Maastricht School of Management and the Ethiopian Federal TVET Institute jointly implement the project. The project concentrates on the dairy and horticulture sub-sector. BFA will strengthen the ATVETs colleges to be able to serve the agro-industry, connected to the agro-processing parks. At the local level, four ATVET colleges (2 in Oromia and 2 in Amhara) will be capacitated to perform inclusive agro-processing, value addition and production teaching, technology transfer and industry extension. At the regional level, the Oromia and Amhara TVET Bureaus will be capacitated to being better positioned to execute their pivotal</p>	Strongly supply-driven – educational reforms, mostly at TVET level. The programme links to priority areas where demand for labour is expected, such as dairy and horticulture.

		roles in orchestrating the TVET sector. On national (federal) level, the national TVET teacher training programmes offered by FTI related to dairy and horticulture are improved/extended as well as their education programmes on TVET leadership (MSc and short courses).	
Better Education for Africa’s Rise II (BEAR II)	UNESCO Republic of South Korea	BEAR II is a Pan-African programme. In alignment with the Sustainable Development Goal on Education and the Education 2030 Framework for Action, the BEAR II project aims at strengthening TVET systems in the Eastern African countries to give young people access to decent employment and generate self-employment. In close collaboration with governments, civil societies and TVET institutions in each country, the project aims to reshape TVET systems by supporting governments’ and the private sector’s efforts in updating curricula, training teaching staff, promoting evidence-based policy-making, and engaging employers and enterprises. The BEAR project also contributes to the global efforts for achieving SDG 4 particularly TVET targets, implementing the Continental Education Strategy for Africa 2016 – 2025 and the UNESCO Strategy for TVET 2016 – 2021, following the recommendations of the Mahe Process, 2016.	Strongly Supply driven with an aim to strengthen TVET systems, in collaboration with civil society and the private sector. Unclear to what extent reforms have been successful (programme runs from 2017 to 2021).
SKILL UP	ILO Norwegian Ministry of Foreign Affairs	This intervention is supported by the Ministry of Education (MoE). It aims at supporting Ethiopia’s agenda of social and economic development by strengthening the capacity of the country’s skills development system. The aim is to become market-driven and inclusive, integrating skills and policies with the national development agenda and sectoral strategies to contribute to export growth, economic diversification, and creation of decent employment opportunities.	Supply driven initiative with input to matching skills to labour market.
POTENTIAL	USAID	Launched in 2015, USAID's Building the Potential of Youth Activity (POTENTIAL) is implemented by Save the Children and its	Supply driven initiative. Programme description speaks of personal behaviour and

		<p>partners: Education Development Centre inc. (EDC), Facilitators for Change (FC), HUNDEE-Oromo Grassroots Development Initiative (HUNDEE), Professional Alliance for Development in Ethiopia (PADet) and Relief Society of Tigray (REST).</p> <p>The goal of the programme is to assist unemployed and underemployed young people (15-29) to attain skills, knowledge, and social capital for financial independence with a particular focus on girls and young women. By the end of 2019, the activity recorded an improvement in economic self-sufficiency of 34,537 youth across 30 woredas of Afar, Amhara, Oromia, SNNPR, Somali and Tigray regions of Ethiopia.</p>	<p>business skills, improving communication, time management and customer-handling skills—limited link with (local) market demands.</p>
<p>Training of skilled workers and managers for the textile industry</p>	<p>GIZ</p>	<p>Together with the partner companies, the project is developing training courses of an international quality standard and that are highly relevant to the labour market. The plan is to set up a ‘Centre of Excellence for the Textile Industry’ at which prospective specialists and managers will complete training per international standards. The partner companies will provide the necessary machinery in the DBL premises at the Mekelle Industrial Park and pass on their industry knowledge. The project partners will also develop needs-based training documents for junior and senior management positions but also skilled workers, such as mechanical engineers and quality experts</p>	<p>Strongly demand-driven and in cooperation with partner companies who contribute to the intervention.</p>
<p>Textile and garment in Mekele</p>	<p>AICS, implemented by with UNIDO and Volontariato Internazionale Per Lo Sviluppo (VIS)</p>	<p>AICS supports two projects in the textile and garment industry in Mekele. One is implemented by UNIDO and the other by an Italian NGO, VIS. The UNIDO project (running until 2021) focuses on a public-private-partnership approach in the Mekele Centre of Excellence college. UNIDO has supported the college with machinery that is also used in private companies, to align skills development with labour market demands. The TVET College is also supported by training aligned with private</p>	<p>Mainly supply driven but aiming to link practically to demand dynamics.</p>

		sector standards and guidelines, and training for middle management, and the development of soft skills. The VIS project components focus on the development of decent job opportunities.	
Capacity-building and job creation for youth and women in the textile sector in migration prone areas of Ethiopia	UNIDO	This project focuses on the development of local capacities (at managerial, technical, and institutional levels) in the textile industry through a public-private partnership approach. This project also responds to a specific Official Request sent by the Ethiopian MoTI for supporting the textile sector. Two priority areas are targeted: 1. Enhancing employment opportunities and revenue-generating activities in regions of origin and transit of migrants to enhance the professional skills and employability of young people. 2. Facilitating responsible private investments in African agro-industries and boost intra-African trade and exports of products	The initiative seems to have a strong supply-driven approach, focusing on capacity building and institutional support. One of the goals is, however, to realise public-private partnerships and facilitate responsible private investment – unclear to what extent this has been successful.
Training Institute for Commercial Vehicle Drivers in Ethiopia: a private-public partnership project to support specialized skills development in Ethiopia	UNIDO SIDA	UNIDO has partnered with several organisations to support the establishment of a Commercial Vehicles Drivers Training academy in Ethiopia. The project aims at creating productive employment opportunities for Ethiopian youth in commercial vehicle driving and improving the shortage of skilled labour in the transport industry. Using a public-private development partnership model, the training school will provide up to two years of training for up to 40 regular trainees annually. It will also undertake short term modular training for at least 480 drivers annually from different companies around the country	Addresses demand shortage of skilled labour in the transport industry. Not clear, however, to what extent graduates of the programme have been able to find quality jobs for a longer term.
Employment and entrepreneurship			
Stemming Irregular Migration in Northern and Central Ethiopia (SINCE)	European Union Embassy of Italy	The specific objective of this programme is to create more significant economic and employment opportunities. This objective is achieved through the establishment of inclusive economic programmes to create employment opportunities, especially for young people and women. Emphasis is	A strongly supply-driven programme, addressing the relative absence of large-scale private sector activity in migration prone regions

		placed on rural and urban areas, particularly Addis Ababa, in the most migration-prone regions (Amhara, Tigray, Oromia, SNNPR) of Ethiopia. Services include vocational training, creation of micro and small enterprises and start-up of small livelihood activities.	
Youth Employability Service (YES) Centre	ILO	YES is a Joint initiative of the Government of Ethiopia and International Labour Organisation (ILO) under the SINCE project. A youth employability services (YES) centre addresses the need of young Ethiopians who migrate to different regions of the country and other countries in search of employment and livelihood.	The youth centres explicitly aim to link demand and supply, creating a source of information on employment opportunities and labour market demands for the unemployed youth.
Livelihood Improvement for Women and Youth in Addis Ababa (LI-WAY)	SIDA	LI-WAY is a five-year programme supported by the Swedish International Development Cooperation Agency (Sida). It is implemented by a consortium of partners composed of SNV Netherlands Development Organisation (lead of the consortium), Mercy Corps, TechnoServe and Save the Children International. The overall objective of the programme is to contribute to sustainable poverty reduction and social stability in Addis Ababa. The specific objective is to improve the livelihoods situation of 200,000 poor people, of which at least 50% are women and 75% youth, by increasing their income and access to economic opportunities.	Primarily focused on supply-side dynamics (skills development) with a component of linkage to labour market requirements.
Promotion of Sustainable Ethiopian Agro-industrial Development (PROSEAD)	European Union GIZ UNIDO	With a budget of EUR 45 million, PROSEAD will help build environmentally friendly agro-industrial parks in four regions: Amhara, Oromia, the Southern Region and Tigray. It aims to work with farmers to increase supplies of quality raw materials needed by food manufacturers in these parks, train unemployed women and youth in related jobs to address the skill mismatch and provide microfinance and small grants to create opportunities for small agri-food businesses. Technical assistance includes attention to the training of TVET teachers. The four agro-industrial	A demand-driven intervention that is matching the skills and context that are needed to create jobs in the manufacturing sector.

		parks are projected to create more than 160,000 direct jobs.	
Gender and Youth Empowerment (GYEM) in horticulture Markets	SNV	The overall objective of the Gender and Youth Empowerment in horticulture Markets (GYEM) project is to enhance women’s and youth’s social and economic empowerment. This is achieved through improved access to and control over assets and benefits in the horticulture value chain. GYEM Supports farmers in attaining higher income and control over income from their horticulture activities with a focus on women. Supports cooperatives in output marketing; Helps cooperatives improving their services in a gender-balanced way; Enhances youth participation and income and promotes women participation and decision-making power in horticulture value chains.	Supply driven programme focuses mainly on training and education.
Realising Aspiration Youth in Ethiopia through Employment (RAYEE)	SNV	The RAYEE project aims to create meaningful employment in agriculture and agri-business for 240,000 young people (of which 70% are women) until the end of 2024. RAYEE targets five geographical areas: the SNNPR, Oromia, Amhara, and Tigray regions as well as the Dire Dawa city. The Mastercard Foundation funds the project as part of its Young Africa Works strategy.	The programme has only recently started, but design strongly considers demand dynamics and local market requirements. Executed as part of Young Afrika works programme which strongly emphasizes knowledge management.
Youth in Agroecology and Business Learning Track Africa (YALTA)	AgriPro Focus	Youth in Agroecology and Business Learning Track Africa (YALTA) is an initiative to network and support young agripreneurs to apply agroecological principles to contribute to increased sustainability of food systems and in Ethiopia, Kenya, Uganda, and Rwanda.	Mainly supply-driven: unclear to what extent initiative has been able to link youth to jobs or entrepreneurship opportunities.
MOYESH	Mastercard Foundation	MOYESH is a five-year collaborative research-for-development programme implemented by the International Centre of Insect Physiology and Ecology (ICIPE) and its public and private sector partners, that aims to support 100,000 unemployed youth (60% females) to establish dignified and fulfilling jobs in beekeeping, silkworm farming, and associated businesses. The	Demand-driven with direct links with revenue-generating opportunities.

		programme is supported by the Young Africa Works in Ethiopia Initiative of the Mastercard Foundation. It is being implemented in partnership with the Ethiopia Jobs Creation Commission, the Ministry of Agriculture, and other public and private sector institutions. The implementation of the programme was commenced in October 2020.	
Special Initiative Jobs Programme	GIZ	GIZ is implementing the Special Initiative Jobs (SI Jobs) Programme. The three-year programme aims to promote economic growth through job creation in selected clusters in Ethiopia. The project is broken down into three fields of activities: Firstly, the project is collaborating with Ethiopian small and medium enterprises to expand their capacities; secondly, the project is collaborating with the private sector and the Industrial Park Development Corporation (IPDC) to improve conditions for sustainable job-creating production in the industrial parks; thirdly, the project is collaborating with the private sector and the Ethiopian Investment Commission (EIC) to promote the cooperation between Ethiopian and international companies. Derived from the objective of the project, the target group encompasses local and international small and medium-sized businesses and investors, as well as the job-seeking population and employees in industrial parks. The programme aims to create 35000 jobs by 2021 (17500 expected to be women, and 1000 to be youth).	This programme has also been set-up to address the supply and demand linkage. It does so by connecting the supply labour to the demand of industrial parks, for example by enabling local SMEs for export or as suppliers to industrial parks.
Dereja	Young Afrika Works (Mastercard Foundation)	Dereja (means “steps” in Amharic or bridge in Swahili), to specialize in linking fresh graduates with dignified and fulfilling employment by enhancing their employability skills and providing structured career resources.	Dereja is designed partly as a hub where employers and graduates connect – connecting supply and demand.
BRIDGES	Mastercard Foundation	BRIDGES is a five-year programme that aims to create employment opportunities for youth by unlocking the job creation potential of industrial parks and other anchor enterprises and their surrounding	Strong link between demand and supply.

		ecosystem including micro, small, and medium enterprises (MSMEs).	
Ethiopian Overseas Employment Programme	Government of Ethiopia	The Ethiopian Overseas Employment Programme was launched in 2019 with the aim of the government taking a proactive role in managing a regular, safe, and orderly labour mobility programme, targeting semi-skilled and skilled Ethiopian jobs seekers while maintaining current temporary migration of low skilled workers abroad.	Strongly demand-driven in the sense that it connects young Ethiopians to job opportunities abroad in sectors where temporary (lower-skilled) workers are needed.

5.1 Conclusions initiative analysis

This section synthesises the above initiatives under the priority areas, deriving insights for further exploration by GenU. From the list, it appears to be a **relatively small number or in early stages, in comparison to the vast needs** in Ethiopia (2 million young new job seekers per year). **In Kenya**, for example, a stocktaking by Dalberg mapped out 149 youth employment and training initiatives, while in Kenya, the number of young job seekers is much lower. The total budget of the mapped interventions (with budget information) in Kenya is approximately \$2.44 Billion. Budgetary information for similar interventions in Ethiopia was unavailable.

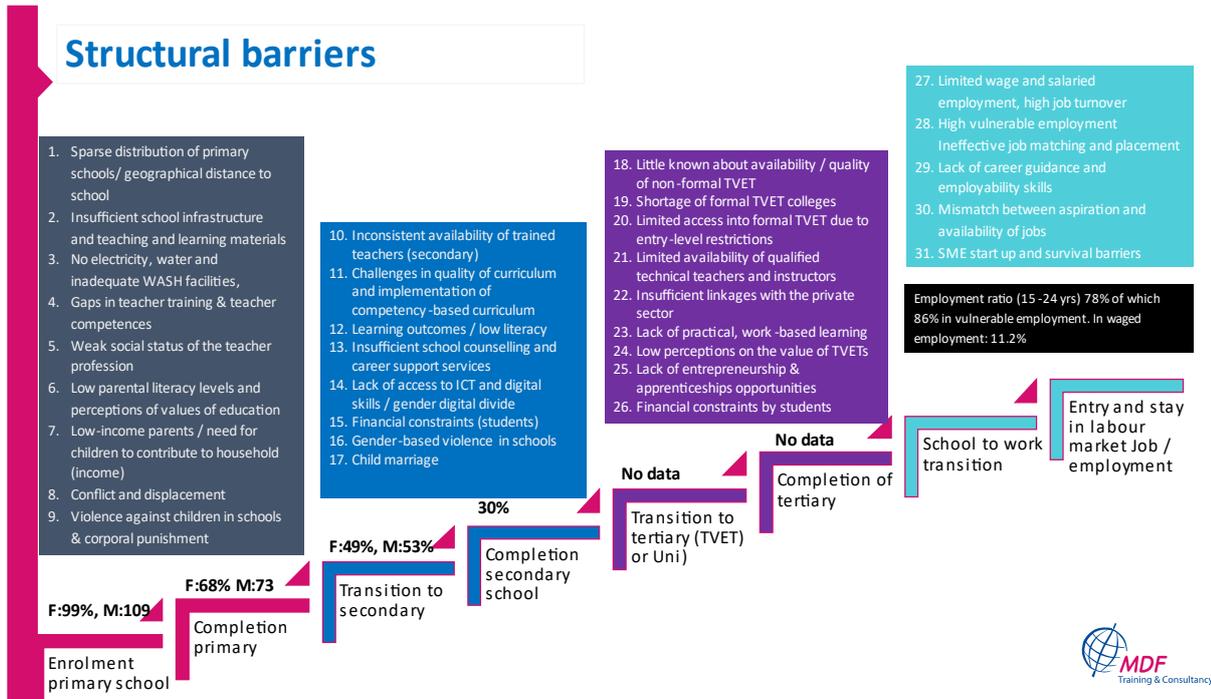
Moreover, **many programmes focus on (general) skills development** and strengthening educational systems without direct linkage **to market demands** of the market. They focus on essential competencies (crucial for job opportunities) that would typically form part of primary or secondary education. Although these foundational skills are critical, they do not necessarily lead to more job opportunities or optimal skill matching. However, there are some programmes which address the demand and supply mismatch such as BRIDGES and the Special Initiative Jobs Programme, funded by Mastercard Foundation and GIZ respectively. Conversely, there is **limited evidence on the effectiveness and efficiency of** as evidenced by the evaluation of feedback from informant interviews. Of the interventions that specifically target sectors, most are in the **agriculture sector**. They often cover the whole value chain from increasing productivity in agriculture to stimulating agri-processing with a TVET component in Amhara, Tigray, SNNRP and Oromia.

GenU could support a mix of the above-mentioned initiatives that are currently taking place in the Ethiopia and initiatives that are happening globally. In chapter we recommend six initiatives should be supported by GenU based on identified gaps in the barrier analysis and to what extent the initiative combine a potential for wide-scale impact, funding and financing opportunities, alignment with the vision of the JCC and demand of the market for its result.

6. Gap Analysis and scoring

The barrier analysis in the previous chapters and the mapping of interventions have provided us with a full overview of the landscape in Ethiopia. The image below summarises the gaps, per step in the journey.

Figure 6. Structural barriers education and employment



In the table below we have ranked the barriers according to the scoring we attributed in the context analysis chapters 2 to 4. The scoring was given based on the extent to which the barriers impact young people’s lives and to what extent current programme is attempting to address these barriers.

Table 13 Gap analysis with scoring

Barrier scoring	Impact 1= low 3= high	Current initiatives 1=targeted attention 3=little attention	Total score
Primary education			
Main conclusion: Despite great gains in primary school enrolment, there is high dropout and challenges in achieving learning outcomes like basic literacy, numeracy and social skills.			
Inconsistent availability of competent / trained teachers	3	2	6
Low parental literacy levels and perceptions of values of education	3	2	6
Insecurity: Violence against children	3	2	6
No electricity, and water, poor WASH facilities in most schools	3	2	6
Low-income parents / need for children to contribute to household (income)	3	2	6
Conflict and displacement	3	2	6
Insufficient school infrastructure and teaching and learning materials	2	2	4
Gaps in teacher training	2	2	4
Sparse distribution of primary schools/ geographical distance to school	3	1	3

Secondary education			
Main conclusion: Low primary-to-secondary transitions and secondary completion rates (30%), coupled with gaps in secondary curriculum (e.g. social, digital skills) does not adequately prepare young people for TVET, University or other work opportunities.			
High prevalence of gender-based violence (child marriage among others)	3	3	9
Lack of access to ICT and digital skills	3	3	9
Not all secondary teachers trained / high teacher attrition / low appreciation for the teaching profession	3	2	6
Challenges in quality of curriculum and implementation of competency based	3	2	6
Financial constraints students	3	2	6
Insufficient school counselling and career support services	2	2	4

TVET 15 to 24 years old			
Major conclusion: despite major overhauls of formal TVETs in outcome-based, practical learning, TVET training is still mostly theoretical, due to a combination of poor practice facilities, weak private sector connections and shortage of experienced instructors.			
Little known about availability / quality of non-formal TVET	3	3	9
Lack of coordination structure and insufficient linkages with the private sector (lack of work-based learning places)	3	2	6

Low perceptions on the value of TVETs	3	2	6
Limited availability of qualified teachers and instructors	3	2	6
Limited access into formal TVET due to entry-level restrictions	3	2	6
Economic & financial constraints (students)	2	2	4
Lack of entrepreneurship training	2	2	4
Shortage of formal TVET colleges and access to accredited TVETs in rural areas and refugee camps	3	1	3
The quality of curriculum and assessment of students differ between TVET institutions	1	3	3

University education			
<p>Main conclusion: Most university graduates are being employed in the public sector (60%) (JCC, 2019). There is room to strengthen their curricula to the needs of labour markets, specifically, for example, in applied science of STEM topics (science, technology, engineering and mathematics) and employability guidance.</p>			
Quality and relevance of academic curricula,	3	2	6
Gaps in teaching staff’s competencies	3	2	6
Lack of female participation in leadership positions	2	2	4
Drop out as a result of harassment and gender insensitivity and access to finance (students)	2	2	4
Lack of entrepreneurship skills	2	2	4
Difficult transition from university to work due to lack of job support services	3	1	3
Business environment not conducive	3	1	3
Financing of higher education	2	1	2

Youth engagement			
<p>Main conclusion: overall, young people’s engagement and representation is in its nascent stages in Ethiopia, both from supply (only few platforms available) and demand side (many young people don’t know why or how to participate).</p>			
Historically limited space for civil society including engagement of youth in Ethiopia	3	2	6
Youth feel unqualified unequipped and uninformed to participate.	3	2	6
Few engagement platforms	2	2	4

Employment and entrepreneurship			
<p>Main conclusions: limited jobs available in wage and salaried employment; a critical shortage of skills labour in large companies, high turnover, less focus on job quality (compared to quantity) due to employment conditions and low wages, and in informal sector (high vulnerable employment). Youth graduates have higher aspirations.</p> <p>Entrepreneurship: limited impact of entrepreneurship programme on young people to many structural hindrances in the business environment and low entrepreneurial skills and aspirations of young people.</p>			
Limited opportunities wage and salaried employment / high job turnover formal sector	3	2	6
High vulnerable employment	3	2	6
Stagnant / no growth of SMEs	3	2	6
Ineffective job matching and placement	3	2	6
Female entrepreneurship barriers	3	2	6
Skills mismatch (technical, soft)	3	2	6
Business environment not conducive	3	2	6
Early-stage entrepreneurs lack structured support systems	2	2	4
A mismatch between aspiration and availability of jobs	2	2	4
Lack of career guidance and employability skills	2	2	4

7. Specific potential contributions per gap

The table below describes specific interventions GenU could focus on in Ethiopia. They address the priority barriers identified in previous chapter and fit into one or more of the four roles for GenU. The list is not exhaustive and serves as basis for discussion.

Table 14. Added value of GenU with regards to the existing gaps and barriers

Issue	Priority issues and main barriers (high impact, limited interventions)	Where GenU could add value in its 4 roles: (data generation for advocacy, coordination, resource mobilisation and programme)
<p>Primary education</p>	<p>Low learning outcomes of primary graduation and challenges to transition to secondary.</p> <ul style="list-style-type: none"> ✓ Inconsistent availability of competent / trained teachers ✓ Low level of parental education and perceptions of value of education ✓ Insecurity and violence against children ✓ Low- income parents ✓ Conflict and displacement 	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ Benchmarking studies and analysis for comparative analysis on learning outcomes. ✓ Studies and assessments to analysing viability and cost-effectiveness of education interventions. ✓ KAP studies and interventions that improve perception towards girls and young people with disabilities. ✓ Advocacy for proportionate budget spending on primary education, advocate for ‘progressive universalism’, and proposes that funds be allocated to highest return activities and to those least able to pay for services. <p>Coordination</p> <ul style="list-style-type: none"> ✓ Coordination between government and development partners specifically on primary education strengthening for better learning outcomes (incl. life skills), teacher training, teaching and learning materials. <p>Resource mobilisation</p> <ul style="list-style-type: none"> ✓ Resource mobilisation and programme to tackle violence against children in schools, including corporal punishment. ✓ Resource mobilisation / support programme on improving education for vulnerable groups (refugees setting, internal displacement, remote rural areas, pastoral communities). <p>Programme</p>

		<ul style="list-style-type: none"> ✓ Programmes that stimulate primary completion and better learning outcomes (foundational literacy, numeracy, soft skills). ✓ Support integrated programme on promoting community and parental involvement in children’s education, combined with parental literacy support as suggested in the Education Development Roadmap.
<p>Secondary education</p>	<p>Low transition and enrolment rates to secondary education, overall and particularly in rural areas and marginalised communities. Young people who drop out of secondary education are likely to lack the necessary skills (such as, literacy, numeracy, digital skills, life and social skills) to enrol in the world of work.¹⁰</p> <ul style="list-style-type: none"> ✓ High prevalence of gender-based violence ✓ Insufficient number of competent teachers / low teacher value ✓ Lack of ICT / digital skills and soft skills. ✓ Challenges in implementing competency-based curricula. 	<p>Advocacy & resource mobilisations (combined)</p> <ul style="list-style-type: none"> ✓ Advocacy, resource mobilisation and integrated programme for prevention of school based GBV in schools, combined with SRH information and services. ✓ Advocacy /resource mobilisation /programme for soft skills/ICT in secondary education. ✓ Advocacy and resource mobilisation to improve secondary enrolment in rural areas and areas with IDPs and refugee populations. <p>Coordination</p> <ul style="list-style-type: none"> ✓ Set up youth platforms for youth consultation on dialogue on strengthening secondary education and transitions. ✓ Coordination of skill matching and curriculum review initiatives such as the introduction of a competence-based approach to curriculum development as mentioned in the Education Development Roadmap (Ministry of Education, 2018) ✓ IT in education programme: access to internet, selection of IT-based learning materials and support IT companies, capacity building of teachers in IT use, digitisation of curricula. <p>Programme</p> <ul style="list-style-type: none"> ✓ Gender & Inclusiveness lens reviews and advise in ongoing curriculum initiatives. ✓ Support MoE and partners in ongoing competence-based curriculum implementation.

¹⁰ We conclude this given that the majority of students in grade 8 (more than 50%) scored below proficient on basic in topics such as English, reading and mathematics (Ministry of Education, 2015). Additionally, soft/life skills subjects are not adequately incorporated in the curriculum of primary and secondary education (Ministry of Education, 2018)

<p>TVET</p>	<p>Little collaboration between private sector and TVET institutions, theory-based curriculum and lack of experienced technical instructors, leads to low level of practical skills among TVET graduates.</p> <ul style="list-style-type: none"> ✓ Low perceptions on value of TVET ✓ Little is known about the quality of the non-formal TVET courses, while these have great potential to upskill out of school youth. 	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ Inventory, assessment of the relevance and the learning outcomes of non-formal short courses. ✓ Assessment of and advocacy for revising entry requirements TVET. <p>Coordination</p> <ul style="list-style-type: none"> ✓ Include youth in regular dialogue on TVET curriculum strengthening and labour market matching. ✓ Support the coordination between private sector and TVET institutions, with existing programmes. <p>Resource mobilisation</p> <ul style="list-style-type: none"> ✓ Advocacy / resource mobilisation for TVET teacher technical competency strengthening. <p>Programme</p> <ul style="list-style-type: none"> ✓ Engage private sector in design of non-formal TVET short courses and support the improvement of quality control on these courses. ✓ Engage and incentivise private sector to provide more training opportunities, internships, job shadowing, apprenticeships etc. (for students, but also short practical trainings for TVET teachers). ✓ Programme advise / suggestions on how to improve the above, given the high potential of training youth out of school. ✓ Supporting development of digital DVET learning opportunities.
<p>University</p>	<p>University graduates do not have skills required by labour market, curriculum too academic, competency gaps teachers/ lecturer. Low female participation (students and staff)</p>	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ Advocacy for policy gaps in addressing girls' education at tertiary levels – affirmative action provided as per Article 35 of the FDRE Constitution. <p>Coordination</p> <ul style="list-style-type: none"> ✓ Dialogue (include private sector and universities) on university relevance of academic curricula, need for applied science and soft skills. <p>Programme</p>

		<ul style="list-style-type: none"> ✓ Gender & Inclusiveness-Lens review of curricula (e.g., curriculum structure, curriculum language, delivery (inclusive teaching) and gender in TLM. ✓ Support and programme for young women to advance their learning at tertiary level leading to high dropout ratio. ✓ Programme to improve career guidance, employability, entrepreneurship integrated into University curricula.
Entrepreneurship	<ul style="list-style-type: none"> ✓ Bureaucratic, financial and institutional barriers to start or expand business. ✓ Need for access to affordable financial instruments / capital. ✓ Limited access to (regional) markets. ✓ Lack of entrepreneurial skills, mindset, and culture and support providers. 	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ Inventory and showcasing promising areas for entrepreneurship such as technical innovation in agri-value chain, urban farming. ✓ Support JCC in its ongoing mandate & advocacy to improve business environment by taking away barriers in the existing legal framework that hinder particularly young people from starting a business. <p>Coordination</p> <ul style="list-style-type: none"> ✓ Include youth in dialogue on youth entrepreneurship and in discussion on specific business environment barriers identified by youth. <p>Resource mobilisation</p> <ul style="list-style-type: none"> ✓ Resource mobilisation / pool of resources (funding) for youth entrepreneurship start-up grants etc. <p>Programme</p> <ul style="list-style-type: none"> ✓ Support access to ICT infra and skills for aspiring entrepreneurs. ✓ Programme on entrepreneurship education initiatives in formal and non-formal settings. ✓ Youth entrepreneurship programmes in schools, youth clubs. ✓ Strengthening business development service providers specifically for young entrepreneurs.
Employment	<ul style="list-style-type: none"> ✓ Low number of formal, waged jobs available, high vulnerable employment. 	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ SME growth barrier studies.

	<ul style="list-style-type: none"> ✓ High employee turnover / low job quality. ✓ Private sector has limited interaction with government and development partners. ✓ Available job matching services such as Public Employment Services, YES centres and private job matching job agencies do not provide all job seekers with proper services. ✓ Many young people that enter the labour market (either out of school) lack technical and soft skills that are needed in the labour market. 	<ul style="list-style-type: none"> ✓ Support JCC in advocacy to improve its regulatory environment strengthening efforts (e.g., tax incentives) <p>Coordination</p> <ul style="list-style-type: none"> ✓ Support strengthening of exchanges between private sector (e.g., garment, construction) and education to address skills mismatch. <p>Resource mobilisation</p> <ul style="list-style-type: none"> ✓ Resource mobilisation to strengthen companies employing youth in vulnerable (rural) areas. <p>Programme</p> <ul style="list-style-type: none"> ✓ Support JCC in its ongoing mandate of job creation. ✓ Support and initiate programme in decent work promotion / labour conditions to attract and retain young workers in formal sector. ✓ Assessments of and programme for retention of women in the labour market (e.g., childcare, safe transport, advocacy to address gender pay gap).
<p>Youth engagement</p>	<ul style="list-style-type: none"> ✓ Historically limited space for civil society including engagement of youth in Ethiopia, ✓ As a result, there are not that many youth groups and youth platforms active in Ethiopia. ✓ Youth not informed and equipped to participate in in decision-making processes. 	<p>Knowledge generation and advocacy</p> <ul style="list-style-type: none"> ✓ Capacity assessments and capacity building of existing youth association and networks (e.g., topics like advocacy, networking, resource mobilisation). <p>Coordination</p> <ul style="list-style-type: none"> ✓ Provide channels for youth’s input into policy discussions (regular dialogue, FGDs, panels and events). ✓ Link the interest of youth between GenU countries and between cities and rural areas Ethiopia. ✓ Inclusion of youth directly or indirectly (advisory board) in GenU secretariat in Ethiopia. ✓ Provide a seat at table in working groups, with other stakeholders and design of interventions. <p>Programme</p>

		✓ Programme and training, sensitisation on youth leadership, civil participation, democracy.
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8. Proposed roles of GenU in Ethiopia

This chapter goes deeper into the four proposed roles for GenU in Ethiopia. They are accumulated from the landscape and barriers analysis which revealed, amongst gaps in information availability, policy issues, the need for stronger coordination of relevant initiatives, including resource mobilisation. Each of the four roles is further explained below.

8.1 Knowledge generation for programme and advocacy

Knowledge is essential to decide on future interventions. JCC acknowledges this and is developing a robust information system that enables job seekers, employers, and policymakers is among its short-term goals. GenU can contribute to these critical efforts by investigating the efficiency and effectiveness of existing interventions and creating the knowledge base. This is the only way for GenU to assess whether initiatives are scalable and replicable. GenU should aim to include sourcing and curating existing data that might be living with agencies or organisations that have are not publicly available or have not been previously shared.

Knowledge generation is needed in each of the change areas: education, entrepreneurship, and employment. It starts with a process for monitoring and evaluation. GenU Ethiopia is strategically placed to take up this role. It will eventually lead to supporting programme design of implementing partners, and to a policy guiding role towards the JCC as the primary institutional partner. With the conclusions from the landscape analysis in mind, we would recommend prioritising economic opportunity mappings, followed by skills gaps assessments for the specific economic opportunities. In addition, it would be important to evaluate current educational outcomes in Ethiopia.

In the economic opportunity mappings and skills gaps assessments youth should be strongly involved – at least by focusing the stakeholder consultations on them and by giving youth a position in the steering committee. Effectively, the stakeholder consultations focus on what exact issues youth face when trying to engage in the private sector (when trying to find jobs/ identify the right companies/ access to information / obtaining the skillset to work in the private sector).

Table 15. Knowledge generation by GenU

Knowledge generation in change areas	Education, entrepreneurship, and employment
Examples of the types of studies needed (generic)	<ul style="list-style-type: none"> • Financial feasibility studies or bankability studies • Impact assessments • KAP-studies (Knowledge, Attitudes, Practices) • Cost-effectiveness or value for-money-studies • Cost benefit analyses • Good-practice studies • Sectoral economic analysis • Skills gaps assessments • Economic opportunity mappings • Barrier analysis (for example on SME growth) • Policy evaluations.

Knowledge generation is only useful if it is then used for evidence-based advocacy and programme advice. GenU would be actively proposing, introducing, or supporting the amending of policies and practices concerning youth issues related to equality (including gender), education, employment. Specific advocacy issues that came from the landscape analysis can be found in chapter 7. The potential scalable initiatives mentioned in the next chapter can also benefit from a deeper investigation of their effectivity and efficiency.

GenU will work together with youth civil society organisations to make its voice heard. The Youth Engagement Strategy that was developed for Generation Unlimited Ethiopia offers insights into how to involve young people in the initiative.

8.2 Building coalitions for steering and streamlining interventions

GenU is not an implementing agency as such, but it aims to stimulate implementation of interventions that promote the youth agenda. Its global strategy is to foster partnerships and play a facilitative role. In the GenU network, youth are the key partners, but government, private sector and development partners are equally important. GenU connects and builds on efforts and initiatives already in place. In Ethiopia, its key institutional partner is the Job Creation Commission (JCC). JCC coordinates and supports multi-stakeholder job creation efforts of federal and regional public institutions, private sector actors and development partners. GenU has a role to play in further developing partnerships, to ensure alignment of existing and new initiatives, and attracting and engaging additional implementors.

The added value of GenU’s role in coalition-building lies in its ‘non-aligned position’ in the institutional system. The GenU platform would not be a government, development partner or private sector-driven platform – but the central node for discussion between them. This is the reason that this study anticipates hosting by JCC as a temporarily solution – in the medium long-term GenU should have a formal independent status (with a strong mandate).

Private sector engagement

Of specific importance is GenU’s interaction with the private sector. GenU’s generic engagement with private sector in Ethiopia can entail the following:

- Engage private sector in knowledge creation and advocacy for conducive environment for private sector and youth employment.
- Engage with businesses owned by youth. They make bring a unique perspective in how to engage with youth and how to create job opportunities for youth by youth.
- Support private sector in realising an improved gender-balance.
- Engage private sector in dialogue on improving entrepreneurship culture and services (including youth owned businesses) – which should result in actions.
- Support the design of youth training programmes with the private sector (e.g. the KCB-bank programme in Kenya, the GIZ Training skills programme and the Dashen Bank youth network).
- Generate and disseminate lessons learned from employment projects implemented by private sector partners.
- Engage private sector to explore how more training opportunities, internships, job shadowing, apprenticeships etc. can be developed (for students, but also short practical trainings for TVET teachers).
- Engage private sector in design of non-formal TVET short courses.
- Support the coordination between private sector and TVET institutions.
- Facilitate dialogue (include private sector and private universities) on university relevance of academic curricula, need for applied science and soft skills.
- Support and initiate programme in decent work promotion / labour conditions to attract and retain young workers in formal sector.

Youth organisations’ engagement

The table below shows the youth organisations that were interviewed, what they do, and how they could play a specific role in GenU. It is important to mention that GenU should also consider ways to include less visible and smaller youth initiatives in Ethiopia: who run their activities in their communities or might lack the resources or skills to formalize their organisation but do impactful work.

Involvement of youth in creating this knowledge base is essential. The youth should be involved by:

- Playing an active role in the governance of GenU.
- Being engaged and consulted regularly, for example in in periodic youth focus groups.
- Giving them an active role in translating of the knowledge generated, into actions.

The youth’s voice – also the marginalised youth’s voice, will be included in this. The youth focus groups with a diverse youth composition will be repeated, on a yearly basis or every other year. These function as both a knowledge generation instrument, but it also gives youth the opportunity to have a role in translating the knowledge generated into actions.

Table 16. Youth organisations

Youth Organisation	What they do
Empower Youth for Work Ethiopia (EYW)	They organise and strengthen local youth groups in the rural climate-affected areas. They also liaise with private sector to facilitate sufficient economic opportunities for the youth.

Youth and Women Entrepreneurship Promotion (YoWEP)	Provide support to the Ethiopian government in tackling unemployment among the youth and women.
Addis Ababa Youth Association/ AAYA	Focus is on youth economic empowerment. Therefore, they run several programmes that facilitate participation in the economic, social and political activities in the country.
Selim TVET (Vocational and Technical Education and Training) college	They strive to connect graduates with major stakeholders and employers. Through a programme known as Employable Youth in Ethiopia (EYE) they focused on increasing the employability of male and female youth.
Misale Initiative	They support Ethiopian youth through providing mentorship in their field of interest. Their target audience is university students who are in their third or fourth year of their studies.

GenU’s steering and streamlining role applies to all change areas. Specific activities under coalition-building include hosting conferences, platform, meetings, and events to encourage regular multi-party dialogue - between the young people, private sector, government, multilateral organisations, and civil society. It can also include spearheading specific task forces on themes like employment or entrepreneurship.

8.3 Resource mobilisation

As emphasized in the Global Investment Strategy, GenU wants to take an innovative approach to resource mobilisation. In addition to creating traditional funding mechanisms, it will focus on using catalytic capital to crowd-in and coordinate additional investment. GenU can leverage on the **Unlimited Multi-Partner Trust Fund**.

This is the first pooled fund (established in December 2019) to support GenU’s work and activities¹¹. It is meant to unlock additional government, international, and commercial investments. Guided by an agile approach and in close consultation with the JCC, these funds will need to be deployed as initiatives and investment opportunities arise. The funds from the trust fund could be blended in an ‘online marketplace’, where GenU shows initiatives that have been selected for scaling up (see section 8.1 – GenU can both assess promising initiatives in Ethiopia as well as work on arranging funding for their upscaling) Obviously and in line with the knowledge generation function of GenU, impact of these projects will first be assessed before they are being prepared for funding. The marketplace will provide an opportunity for private sector, private foundations and other funders to invest in ‘proven’ interventions. The model is based on the ‘Social Coin’.¹² GenU can create and present investment cases (impactful initiatives) to connect investors to investable ideas. The Country Investment Agenda will build on this discussion of portfolios of scalable, bankable initiatives and innovations in showcasing how GenU can be central in resource mobilisation efforts in Ethiopia. Closely linked to finances would be technical expertise, which would be convened and coordinated by GenU.

¹² In the Netherlands, the Social Coin provides a platform for private businesses to fulfil their CSR obligations, by investing in initiatives offered through a platform. The initiators of the platform conduct independent evaluations before admitting initiatives.

8.4 Implementing partner for new and scaled up initiatives

As a result of playing the three previous roles, GenU will be able to support partners in implementing initiatives or may implement some activities itself such as knowledge generation, i.e. impact assessments and youth events or youth organisation capacity building (on smaller programmatic areas and operational activities for example). The knowledge generated can be used for the selection of initiatives that can be scaled up, the coalitions built to capitalise on youth's inputs, sharpen initiatives and the resources mobilised to fund implementation. The approach to identifying and selecting initiatives and the approach to implementation will be explained in the next chapter.

8.5 Skills, partnerships, outputs and resources needed per role

The table below provides a detailed overview of what are specific skills needed to fulfil each role, followed by possible partners, outputs and resources. Please note that the costs of staff are not included, as we assume these will be seconded by partner organisations. For reference, the cost of one international staff is \$ 230,000 per year and one national staff is 60,000 USD per year - both under UN contracts.

Table 17. Skills, partnerships, outputs and resources per role

	Knowledge generation and advocacy	Coalitions	Resource mobilisation	Programme / Implementing partner
Role	Generate knowledge and evidence on the change areas, play advocacy role. Start engaging youth in a structural way through already present youth organisations and by conducting youth focus groups on a structural basis.	Bringing stakeholders together for steering.	Resource mobilisation (fundraising, finance, brokering) for new interventions.	Coordination of new interventions and scaling up interventions.
Skills needed	Research skills, coordination skills, advocacy, and negotiation skills.	In addition to role 1, relationship management.	In addition to role 2, marketing/ resource mobilisation.	In addition to role 3, support partners in implementation (programme management).
Partnerships possibly with	Youth volunteer groups and Youth organisations: such as Ethiopian Youth Federation or ESET Children and Youth Development Organisation, Research institutes, Universities, Africa Gender Innovation Lab, Young Lives, Change For Ethiopia, World Bank, Government (relevant ministries and agencies).	In addition: implementing partners (private companies) & international development partners. Incubators: Blue Moon, ICE Addis, xHub, angel networks.	In addition to development funders: foundations (MasterCard, BMGF), venture capitalist, investors, crowd funding.	ILO, UNICEF, EU, GiZ, SNV, USAID, Koika, UNICEF, UNDP, DFID, and national private sector (Industrial Park Companies, SMEs).
Expected Outputs (examples)	<ul style="list-style-type: none"> Effectiveness studies /assessments conducted. Feasibility studies. Public knowledge database for sharing and cataloguing data on priority areas. Value for money assessment (Comparative studies). Gap analysis, sectoral studies, gender analysis. 	<ul style="list-style-type: none"> Multi-stakeholder conferences, meetings, dialogues held. Specific tasks forces spearheaded in change areas (e.g., primary education learning outcomes, TVET/Private 	<ul style="list-style-type: none"> Focal point for resource mobilisation. Resource consultations held with donors/private sector other funders. Mobilised funding for targeted projects. 	<ul style="list-style-type: none"> Scaling up of interventions. Development and implementation of new interventions.

	<ul style="list-style-type: none"> • Advocacy strategies and policy dialogues. 	<p>sector connections).</p> <ul style="list-style-type: none"> • Joint platforms for coordination and programmatic advice. • Social media and online engagements. 		
Resources needed (operational and programmatic budget)	<p>Staff seconded from UNICEF, ILO, UNDP and others, limited budget for building knowledge base - approx. \$ 500k p/y</p> <ul style="list-style-type: none"> • Operational budget approx. \$ 50k p/y (excluding staff because of secondments). • Programmatic budget approx. \$ 450k for impact evaluations. etc., outsourced 	<p>Staff seconded from UNICEF, ILO, UNDP or others budget also for developing propositions approx. \$ 800k p/y (total approx. \$ 1.3 m p/y)</p> <ul style="list-style-type: none"> • Operational budget approx. \$ 100k p/y (excluding staff because of secondments). • Programmatic budget approx. \$ 1.2 m p/y, approximately \$ 750k p/y for development of propositions (addition to previous role). 	<p>Expertise for the development of a marketplace and RM material - approx. \$ 250k p/y (total approx. \$ 1.6 m p/y)</p> <ul style="list-style-type: none"> • Operational budget approx. \$ 150k p/y (excluding staff because of secondments). • Programmatic budget approx. \$ 1.45 m p/y, approximately \$ 250k p/y for development of marketplace and to do resource mobilisation (addition to previous role). 	<p>GenU employs staff, develops propositions and manages marketplace and supports in implementation/ management of programmes – approx. \$ 300 (total approx. \$ 1.9 m p/y)</p> <ul style="list-style-type: none"> • Operational budget approx. \$ 250k p/y (secondments in combination with GenU staff). • Programmatic budget approx. \$ 1.65 m p/y, of which approximately \$ 200k p/y for implementation support (addition to previous role).

9. Potential scalable initiatives in Ethiopia

9.1 Approach to identify and select scalable initiatives

One of the key starting points for GenU in Ethiopia is to realise some quick and effective actions. A first step would be to see how to strengthen existing initiatives in change areas in the short-term.

To arrive at a list of potentially scalable initiatives, we considered three elements:

1. **The findings of gap analysis:** does the intervention address one or more specific barriers – which have been prioritised in terms of their impact (medium or high) and the attention it currently receives from other, existing initiatives?
2. **Added value for GenU:** Does GenU add value when it comes to strengthening and upscaling the intervention?
3. **Application of selection criteria:** does the initiative combine a potential for wide-scale impact, funding and financing opportunities, alignment with the vision of the JCC and demand of the market for its result?

For each of the proposed scalable initiatives, we assess the following elements:

- A. What is the content of the intervention - in relation to the GenU themes?
- B. How does the intervention score on each of the framework criteria?
- C. What is needed to upscale the programme – resources, network, knowledge?
- D. What can GenU offer to upscale the intervention - what is its contribution?
- E. What are the practical next steps?

A summarised overview of the assessment of the different initiatives with a strong potential for scalability and active role for GenU is presented overleaf. Please note that the data received was limited and hence the assessment of the presented initiatives is only indicative. GenU could play an important role in undertaking Impact Evaluations of a number of these initiatives.

Table 18. Summary of assessment of scalable initiatives

<p>Overview</p>	<p>1. YES Centres Part of SINCE programme (SINCE) implemented by the Italian Embassy in Ethiopia and funded by the EUTF.</p>	<p>2. Training of skilled workers and managers for the textile industry Implemented by GIZ in 2018 to 2021 period.</p>	<p>3. Ethiopian Overseas Employment Programme Launched in 2019 and led by JCC.</p>	<p>4. Sustainable Training and Education Programme (STEP) Implemented by GIZ and MoSHE in 2018 to 2024 period.</p>	<p>5. Realizing Aspiration Youth in Ethiopia through Employment (RAYEE) Implemented by SNV in 2020 to 2024 period.</p>	<p>6. Giga Launched in 2019 by UNICEF and ITU</p>
<p>Impact</p>	<p>Contributes to engagement of youth and provides youth with entry point in local labour markets.</p>	<p>Addresses crucial linkage between demand of private sector and available skills and educational exposure at local level.</p>	<p>Creating opportunities for unemployed Ethiopian youth, taking advantage of the rising global demand for semi-skilled and skilled labour in OECD and GCC countries.</p>	<p>Focus on quality of education – less impact that is directly visible, but very important for overall functioning of education and employment system.</p>	<p>RAYEE is working to establish a significant increase in youth led SMEs and creating opportunities for young women.</p>	<p>Allows access to information, online learning materials and important services such as online banking.</p>
<p>Funding/financing potential</p>	<p>Impact aligns with priority areas of DPs – funding potential and small earning potential (services offered at the centres for a price).</p>	<p>Development partners willing to fund public-private partnerships: also potential for financing through revenue generation</p>	<p>Interest of foreign industry to facilitate (funding and financing) foreign placement of Ethiopian youth.</p>	<p>Perhaps more limited funding and financing potential – despite its important focus on institutional capacity and matching of supply and demand.</p>	<p>RAYEE facilitates room for key stakeholders to advocate with the relevant authorities such as government institutions.</p>	<p>Combination of private and public parties interested to invest.</p>

Alignment JCC	Crosscutting along the different sub-sectors – addresses number of crosscutting issues.	Aligns with JCC vision to invest in the Ethiopian manufacturing industry over the next decade.	Explicitly mentioned by JCC as a potential key programme in the next years to create jobs – ability to develop skills abroad to strengthen industry at home in later stage.	Meets goals of JCC with focus on TVET, higher education schools and at the skills training centres intentional matching of supply and demand.	Through the formation of agri-business SMEs and through supporting already existing SMEs in Ethiopia – RAYEE is able to tackle the public sector interventions.	Offers the possibility of using internet to gather job information and promotes growth of ICT sector.
Market absorption potential	Insufficient centres currently – large demand for more linkages on both sides of market.	Interest of (international) larger private sector players to invest in skills of workers and management in Ethiopian industry.	Strong demand in OECD and GCC countries for (semi-skilled) labour – challenge remains sufficiency of skill level of Ethiopian youth.	There is room for collaboration not only between the TVET and the private sector but also with other education stakeholders in the country.	There is a need for research to be done on local market requirements and niches.	High potential for market absorption.

9.2 Youth Employability Services (YES) centres

A. What is the content of the intervention - in relation to the GenU themes?

YES is a joint initiative of the Government of Ethiopia and International Labour Organisation (ILO) under the SINCE project. A youth employability services (YES) centre addresses the need of young Ethiopians who migrate to different regions of the country and other countries in search of employment and livelihood. The YES centres focus on enhancing the school to work transition for young men and women (TVET and university graduates). School dropout youth are supported by the different employment centres that cover employability services and job matching.

It is important to consider the two different types of centre together. The YES centre has for example already been upscaled to employment centre in Bahir Dar. This employment centre now provides various employability services and job matching services at Bahir Dar city administration level, in addition to new YES centres in the area.

B. How does the intervention score on each of the framework criteria?

The YES centres have a strong potential for wide-scale impact and there are additional funding and financing opportunities. There is also alignment with the vision of the JCC – plans were articulated to expand the concept of the YES centre to 15 new locations spread across the country in Ethiopia.

An issue that should be more carefully considered when it comes to assessing the project is to what extent the YES centres (and in that sense the employment centres) are able to connect to the real demands of the local private sector. Different stakeholders expressed their doubt about whether the local centres were able to fully cover the demand dynamics of the local market and reach and involve youth. The local Technical Working Groups and national Project Advisory Group as coordination mechanisms are key aspects of this effort and respond to this challenge.

C. What is needed to upscale the programme – resources, network, knowledge?

In general, the programme could benefit from additional resources and a network to expand its success. To enhance the function of YES and Employment centres, the ILO recently for example, established a digital labour exchange and mobile application: this requires both additional resources as well as knowledge to ensure that it is sustainable and continued.

D. What can GenU offer to upscale the intervention - what is its contribution?

Bringing youth to the table – both in terms of contributing to policymaking and to bring them into contact with potential employers – is core in GenU. As such, it should be able to assist in upscaling the YES centres in different ways, including:

- Exploring how the YES centres can play a role in bringing together youth over Ethiopia and access into the Generation Unlimited network.
- Share additional knowledge (such as the training manuals developed for the YES centres) across organisations and interventions.
- Making sure that intervention of the Ethiopian government and other development partners include the network of YES centres in their approach and design of the initiative.

- Promoting the use of the YES centres and associated initiatives such as the digital labour exchange and mobile application (using its reach as public and private stakeholder platform to promote the use of the application)
- Sourcing additional funding from public and private partners to strengthen the network of YES centres.

E. What are the practical next steps?

The YES (and employment) centres have the potential to be central nodes in the youth representation system in Ethiopia – as input channels for GenU. In terms of practical next steps, this means that a mapping exercise of the different types of centres (with the YES centre as central entity) in the country and the local presence of youth networks could help understanding how linkages can be established (deepening the role of the different centres in the overall ecosystem).

The JCC has indicated interest in expanding the YES centres to other parts of the country. A logical next step practical step would be to establish a working group with representatives of the YES centre partner organisations, the JCC and GenU that can pave a way forward for the next year.

9.3 GIZ's programme on training of skills in textile industry

A. What is the content of the intervention - in relation to the GenU themes?

Together with partner companies, this GIZ project is developing training courses of an international quality standard and that are highly relevant to the labour market. The plan is to set up a 'Centre of Excellence for the Textile Industry' at which prospective specialists and managers will complete training per international standards. The partner companies will provide the necessary machinery in the DBL premises at the Mekelle Industrial Park and pass on their industry knowledge. The project partners will also develop needs-based training documents for junior and senior management positions but also skilled workers, such as mechanical engineers and quality experts.

GenU is not just about the quantity of jobs, but also about quality of work. This programme can be a good entry point to see how working conditions, talent management and job promotions to increase presence and retention of (young) Ethiopians in crucial positions for skilled workers and managers in industry.

B. How does the intervention score on each of the framework criteria?

The programme has the potential to create higher quality jobs – in addition to adding a more modest number of jobs overall (the aim is to have 2,000 trained specialists and managers by the end of the project).

Development partners are willing to fund such public-private partnerships. There is also potential for financing through potential for revenue generation. The JCC has emphasised both the importance of jobs in the manufacturing industry and the need to create positions that require more specialisation and management skills (higher quality jobs). In terms of market absorption, there is also likely to be interest of (international) larger private sector players to invest in skills of workers and management in Ethiopian industry.

C. What is needed to upscale the programme – resources, network, knowledge?

The initiative could benefit from access to a broader and better network of both public (educational institutions, local government) and private partners centered around how the supply and demand for labour can be connected more effectively. Another aspect is knowledge management and generation – it would be

useful if GenU could assist in understanding the execution and impact of the training programmes and how it could be applied to other sectors. Lastly, there have been challenges in understanding the perspective and challenges of Ethiopians with potential for a more specialised or middle management position: there is a need to better match the programme to their needs and ambitions.

D. What can GenU offer to upscale the intervention - what is its contribution?

The team leading the initiative indicated that there was a strong need for more consultations between the different partners involved in the project – the private partners, local authorities, national government and educational institutions for example. They mentioned weak working-relationship between the local university and the industrial park firms and a need to better understand and consult other parties more often.

There is also limited understanding of the ambitions and attitudes of Ethiopian youth. There is a need to develop better insights into how Ethiopians function in the workplace, what their challenges are and how they move-up in the hierarchy as individuals.

Specifically, GenU can support in:

- 1) strengthening the coordination between local and national level aligned to JCC initiatives.
- 2) Amplify the voices and investigate the ambitions of youth – how can learning trajectories scoped to better fit the working ambitions of Ethiopian youth in factories and reduce staff turnover.

E. What are the practical next steps?

Considering the above, next steps include approaching the initiative for collaboration and perhaps first try to set up a youth consultation mechanism in the industrial park area – allowing also for input from other stakeholders such as the educational institutions that are key actors in the process.

9.4 Ethiopian Overseas Programme

A. What is the content of the intervention - in relation to the GenU themes?

Their focus is on creating opportunities for unemployed Ethiopian youth, taking advantage of the rising global demand for semi-skilled and skilled labour in OECD and Gulf-countries. The focus is on sectors with a clear surplus of job seekers (for example manufacturing in the Gulf region) with an expressed interest in migrant labour, for which the government of Ethiopia has planned to redouble recruitment and placement of workers in host countries (most of the labour forces have largely been employed in Saudi Arabia, Qatar, UAE, and Jordan).

B. How does the intervention score on each of the framework criteria?

With regards to the first point under the framework criteria, the impact of this intervention will be ensuring skills development and transfer of technology. Moreover, it will redirect irregular migration through active policies and programmes. It will also maximise foreign currency earnings from remittances.

Regarding its funding and financing potential, the overseas employment programme has partnered with several government ministries to provide analytical assessment of the institutional capacity and legal framework. Subsequently, along with the alignment to JCC, this programme aims at developing a database with over 150,000 job seeker pool - ready for rapid development.

With market absorption, around 16,000 low-skilled Ethiopian workers have been placed in existing Gulf-countries. However, there is still more to be done through the enhancement of the digital recruitment management tool and the accompanying database.

C. What is needed to upscale the programme – resources, network, knowledge?

In order to upscale the programme, the resources needed include ICT knowledge and services. As the digital recruitment tool has already been created, there is a need for maintenance and regular upgrading of this tool together with the accompanying database. Moreover, there is a need for general knowledge on the job-matching procedure for computer science and ICT graduates in this programme. Therefore, we recommend a task force to dig deeper into the impact of the database on job satisfaction and potential increases in remittances.

Additionally, there is a need for analytical input in the assessment of the local supply and international demand market, the feasibility of current legal framework and institutional capacity assessment (Jobs Creation Commission, 2019).

D. What can GenU offer to upscale the intervention - what is its contribution?

GenU can upscale this intervention with the expansion to existing markets in the Gulf and OECD countries, through its global established network. Additionally, GenU could accelerate those youths getting into the maritime sector, through placement in international shipping lines. Since 2012 around 1,500 Ethiopian marine officers have been placed, there is room for more growth in this area (Jobs Creation Commission, 2019).

Through global breakthroughs that GenU has established, assistance can be offered in bridging the gap between recent graduates and the global labour market. Particularly in the sectors that this programme

focuses on which include the Maritime Industry, ICT industry and other service sectors. For example, GenU can be the bridge between graduates and with the service seekers abroad. In addition, GenU can assist in shortening and strengthening the feedback loop between education, skills training and jobs – through its global network and presence in a wide range of countries. Through the improvement of the communication between service seekers and the recruitment agency. This will support the youth that are being placed not only in the overseas market.

E. What are the practical next steps?

The practical next step for this initiative could be the finalisation of the overseas recruitment application and database. This database needs to be able to accommodate the short to medium term goal of 150,000 job seeker pool.

9.5 Sustainable Training and Education Programme (STEP)

A. What is the content of the intervention - in relation to the GenU themes?

This GIZ project aims at creating better employment prospects for TVET and higher education graduates by promoting quality and demand driven education together with skills development. It supports the government in building a more modern education system geared towards employment and socio-economic growth through the establishment of stronger linkages between the education and the private sector.

B. How does the intervention score on each of the framework criteria?

In line with the framework criteria, the impact of this intervention focuses on creating more employment for graduates by enhancing the matching systems in the labour market.

Under funding and financing potential, education stakeholders and partners will be interested in funding a project that strengthens the institutional structure of both TVET and higher education Institutions (2019). STEP's main objectives synchronise with JCC goals, mainly through the conscious development of institutional capacity at TVET and higher education, and intentional matching of supply and demand.

Lastly, in the market absorption potential, there is room for collaboration not only between the TVET and the private sector but also with other national education policy actors to bridge gaps between young scholars and the job market.

C. What is needed to upscale the programme – resources, network, knowledge?

Assessment of the private sector is crucial in successfully upscaling the STEP, particularly dialogue between enterprises and employers to identify qualification disparities. Moreover, a credible network is needed to ensure the collaboration between partners in the education sector, stakeholders and governmental institutions is upheld. This will need to generate specific knowledge on which skills are needed to better equip young learners in TVET for the job market.

The maintenance of resources used in the tools such as Educational Management Information System (EMIS) and resource mobilisation mechanisms to ensure effective management and leadership of the education system.

D. What can GenU offer to upscale the intervention - what is its contribution?

GenU can facilitate in the following ways:

- Facilitating connections between enterprises and TVET.
- Enhancing digital literacy through monitoring these skills training programmes. These include vocational, entrepreneurial and employability skills.
- Bring together youth to explain what skills they are missing and what can be done to fill that gap.
- Assist in sourcing financing and programme to improve the quality for the professional teachers and instructors.
- Encourage youth to take part in these skills training sessions.

E. What are the practical next steps?

STEP has the potential to reshape the education in Ethiopia. Practical steps would be to establish linkages between the private sector enterprises and the TVET and higher education schools. As previously mentioned, this will deepen the engagement of the private sector and provide room for professional development in the training centres. Thus, the set-up of a coordination group that will be used to organise dialogue sessions between NGOs such as the ILO and GIZ and the private sector will further enhance these collaborations.

Moreover, another practical approach would be to strengthen the already existing education policy. This could be through the revision of potential strategies for example the resource mobilisation strategy which has already been put in place. Additionally, the implementation of future informed policies and strategies regarding education from the national education policy actors should be supported.

9.6 Realizing Aspiration Youth in Ethiopia through Employment (RAYEE)

A. What is the content of the intervention - in relation to the GenU themes?

RAYEE’s main goal (driven by SNV) is to create employment for around 240,000 young people through agriculture and agri-business industry. They aim to ‘demystify’ market-driven skills for the youth entering the job market. Moreover, RAYEE aims to establish a new entrepreneurship ecosystem within the Ethiopian youth.

B. How does the intervention score on each of the framework criteria?

In the impact category, RAYEE is working to establish the significant increase in youth led SMEs. They work to creating more opportunities for females in the job market. Under the funding & financing criteria, RAYEE enables room for key stakeholders to advocate with the relevant authorities such as government institutions, specifically on the key issues that hinder youth employment, engagement and entrepreneurship in Ethiopia.

In terms of alignment to JCC, RAYEE particularly tackles the public sector job interventions, mainly through the formation of agri-business SMEs and through supporting already existing SMEs in Ethiopia.

Looking into market absorption, RAYEE acknowledges the need for more research to be done on local market requirements and niches. Through the business development services provided to youth, RAYEE equips young entrepreneurs with specific training on business, administration and marketing. Additionally, they are provided with improved access to inclusive financial services, market information and knowledge on input supply.

C. What is needed to upscale the programme – resources, network, knowledge?

Firstly, first-hand knowledge is needed on the relevant market niches to build on the agricultural sector, for example, which crops have the highest yield and fastest turnover. Additionally, more start-up equipment such as seeds and fertilisers and linkages to enable youth entrepreneurs to solidify their supply chain networks. For this distribution networks, marketing services and access financial services are needed.

D. What can GenU offer to upscale the intervention - what is its contribution?

Specifically, GenU can provide / facilitate:

- A greater network for youth to have access to already existing companies and enterprises.
- To be steppingstones to build their own SMEs.
- Increased knowledge on the hinderances youth face in the job market.
- More and better experts and instructors and aligned training curricula.
- Be the driving force in involving the private sector (apprentices, job matchings, mentoring).
- Stronger link between RAYEE and other youth projects to effectively collaborate in creating and formulating certain policies.

E. What are the practical next steps?

As a practical next steps GenU and RAYEE can set up agricultural distribution networks for young entrepreneurs. This could be following the distribution networks already set up in in existing enterprises. Furthermore, RAYEE could assist these young entrepreneurs in getting into the market, this could be through establishing supermarket connections (using the platform of Generation Unlimited to create traction). Additionally, enabling youth into the digital space of agri-business, through digital market platforms or even digital supply chain networks.

Policies to ensure that the job market is receptive to women and people with disabilities are needed to enhance the RAYEE project. This inequity in the youth workforce is prevalent and needs to be tackled. Through RAYEE. This will pave way to create social impact in the communities and in turn can create value for the youth.

9.7 Giga – Global initiative to connect schools to internet

A. What is the content of the intervention - in relation to the GenU themes?

The purpose of Giga is to connect every school to internet and every young person to information opportunity, and choice. Giga was launched by UNICEF and International Telecommunication Union (ITU) in September 2019. At its core, Giga develops comprehensive strategies to map schools that are not yet connected to internet, improve existing or develop new financing models to finance internet connection and thereby bringing public and private funding programmes together and connecting whole villages to make sure that the unit price of internet connection becomes more affordable. This way it can initiate large scale procurement and reduce costs for internet connection per school. Apart from that Giga is also real time monitoring internet connection to hold service providers accountable.

Giga is also supporting communities with identifying, strengthening and scaling proven and new innovations in software, learning systems and content to support telework, tele-education and financial services. Lastly, Giga is also exploring how connectivity infrastructure can also be used for online banking and electronic financial networks (UNICEF, 2021).

B. How does the intervention score on each of the framework criteria?

Giga, if started in Ethiopia, has the potential to impact communities, that are currently underserved with internet. Once connected to internet and electricity, people will have access to information with regards to jobs, education opportunities, learning materials, social media, online banking systems and more. Giga has the potential to take away quite some of barriers identified in the landscape analysis. Particularly it could be a gateway to access online learning materials and gain digital skills.

However, just having access to internet and electricity is not enough. Devices are needed, proper learning materials, and large numbers of trained teachers/trainers to teach young people digital skills. The digital gender divide (see gender barrier analysis) must be considered. In other words, in the slipstream of Giga, enormous amounts of work must be done to generate real impact.

The capital investment expenditures are very high, especially when an area is not even connected to electricity. Private sector could be particularly interested to invest. Giga supports government and private sector partners to developing financial models to make the investment financially sustainable in the long run. Given that the project connects whole villages, the costs for a particular school to get connected becomes lower. In some cases, there is no additional funding or subsidies needed to sustain internet connection. However, in most areas in Ethiopia, in many poorer areas, subsidies from governments are essential to sponsor school connection (Poddar, 2021), therefore government buy-in is particularly important to reach the most underserved areas.

Giga aligns well with JCC Sub sectors. Access to internet supports almost all subsectors that are highlighted by JCC through, because it offers the possibility of using internet to gather market information, access online banking and online job matching websites. Giga particularly opens the door for the development of the ICT sector and online banking sector. Additionally, it also opens the door to train a future generation of ICT specialists to develop their digital skills as they are now being exposed to internet.

Lastly, internet connection will be absorbed by the market. Internet is a service that eventually pays for itself. However, for people, more particularly schools and students to benefit from internet connection, tremendous support services need to be arranged. These support services include access to devices, access to online learning material and digital skills and mindsets.

C. What is needed to upscale the programme – resources, network, knowledge?

According to Poddar, 2021 (ibid), the most important factor is government buy-in. Connecting schools and communities requires huge investments – which potentially might lead to funds being diverted from other important interventions. Investors will only be interested if the government can be trusted, the regulatory environment for digitalisation is conducive and the government sees this as a top priority. Additionally, there needs to be reliable service providers on the ground that can install the internet infrastructure, including electricity in many cases.

D. What can GenU offer to upscale the intervention - what is its contribution?

Although not yet established in Ethiopia, the potential of Giga is high, in terms of taking away barriers for young people to access quality education and access to jobs. GenU and Giga are already part of a common initiative called Reimagine Education. Apart from connecting schools and young person to internet, this initiative also incorporates the distribution of devices, developing of learning materials, zero rate¹³ content for learning purposes, training teachers and facilitators so that they can teach children digital skills and, lastly,

¹³ This means that Mobile Network Operators (MNOs) will not charge for the use of specific educational web sites or applications.

incorporate youth as mentors for the most vulnerable youth and advocates and promoters that lead marketing and advocacy campaigns (Giga and Generation Unlimited, 2020).

E. What are the practical next steps?

The first step would be for GenU to liaise with Giga and the government in Ethiopia to explore the potential for Reimagine Education in Ethiopia. Only when high-level buy-in is assured, the first step in every country is to map locations of schools that are connected to the internet and those that are not. By mapping this, Giga can calculate the total funding needed which will inform the negotiations with government, investors, and private sector parties. After funding is secured developing the infrastructure can start and all other programmes can follow.

10. Governance structure

10.1 Principles of the coordination and governance structure

GenU in Ethiopia will:

- Start small and grow on the back of success stories.
- The government of Ethiopia and UNICEF (or other development partners such as UNDP or ILO) will co-jointly lead the initiative.
- Be hosted by JCC.
- After a transition period be established as an independent organisation.

Stakeholder onboarding steps

JCC and UNICEF or UNDP, or ILO would set up a joint country coordinating committee. JCC oversees the existing government and private sector platforms that provide GenU steering committee with ideas/ knowledge/ partnership proposals. UNICEF oversees the existing development partner platforms provide GenU steering committee with ideas/ knowledge/ partnership proposals.

In the coordinating committee, youth have an important role. Youth CSOs should be united in a sub-steering committee or youth council. Two of the representatives of the CSOs (chosen chair), can represent youth in the Steering Committee. For UN agencies and private sector GenU should be a 'coalition of the willing'. Organisations should clearly articulate how they can contribute to GenU. This does not necessarily have to be budget, it can also be with knowledge, secondments, implementing capacity, etc. For the private sector, GenU should organise private sector roundtables, to define interest and carve out clear roles. We distinguish between private sector stakeholders that:

- Fund/ finance initiatives from a CSR perspective (e.g., from a foundation, e.g., Mastercard Foundation).
- Represent the demand side of the economy and can inform interventions on skills needed etc (e.g., industrial parks and textile industry organisations).
- Can support with the implementation of interventions, for instance, banks that have a network throughout the country like Dashen Bank. This bank has an initiative known as the "Ethiopian Talent Power Series" which aims to reduce the youth unemployment burden and create thousands of jobs (Dashen Bank, 2020) .

This onboarding process results in a steering committee that includes regional representation, development partners, ministries (as few as possible), private-sector organisation, 3 to 4 UN agencies, 2 to 3 individual companies, youth organisations and philanthropists to oversee the work of the joint JCC and UNICEF GenU goals. The co-chair of the organisation should be a representative of a youth organisation– the chair of the youth council.

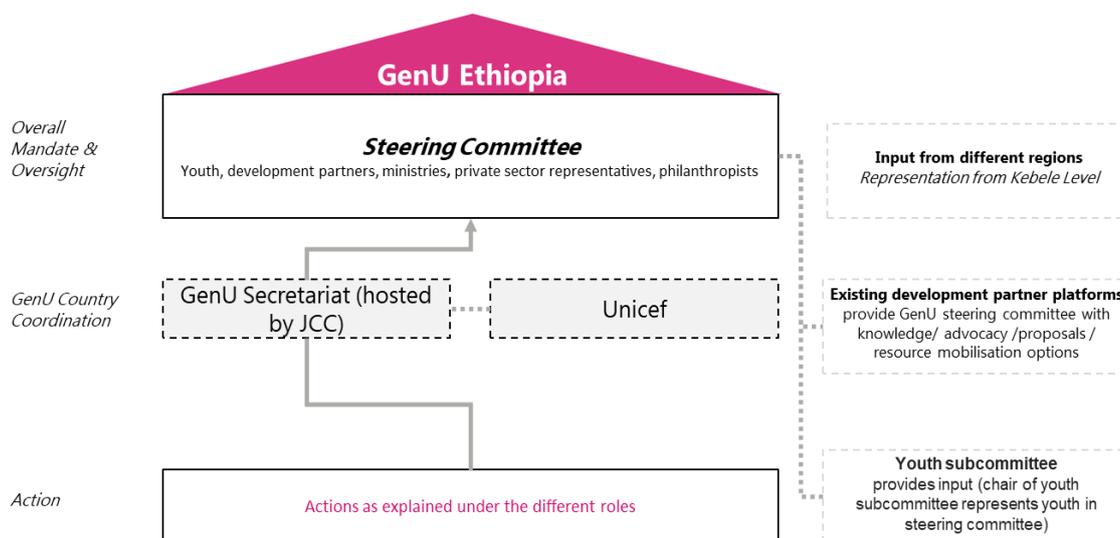


Figure 7. Coordination and governance structure

Good practice: GenU in other countries

Kenya is a GenU frontrunner country. One of the first priorities of GenU in Kenya is to set up secure youth involvement. For this purpose, GenU has set up Technical Working Groups (TWGs), which have to include youth representation. The work of the TWGs will feed into the GenU Board.

10.2 Institutional setup / regulatory framework

This section has benefited from the inputs of JCC’s internal rapid assessment of other similar platforms governance structure to inform the design of GenU’s governance structure. A couple of options for the medium term have been explained in the document. We have assessed the options, although a legal assessment by a specialised lawyer has not been conducted. We emphasise that regardless the structure, it is important for GenU to make youth part of their board and/or establish a youth council or advisory board. The options are:

1. **Becoming a public-private entity under the PPP-law.** However, given that the PPP-law is usually designed for the government to effectively outsource government services, we recommend not to go this route.
2. **Becoming a public-benefit enterprise.** These are organisations that can sometimes rely on structural government funding. However, it is not clear whether other sources of funding can be channelled through. In addition, independency cannot be guaranteed.
3. **Becoming an NGO.** Considering the independent role, this might be the best option in the medium run for GenU in Ethiopia.

In the short run, there are two credible options. The first one is to be hosted by UNICEF, UNDP or ILO, the second one is to become hosted by JCC. Given the work that has been done by JCC already and the need to have some government commitment, the option to be hosted by JCC is preferred. Although when hosted by UNICEF, or UNDP or ILO, GenU might be able to play a more meaningful advocacy role towards the government. But we note that after the initial start-up period, assuming GenU will be reviewed positively,

the institutional setup for GenU will change and GenU will become an NGO. That can be a moment to enhance the advocacy role.

In summary, we recommend exploring the option with JCC to host GenU for the period 2021-2022, after that we recommend proceeding as an NGO (legal assessment is needed to confirm this high-level recommendation).

10.3 Actions and timeline for Generation Unlimited 2021-2023

In this section, we suggest concrete steps for the establishment of GenU Ethiopia. The timeline covers three years – 2021, 2022 and 2023 – and shows the main proposed actions for GenU. We start with the actions needed to set up GenU, which will ideally be implemented in the first half of 2021.

Table 19. Actions and timelines for GenU 2021-2023

	2021	2022	2023
Knowledge generation	<ul style="list-style-type: none"> • Draft knowledge building work plan – including structural YFGs • Design advocacy strategy • Link to global GenU knowledge base 	Outsource evaluations on effectivity of interventions in coordination with implementors and funders	<ul style="list-style-type: none"> • Evaluate the results of the initiatives that have been scaled up • Evaluate the role of GenU
Coalition building	<ul style="list-style-type: none"> • Reach out to potential partners and youth to establish the generation unlimited network 	Conduct YFGs as a method <ul style="list-style-type: none"> • To monitor developments • For participatory M&E 	<ul style="list-style-type: none"> • Propose adjustments based on review (e.g. changes in youth involvement, new partners, secondments, structure)
Resource mobilisation	<ul style="list-style-type: none"> • Apply for budget contribution for organisational expenses (overhead) • Draft resource mobilisation plan 	<ul style="list-style-type: none"> • Design marketplace for RM for initiatives that can be scaled up 	<ul style="list-style-type: none"> • Launch of marketplace for scaling up initiatives
Implementing partner	<ul style="list-style-type: none"> • Implementation plan for scaling up of 6 interventions – coordinate with implementors • Facilitate implementation 	<ul style="list-style-type: none"> • Determine interventions with scale up potential with partners • Sharpen the role of GenU, based on added value 	<ul style="list-style-type: none"> • Provide suggestions for improvements of interventions, based on knowledge base

Start-up phase

Specific actions needed:

- Define legal and organisational structure: actually, establishing GenU in Ethiopia in the short-term.
- Receive an official mandate to operate.
- Mobilize for programmatic and operational budgets: guaranteeing coverage of short-term expenses.
- Secure potential secondments with partners: seconding staff of for example UNICEF or JCC to GenU.
- Arrange other organisational issues: secure office space (with right partner or independently), create communication package (website, other platforms) and
- Develop short-term workplan **looking at all 4 roles, i.e.**, finalise resource mobilisation strategy, M&E framework, etc.
- Engage partners: establish working relationships with other key stakeholders (both public and private and youth networks) and define nature of involvement of next years.

Implementation of the four roles in 2021-2023

Knowledge generation phase / role

In the first year, GenU would need to draft a specific agenda for knowledge generation. GenU will also fulfil an advocacy role, which will to a large extent be based on the knowledge that GenU generates (together with other partners - Gen U can potentially become one of the points of access when it comes to building knowledge on youth employment and education trajectories in the country). Once the agenda is clear, GenU can start outsourcing research. The expectation is that this will mainly focus on evaluating the effectivity and efficiency of initiatives, to feed into the implementing partner function. Part of knowledge generation is also to gain a good understanding of how GenU can be improved, that means internal reviews are also part of this workstream.

Coalition building

The most important element in the action plan is to involve youth. This is a continuous process, as we recommend conducting structural FDGs – this is a way to monitor progress in the situation of youth but as well to engage youth. Part of this workstream is also to involve other partners (especially private sector) in the governance of GenU. Based on a review of GenU, the partnership structure may be amended in year three. With the actions described under this role, GenU aims to build a platform for young people's programme, bringing together public, private and development partners.

Resource mobilisation

The first step in resource mobilisation focuses on securing a contribution for setting up the GenU country team. This can compensate the hosting organisation. In the first year, GenU will also design a resource mobilisation plan and start acting. In the second year a marketplace for effective interventions will be set up. This marketplace will have both a 'scaling up' and resource mobilisation function, as funders / financiers will be able to access the marketplace and commit to interventions.

Implementing partner

GenU will serve as an implementing partner by scaling up six selected initiatives in its early stages – ideally picking up the first parts of this role before the end of 2021. It will at the same time further detail the added value of GenU in implementation. This sharpens the role going forward. Based on the conducted effectivity analyses, GenU can continue playing the implementation role in the future, by supporting other stakeholder in scaling up initiatives.

Annex 1 List of Key Informants

JCC & Government Stakeholders	Organisation	Position
Tiumezgi Fikadu	JCC	Director
Bezawork Ketema	JCC	Policy strategy study and Advisor
Dawit Dame	JCC	Senior Manager
Chema Triki	JCC	Commissioners Advisor
Tiobesta Kebede	JCC	Advisor, Innovative Jobs and Projects
Eden Teklay	JCC	Technical Coordinator
Yerosen Kisi	Ministry of Trade and Industry	Senior Expert for Domestic Investor Transformation
Abate Hailu	Hawassa University	Head of business incubation center
Birtukan Simeneh	JCC	
Nebiyu Gesese	JCC	
Robel Samson	JCC	
Development Partners		
Tillmann Guenther	UNICEF	
Ayalu Admass	ILO	Project coordinator
Yeshiwork, Tewodros	SNV	Chief of Party LI-Way
Hayesso, Timoteos	SNV	Deputy Chief of Party
Tilaye Bekele	SNV	Project Manager
Lea Charlotte Willeke	GIZ	Junior Advisor Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme
Gruber Bjoern	GIZ	Expert Migration, Employment and Private Sector Cooperation
Ali Mohammad	GIZ	Country Project/ Programme Manager
Mulumbet MERHATSIDK	African Development Bank	Senior Social Economist
Paul Mpuga	African Development Bank	Chief Country Economist,
Leaul Habte	Delegation of the European Union to Ethiopia	Programme Manager Private Sector Development
Sewit Detsa	British Embassy	Education Advisor
Dr. Claire Buntic	Education Development TRUST	Senior Education Policy Advisor
Mekdes Eyoel	Education Development TRUST	Gender and Inclusion specialist
Rachel Dawn Coleman	World Bank - Gender Innovation Lab	Consultant
Girum Abebe Tefera	World Bank - Gender Innovation Lab	Senior Economist
Business Incubators, accelerators & Private Sector		
Neftalem Binyam	Dereja	Regional Manager

Markos Lemma	ICE Addis	Co-founder& CEO
Rolina Negussie	Blue Moon	Corporate strategy lead
Matt Butler	PVH	Senior Director Corporate responsibility
Siham Ayele	Dereja	Programme Director
Nebil Kellow	Enterprise partners	
Researchers & Consultants		
Alula Pankhurst	WIDE & Young lives longitudinal research	Country Director Young lives
Marielle le Matt	Royal Tropical Institute	Researcher
Flavia Howard	Dalberg	Climate Practice Manager and Project Manager

Annex 2 Regional Level Informants

No	Name of organisation	Position of informant	Remark
1.	Ministry of labour and social affairs	Employment and Labour Market Information Directorate Director	Federal
2.	Industry Bureau	Communication Directorate Director	Federal
3.	Addis Ababa Women, Children and Youth Affairs Bureau	Youth Affairs Bureau Manager	Addis Ababa, private
4.	Ethio-jobs / Info Mind Solutions	HR Management Trainee	Addis Ababa, private
5.	NH BAY Furniture	General manager	Addis Ababa, private
6.	Rethinking the Future	Architecture Journalist	Addis Ababa, private
7.	Technical and Vocational Education and Training Bureau	Industrial Extension and Job creation Director	Regional, Somali
8.	Job creation and food Security Agency	Job creation Director	Regional, Somali
9.	Addis Ababa Small Micro and Medium Enterprise Dev't Agency	Officer	Addis Ababa, government
10	Addis Ababa Job creation and enterprise dev't bureau	Job Creation Directorate Director	Addis Ababa, government
11	Addis Ababa Chamber of Commerce and Sectoral Associations	Director for Addis Chamber Training Institute	Addis Ababa, association
12	Addis Ababa Micro Enterprise Pottery Center	Center Manager	Addis Ababa, government
13	City Government of Addis Ababa Technical and Vocational Education and Training Agency (TVET)	Planning Officer	Addis Ababa, government
14	SNNP regional Education Bureau	Curriculum Development expert	Regional, SNNP
15	SNNP Region TEVET Bureau	TEVE Training and Capacity Building Directorate Director	Regional, SNNP
16	Enterprise & Industry Development Bureau	KII with Rural Job Creation Director, Urban Job Creation Director, and Agro-Processing Industry Director	Oromia
17	Urban Development Bureau	KII with Focal Person	Oromia
18	Oromia Cooperative Agency	KII with Focal Person	Oromia
19	Education bureau representative	KII with Focal Person	Oromia,
20	TVET Commission	KII with Focal Person	Oromia
21	Labour & Social Affairs Bureau	KII with Focal Person	Oromia
22	Oromia Agriculture Bureau	KII with Focal Person	Oromia
23	Regional Youth Forum	Leader	Oromia
24	Coffee Exporting Share Company	Manager	Oromia
25	Finance Development Bureau.	Focal person	Oromia
26	Youth Association	Chair person	Oromia

No	Name of organisation	Position of informant	Remark
27	Major Role Player in Job Creation- Biggest Employer	Manager	Oromia
28	Known Private Employer	Manager	Oromia
29	Metal Production Workers' Association	Chair person	Oromia
30	Biggest Entrepreneur	Entrepreneur	Oromia
31	Medium Entrepreneur	Entrepreneur	Oromia
32	Small Scale Micro Entrepreneur	Manager	Oromia
33	Adama Industrial Park	Focal person	Oromia
34	Textile Association	Chairperson	Oromia

Annex 3 Recurring themes from Qualitative Analysis

<p>Private sector</p>	<ul style="list-style-type: none"> • Generally private sector engagement (local companies) with other partners appeared to be low and much less outside Addis. • Private sector and development agency visibility and engagement at regional level is limited, and the knowledge of development agencies based on the informant we interviewed is equally limited. • Young people face exploitative working conditions and lack general social protections. Items such as protective gear, masks critical for personal safety are considered a benefit/social protection. Several employers stated their preference for young workers is their low cost.
<p>Curriculum</p>	<ul style="list-style-type: none"> • The curriculum does not support development of entrepreneurship skills in secondary, and higher education. • Young people complain education especially university is too theoretical (highly cited) and that those in TVET are better prepared for the market than University students (moderately cited).
<p>Employment opportunities</p>	<ul style="list-style-type: none"> • Opportunities are more in formal employment • Young people working in factories (rural areas) not doing it because they like it, but because they have no choice • Young people with University degree and limited market relevant skills are disillusioned. They are frustrated and believe that TVET students are prepared better for the workplace.
<p>Farming opportunities</p>	<ul style="list-style-type: none"> • Urban farming options requested by youth in urban areas - vertical farming innovations should be provided (FGD+KII). • Young people especially in rural areas are keen on engaging in agriculture but lack access to land and capital.
<p>Skills needs</p>	<p>Most common skills need (from the youth and employers): specific on job skills</p> <ul style="list-style-type: none"> • Interpersonal skills (highly cited). • Leadership skills, Creative thinking • Teamwork, Problem-solving (highly cited) • Skills that help you adapt (problem solving, negotiation among others)
<p>Policy framework</p>	<p>BDS policies are at an early stage therefore no framework to successfully implement the right practise.</p>
<p>Young people profile</p>	<ul style="list-style-type: none"> • Young people are energetic, adaptive, IT savvy (highly cited) • Young people lack patience, experience and relevant skills • Young people in decision-making: involvement in urban areas than in rural areas. • With the exception where organisation needs to benefit from cheap labour, most institutions sampled do many staff in 18-24 age bracket.

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