An Assessment of the Implementation Status of the National Youth Policy of Ethiopia (2004)

Final Report

Ministry of Women and Social Affairs

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Acronyms and Abbreviations

AA: Addis Ababa
AAU: Addis Ababa University
AU: African Union
AYC: the African Youth Charter
BG: Benishangul Gumuz
BSS: Behavioral Surveillance Surveys
CA: City Administration
CORHA: Consortium of Reproductive Health Organization
CSA: Central Statistical Agency
CSA: Central Statistical Agency
CSE: Comprehensive Sexuality Education
DD: Dire Dawa
EDHS: Ethiopian Demographic and Housing Survey
EPHI: Ethiopian Public Health Institute
EUS: Ethiopian University Service
EUS: Ethiopian University Service
FDRE: Federal Democratic Republic of Ethiopia
FGAE: Family Guidance and Association of Ethiopia
FGD: Focus Group Discussions
FGM/C: Female Genital Mutilation/Cutting
GAMA: Gashe Abera Molla Association

GBV: Gender-Based Violence
GO: Government Organization
GTP: growth and Transformation Plan
FHAPCO: Federal HIV/AIDS Prevention and Control Office
HAPCO: Federal HIV/AIDS Prevention and Control Office
HEI: Higher Education Institutions
HSTP: Health Strategy and Transformation Plan
HTTP: Harmful Traditional Practice
ICT: Information Communication Technology
ILO: International Labor Organization
KA: Keble Administration
KII: Key Informant Interview
MoE: Ministry of Education
MoET: Ministry of Innovation and Technology
MoH: Ministry of Health
MoH: Ministry of Health
MoLSA: Ministry of Labor and Social Affairs
MoYS: Ministry of Youth and Sports
MYSC: Ministry of Youth, Sports and Culture
NFLS: National Labor Force Survey
NGO: Non-Governmental Organization
NYP: National Youth Policy
REYA: Revolutionary Ethiopia Youth Association
RTA: Road Traffic Accidents
SNNPR: Southern Nations, Nationalities and People's Region
STI: Sexually Transmitted Illnesses
ToR: Terms of Reference
TVET: Technical and Vocational Education and Training
UEUS: Urban Employment Unemployment Survey
UN: United Nations
UNECA: United Nations Economic Commission for Africa
UNESCO: The United Nations Educational, Scientific and Cultural Organization
UNFPA: United Nations Population Fund
UNICEF: United Nations Children's Fund
VSO: Voluntary Service Overseas
WHO: World Health Organization
WPAY: the World Programme of Action for Youth
YD: Youth Development
YMCA: Young Male Christian Association
YO: Youth Organization

Executive Summary

Background
Ethiopia has developed and launched its national youth policy in 2004 with the aims "to bring about the active participation of youth in building a democratic system and good governance as well as in the economic, social, and cultural activities and to enable them to benefit from the results". The policy document further specifies four essential guiding principles to addressing ten priority areas of Ethiopian youth through seven implementation strategies and a list of actors mandated on different responsibilities in translating this policy document into action. This policy has been in place for the last 17 years, and there is a need for a comprehensive assessment to learn what has been performed, achieved, and what challenges have emerged in the process.

Objectives
The overall objective of this study is to assess the status of implementation of the national youth policy of Ethiopia, aiming to provide comprehensive shreds of evidence and a picture for the way forward. The specific objectives of the study are, therefore, to:

1. Evaluate the implementation of youth policy in terms of the basic principles of the policy, major policy issues, implementation strategies, accountability & responsibilities of various sectors, and their participation and partnership in support of the policy objectives;
2. Investigate how far the youth policy has created favorable situations for youth mainstreaming, integration, and engagement of young people across policy initiatives and operations;
3. Identify the practical challenges of the youth policy from the youth socio-economic and political participation perspectives, and
4. Recommend policy directions for the future.

Assessment Framework
The assessment mainly focused on the national implementation of the Ethiopian youth policy to address youth's ten stipulated priority needs in observance of the four youth policy principles and seven strategic points and related emerging issues in youth policy making against existing international and regional youth policy instruments. In the course of the assessment, a total of 27 standards and 117 indicators were developed. The standards were clustered around the following major themes: Fundamental principles, strategies, and approaches of the Ethiopian youth policy, policy implementation enablers and disablers, policy implementation activities, and policy implementation impact.

Methodology
To achieve the assessment aims, desk/literature review and empirical data relating to youth policy and implementation were employed. Empirical data were collected from both secondary as well as primary sources. While secondary data were secured from various reports and statistical abstracts, preliminary data were generated using the concurrent mixed research design in which qualitative (KII and FGD) and quantitative (structured questioner of a rating type) strands were used to secure data from policy and decision makers, policy implmenters and groups of youth beneficiaries from the federal to local kebele levels in all the regions of the country except for Tigray; because of the existing instabilities. Besides, more recent international developments and publications on youth policy formulation, implementation, and impacts were reviewed to establish a conceptual framework for understanding, explaining, and guiding the assessment at hand. Local academic, humanitarian, and government-initiated research investigations were conducted to nurture and situate the theoretical framework into the existing contextual phenomena of the youth policy environment in Ethiopia today. Local research conducted by academic, humanitarian, and government agencies on Ethiopian youth, programs, and services provided to them and impacts were also reviewed to check if there are best lessons to be salvaged as well as augument the findings of the primary assessment. Different conventions, MWCY policy documents both at federal and regional levels, local policy documents beyond MWCY offices, and local policy implementation documents were reviewed.

Findings

Sector-based implementation activities: *Different measures were taken cross-sectorally to improve youth services, support, participation and capacity building. First and foremost, economic services were provided that improved youth participation and benefits in different ways. These services involve, for example, developing and implementing youth-focused policy initiatives aimed at increasing youth employment, creating access for a credit service, expanding job creation opportunities, providing entrepreneurial training to enlighten graduates on translating their education into a productive business venture and creating the "Youth Revolving Fund" to make financial resources available for youth to participate i n economic activities and realize their plan.*

Second, educational and training services were amongst the notable services to youth. These services included development of the national education and training policy developed in 1994 to address the four critical problems (access, quality, relevance and equity) characterizing the education of the country, development of different other strategy documents, education sector development programs, program guidelines and manuals etc. Lot of subsequent measures were taken to overhauling the entire education system and governance structure, proceeded with massive educational reform that included instituting the use of mother tongue as a medium of instruction in the primary schools, decentralization of educational leadership, vocational and technical education to take hold from early high school years, preparation of the educational personnel at all levels, development of education and training instruments (curricula, syllabi, textbooks), involvement of the private sector in the educational delivery, introducing student- centered pedagogical approach and use of continuous assessment, continuous professional development of teachers at all levels etc. Massive expansion of schools, colleges and universities were also observed. Such that today we have nearly a quarter of the population in educational attendance from pre-primary to secondary level (i.e. 25,183,274) with an estimated number of 700,838 teachers in 41,438 primary and secondary schools (MoE, 2020). The higher education was tremendously expanded from a single university before 30 years to about 55 full-fledged public universities today; with an annual intake of over 150,000 students.

Third, health services were provided to address different needs of youth. National standards of health facilities for adolescent and youth-friendly health services were developed to address the barriers to accessing quality care services. Education sector HIV strategy was developed embracing reproductive and family planning services and a lot more strategies that help to reduce youth vulnerabilities and risks. Comprehensive sexuality education (CSE) was incorporated into adolescent and youth SRH program interventions to address existing SRH information gaps of adolescents and youth, HIV/AIDS was incorporated in primary and secondary school curricula, over 20,000 teachers trained in life skills education, and youth-friendly HIV and RH interventions were implemented in many universities supported by various partners.

Fourth, different measures were taken to address social concerns of youth of which establishment of youth personality development centers was the major one.The government of Ethiopia also worked to raise the sports facilities in different areas and regions of the country by creating a standard for grading these sports facilities at three levels, specifying each grade's requirements. The major service that was commonly mentioned in different FGDs and interviews pertains to different kinds of capacity building trainings and awareness raising activities offered by different agencies. Character building initiatives have been conducted by different religious centers for the respective religious youth groups which in some cases involve establishing special programs for youth attendants. Rehabilitation and integration services for street youth, youth detained for criminal acts, development of strategy for inclusive education, national plan of action of persons with disabilities, services provided to college youth with disabilities in student disability centers in different universities, different residential and nonresidential services for orphaned youth.

Fifth, with respect to adolescent, youth, and technology/social media, there has been increasing access to information and technology, as well as modernizing a telecommunications network that had fallen behind other African nations, and lifting censorship bans and freeing journalists and other political prisoners. Accordingly, exposure of adolescents and youth to information through different media sources has increased in all modalities ranging from print and audio (radio) to those providing a more interactive platform (social media, internet-enabled mobile phones); the most commonly used source of information for news and current affairs being television followed by radio and social media. There were also interesting youth-ICT intervention initiatives in Ethiopia whereby a School-Net project was established to integrate national educational resources and help ensure the availability of education all over the country.

Evaluation of secotr-based youth policy formulation and implementation: *The National Youth Policy assessment was conducted developing a framework, standards, indicators and instruments from a range of international, regional, and national tools and toolkits. A total of 27 standards/criteria and 117 indicators were designed to seek evaluative data on the policy. Both qualitative and quantitative data were put used for the purpose at hand. Integrating both data, it was generally observed that the standards were predominantly met partially or not even met at all. That is, the youth policy wasn't fully and adequately evidence-based, participatory, multi-leveled,   strategic, cross-sectorial, asset-based, stage-based, social justice-based. It was found that there were insufficient (financial and material) resources, shortage of competent and committed staff at all levels, inadequate commitment and poor capacity of leaders at different levels; unavailability of enabling organizational/ institutional structure and culture; inadequate political commitment and accountability and less encouraging youth democracy and good governance system. Furthermore, there were minimal policy provisions for all-rounded youth participation, comprehensive approach to meeting different youth needs in a coordinated manner; meeting developmental needs of youth in a holistic/ integrated manner; awareness creation and advocacy measures, cooperation and collaboration among different institutions and ministries working on youth issues. More importantly, the youth policy hardly ensured unity through diversity but rather promoted divisive attitudes and behaviors; and inadequate economic, political and social participation of youth.*

Gaps in the existing youth policy *: The findings disclosed that gender-specific issues such as gender inequality, sexual and gender-based violence are not well addressed in the current youth policy of Ethiopia. Some study participants further described the youth policy as too old to consider the realities of today for emerging issues like the impacts of digital technology (media, social media, Internet, mobile phone, etc.) on the lives of youths are not included in the policy. Another critical limitation of the policy is that it aims at ensuring the benefit of the youth without adequate youth participation and utilizing the potential of the youth. The policy is also complained about for not appreciating some of the Ethiopian youth's fundamental problems, such as failing to address all youth groups such as disabled and marginalized youth; it does not encourage young people to be politically independent thinkers. The issues of patriotism, unity, tolerance, and co-existence were not given attention as part of the effort designed to build the youth's knowledge, skills, and abilities. Although youth issues have been formulated at the policy level, it has not been prepared to develop tolerance and respect from top to bottom. Some informants have also criticized the policy for neglecting the role of the private sector in policy formulation and implementation and the importance of the public-private sector's engagement. The main shortcomings of the policy are the lack of enforcement and accountability and the inability to have a youth organization that is entirely free from political influence. In addition, the policy is outdated and has not been revised for many years; as a result, it could not address many emerging issues.*

Policy implementation gaps, challenges/weaknesses: *commonly mentioned problems included: limited participation of youth in policy formulation; lack of awareness about and sense of ownership of the youth policy; limited inclusion and participation of youth with special needs; limited youth participation in policy implementation; disabling organizational structure; gaps associated with youth organizations and youth centers; lack of coordination, cooperation, and integration among stakeholders; limited budget and other resource*

constraints; staff demotivation and lack of commitment and accountability; poor monitoring and evaluation system; and voluntary work-related gaps.

Sector specific challenges: Economic related challenges (greater number of the unemployed and educated youth, lack of access to land fr rural youth; limited job creation opportunities; credit facilities and market-related challenges; uncoordinated and repetitive type of trainings offered); poor quality of educational services at all levels; gaps in the provision of youth-focused reproductive health services by health institutions and vulnerability of youth to STIs and HIV/AIDS; limited rehabilitation services for youth with addiction, mental ill health, and criminal offenses; large number of ineffective and non-functional youth centers; tendency to politicize youth issues; lack of commitment and exemplariness of conduct of state actors; inadequate participation of Such stakeholders as the family, educational, religious, and government institutions and the mass media in a coordinated manner to contribute to youth personality development.

***Youth social evils and migration as challenges:** Most respondents believe that enough attention has not been given to youth exposed to various social evils. This is reflected, for example, by the expansion of centers that encourage youth to substance use and abuse around schools. In addition, the government tends to associate the problem of trans-border youth out-migration as a sign of hating the country instead of trying to understand the root causes of the problem. Informants noted that the legal means of international migration is expensive has pushed the youth to use illegal routes that tend to be cheap but risky.*

***Strengths of the Policy:** The major strengths identified included: existence of a formal structure for the inclusion of the youth; staffing of the this structure; youth center establishment; existence of policy and related documents that guide and outline implementation practices; comprehensive document that includes health, education, youth center; youth organized at different levels for different purposes; strong encouragement from the government in supporting youth engagement including the first Ethiopian National Youth Event with support from Ministry; working with government agencies and social enterprises to open platforms for youths (entrepreneurship); youth capacity building opportunities; multi-level life skills training opportunities; improved multi-level youth participation etc.*

Conclusions and Recommendations
Based on the findings of the study discussed above, the following conclusions and recommendations were forwarded.

Conclusions
The National Youth Policy crafting was fundamentally in line with lots of international and regional instruments. However, the policy development process, contents there in; implementation exercises and outcomes were not sufficient enough to warranty the stipulated standards. On top of those already enshrined in the policy document, a lot of issues were raised for inclusion in a policy that claims to be friendly to current needs of youth in Ethiopia. Repeated changes of the youth affairs office and their organizational structure; youth agency structure that fails to connect youth offices directly to youth beneficiaries; inadequate number competent staff and leadership; lack of accountability of work; poor monitoring and evaluation system; inadequate stuffing of resources to offices, youth centers, agencies etc were the major drawback of policy implementation. These and related other drawbacks have seriously compromised the quantity and quality of services that were provided to youth in the country nearly in all sectors of functioning (economic, health, education, ICT, governance etc.) and hence performances were inadequate across all standards adopted to gauge performance. As an aftermath, youth in Ethiopia appeared to encounter lots of economic, social, educational, and psychological constraints. Nonetheless, amidst all these problems youth in Ethiopia had also made lots of engagements that promoted personal, communal ad national developments. These initiatives need to be supported and scaled up.

Recommendations

Need for revising the existing policy in a manner that it is more responsive to current needs with the participation of critical stakeholders and diverse youth groups that are usually marginalized like, for example, domestic workers, pastoralist youth, street youth, migrant and displaced youth; orphaned youth, youth in orphanages and rehab centers etc. Establish an independent ministerial youth office to coordinate youth affairs from federal to kebele levels and connect this structure to direct beneficiaries, for example, at school/ college level for students, office level for employed youth and at youth center level for out off school youth; recruit competent staff and leaders, provide continuous professional capacity building trainings. And put in place clear career development path; put in place system of accountability and strong monitoring and evaluation systems. The government also needs to show commitment by allocating adequate budget and resources to implement the policy and strategy packages. Mainstreaming youth issues in different sectoral ministries and establish coordination among these offices through youth offices at different echelons of the government structure. Enabling the federal youth office to have official line of connectivity to civil societies, and unilateral, bilateral and multilateral agencies working on youth, establish database on these issues;

I. INTRODUCTION

1.1. BACKGROUND

Alike other developing nations across the globe, Ethiopia is fundamentally a nation of young people; of 104 million Ethiopians, an estimated 29 million are aged 15–29, and the number could rise to 40 million by 2030[1]. Ethiopia's aspirations, then, are fundamentally tainted, for good or bad, by the visions and provisions it avails for young people.

Ethiopia has in fact embarked on nurturing its young people by officially kicking-off a youth policy nearly a couple of decades ago. Youth policy is a set of measures aimed at supporting the development of young people in achieving their full potential[2]. Ethiopia has developed and launched its youth policy in 2004 with the aims "to bring about the active participation of youth in the building of a democratic system and good governance as well as in the economic, social, and cultural activities and to enable them to fairly benefit from the results."[3] As it is clearly indicated in the policy document, the policy has envisioned the youth as "a young generation with democratic outlook and ideals, equipped with knowledge and professional skills"[4]. While aiming at bringing active participation of youth in building democratic system and good governance in the economic, social and cultural activities in an organized manner, the policy document further specifies four basic guiding principles[5] to addressing ten priority

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[1]*Youth Power, 2018*

[2]*European Youth Forum2016.A toolkit on Quality Standards for Youth Policy.*

[3]*FDRE, National Youth Policy of Ethiopia (2004).*

[4] *Ibid*

[5]*The four basic principles of the policy are: 1) youth should actively and competently participate in the country's development endeavors and in the process of the building of a democratic system and good governance and that they should fairly benefit from the results; 2) Youth become mindful of recognizing and respecting the differences inherent in nationality,gender and beliefs in their activities, relationships and participation, 3) Exercise their rights as stipulated in the Constitution; come together;get organized under various objectives. In order to enhance their participation and ensure their benefits there from; and 4) Carry out various capacity building activities to develop their professional competence and skills, further enrich their knowledge and give them training; undertaking various*

areas[6] of Ethiopian youth through seven implementation strategies[7]and a list of actors mandated on different responsibilities in the process of translating this policy document into action.

The policy is further accompanied by different supportive documents and recognizes the need for inter-ministerial cooperation for effective implementation of the policy. Some of these documents include policy explanation manual[8] detailing the guidelines governing the translation of the policy in to action, an administrative manual for basic and small range skills training for the youth[9], separate development packages for urban[10]and rural youth[11], a national framework of life skills training for young persons[12], a training manual to accompany the national life skills framework[13], a standard for youth voluntary service[14]and a standard for establishing youth centers[15].

No doubt that the formulation of the Ethiopian Youth Policy[16]was the first critically important framework not only articulating the commitment of the government to advance the aspiration of young Ethiopians, but also in guiding, directing and coordinating the developmental needs of young persons' ever put to use in the entire history of Ethiopia. This document is "an eminent exercise not only because it provided us with the first youth development framework in the history of the country, but, more importantly, because it is coined based on the current (positive oriented) premises of youth development". On top of crafting the policy along the prevailing positive youth development framework as well as the felt priority needs of the Ethiopian young people, many implementation measures were taken to benefit young people. Achievements were documented in this process of implementation that obviously needs to be documented. In as much as achievements were recorded, the government has been experiencing different challenges in implementing the policy, which, according to the ToR, include problems like "weak monitoring and evaluation tools, lack of inter-sectoral cooperation, limited financial resources, and absence of a clear strategy at the different levels". Yet, there is a need for a comprehensive assessment to identify what really worked well for a better engagement and empowerment of young people in this country. Hence, this document presents a copmprehensive report about an assessment that is being prepared in response to a call for consultants by the then Ministry of Women, Children and Youth (MWCY) to record the changes observed so far

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capacity building activities with a view to further consolidate the overall empowerment of youth.

[6]*That is, democracy and good governance, health and HIV/AIDS, education and training, employment, social/cultural services, environmental protection, sport and entertainment, youth special needs, youth and globalization, and information communication technology and youth.*

[7]*That is, active participation, organization, capacity building, encouragement and support, research and data/ information management, coordination and partnership and national and international partnership.*

[8]*Ministry of Youth and Sports (2005).National Youth Implementation Manual. MoYS, FDRE, Addis Ababa.*

[9]*Ministry of Youth and Sports (2006a).Administrative manual for basic and small range skill trainings for the youth. MoYS, FDRE, Addis Ababa.*

[10]*Ministry of Youth and Sports (2006b).Development Package for Urban Youth .MoYS, FDRE, Addis Ababa.*

[11]*Ministry of Youth and Sports (2006c).Development Package for Rural Youth .MoYS, FDRE, Addis Ababa.*

[12]Ministry of Youth and Sports (2008). Ibid

[13]Ministry of Youth and Sports (2011).Life skills training manual for young persons in Ethiopia. Unpublished Final Draft Report, Addis Ababa.

[14]Ministry of Youth and Sports (2010).A standard for youth voluntary service. MoYS, FDRE, Addis Ababa.

[15]Ministry of Youth and Sports (2010). A standard for establishing youth personality development centers.

[16]Ministry of Youth and Sports (2004).Youth Policy. MoYS, FDRE, Addis Ababa.

after the implementation of the policy, since 2004. In the assessment attempts were made to evaluate the relevance, effectiveness, efficiency, impact and sustainability of the policy and come up with feasible actions for policy and decision makers.

1.2. Rationale for the Youth Policy Implementation Assessment

Policies are statements intentions to be realized for the segment of population it encompasses as well as sets of proposed actions and strategies in pursuit of the intentions. To ensure this intended purpose, policies need to be periodically assessed, updated, and kept alive. It is now over 17 years since the Ethiopian youth policy has been put to use and, hence, there is a need to learn what has been achieved, what has not been achieved, and what challenges has emerged in the process of implementation. This is not for a mere pursuit of feeding our appetite of curiously; it rather has a pragmatic purpose to serve. Data on these issues need to inform the policy document so that it becomes more relevant, evidence-based, and serviceable. Furthermore, there are lots of developments that happened since the the policy crafting in 2004 that need to be incorporated in the policy. For instance, some of the newly emerging issues that make a call for revision to protect the youth policy from becoming obsolete include: the outstanding youth unemployment among young people with first and advanced degrees in the last couple of years, the chronic cross-border illegal migration that has consumed the life of thousands of young people globally and in Ethiopia, too, the misuse and negative impacts of social media on the personality development of young people, the national transformation agenda set in motion in the last couple of years making an unbridled social upheaval, political divide, and ethnocentrism, and the globalization trends that has brought knowledge-based economy into the center stage in the last few years, etc. Last but important is the accountability issues. The policy implementation has surely mobilized and expended the tax payers' money. Hence, the government, mainly decision-makers and implementing agencies, need to demonstrate public accountability by providing information to the public about accomplishments, achievements and gaps.

1.3. Objectives/ Goals

The overall objective of this study is to assess the status of implementation of the national youth policy of Ethiopia, aiming to provide comprehensive evidences and picture for the way forward.

The specific objectives of the study are to:

1. Evaluate the implementation of youth policy in terms of the basic principles of the policy, major policy issues, implementation strategies, accountability & responsibilities of various sectors, and their participation and partnership in support of the policy objectives;
2. Investigate how far the youth policy has created favorable situations for youth mainstreaming, integration, and engagement of young people across policy initiatives and operations;
3. Identify the practical challenges of the youth policy from the youth socio-economic and political participation perspectives, and
4. Recommend policy directions for the future.

II. ASSESSMENT FRAMEWORK

2.1. Scope, Focus and Approach

This assessment mainly focuses on the national implementation of the Ethiopian youth policy to address the ten stipulated priority needs of youth (and related other emerging needs) in observance of the four youth policy principles and seven strategic points as indicated in Table 2.1 as well as related emerging issues in the field of youth policy making and existing global and regional youth policy instruments.

Table 2.1: Assessment Domains of the Implmentation of the Ethiopian Youth Policy		
Basic principles of the Ethiopian youth policy (4)	**Major policy issues or needs**	**Implementation strategies (7)**
1. Ensure youth participation and benefits there of 2. Ensure Unity through Diversity 3. Ensure youth organize freely 4. Ensure youth Capacity Building	1. Democracy and Governance 2. Economic Development 3. Education and Training 4. Youth and Health 5. HIV / AIDS 6. Social Evils 7. Culture, Sports and Recreation 8. Environmental Protection and Social Services 9. Internationalism 10. Youth with Special Attention	1. Organization and All round participation 2. Implementation of Capacity Building 3. Information, Awareness and Advocacy 4. Encouragement and Support 5. Data, Research and Studies 6. National and International Partnership 7. Cooperation and Coordination
Actors: GOs, NGOS, Parents and Youth		

The assessment also makes a soft touch on both the policy formulation (process, policy content, and policy dissemination) as well as impact of policy implementation on the targeted youth (outcomes noted in them). It is believed that while effectiveness of policy implementation adherence is determined, among others, by the nature of the designed policy itself (e.g. its feasibility for implementation, relevance of policy content to the target group and context etc.), implementation outcomes in themselves, too, indicate effectiveness of policy implementation and, therefore, require closer scrutiny to feed back on the implementation practices.

Furthermore, the following major implementation drivers (external to the policy document) that affect implementation adherence will also be examined:
- political will and political support,
- awareness and communication on youth policy,
- proper institutional framework and coordination,
- adequate budget or resource for youth programs and activities,
- staff capacity and turnover,
- legal framework, strategies and guidelines for implementation,
- integration of youth related activities in different sector programs, and
- the roles of NGOs and private sectors.

Keeping in view these focus areas, a revised version of an assessment model of program implementation in behavioral, social, and education interventions[17] is used as a guide for the present assessment.
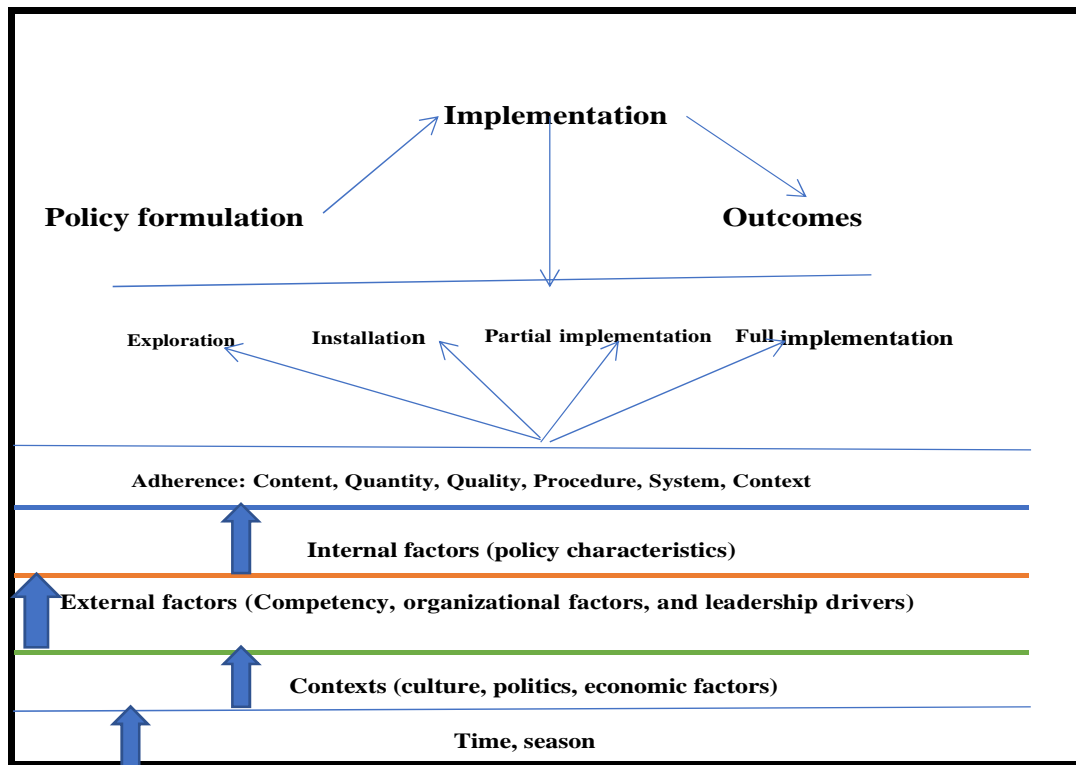
Figure 1: A revised Conceptual Framework of Implementation Assessment in the Ethiopian Setting

The framework holds that assessment of policy implementation fidelity needs to:

1. simultaneously assess policy formulation issues, implementation practices and implementation outcomes,

2. examine if full scale policy implementation was preceded by a period of exploration, policy installation, and partial implementation,

3. gauge fidelity in all policy phases (formulations, implementations, and evaluations) in terms of adherence (content, quantity, quality, procedure, and context) to prescribed policy principles, strategies, and content areas. The adherence measures include the following criteria:

- Content adherence: extent of coverage of the contents and performances of activities, and delivery of services promised in the policy (without making significant alterations, or getting into other unplanned performances).
- Quantity adherence: refers to the extent to which quantity of intervention is implemented in a manner to promise a change in youth; this may include (a) the number of youth served, (b) the scope of services delivered, intensity of services (number of sessions implemented and the length of each

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[17] *Belay Tefera, Solomon Areaya and Daniel Tefera (2020). Program implementation in Ethiopia: A framework for assessing implementation fidelity. Ethiopian Journal of Behavioral Studies, III (1), 1-25.*

session); or (c) the frequency with which program techniques were implemented.

- Quality adherence: the extent to which services provided to use are to the required standard as measured by observance of the principles, strategies and standard derived there off. This may, for instance, require explicitly articulating, among others, how far policy formulations and implementations are evidence-based, youth-friendly, holistic, participatory, and empowering.
- Procedural adherence: refers to of observance of general implementation procedures (stages) or specific ones (e.g. adherence to order of activities when this is essential)
- Context adherence: extent to which policy formulations and implementations attune to the specific realities/ contexts they are operated in.

4. policy implementation adherence is a function of a host of internal (policy characteristics) and external drivers (competency of personnel, organizational factors, and leadership qualities) that in turn are structured by the bigger or macro-level environmental factors (culture of policy implementation, political commitment and accountability, and resource availability) as well as temporal and seasonal factors that smoothen or stiffen the implementation exercise.

2.2. Assessment Standards, Criteria and Indicators

Based on the above framework, attempts are made to develop standards and indicators of the national youth policy assessment by integrating the principles, priority areas, and strategies contained in the Ethiopian youth policy, the ToR for the assessment and the toolkit on quality standards for youth policy developed by European Youth Forum[18]. This toolkit was selected from many other frameworks because it is more comprehensive, recent, and, more importantly shares many similarities with the Ethiopian youth policy framework. Furthermore, it was developed based on recent positive-oriented strength-based youth development perspective which makes it friendly to the Ethiopian case. The toolkit was adapted to the Ethiopian context and integrated to the youth instruments. The European Youth Forum toolkit is organized across eight standards namely, rights-based approach to youth policy, evidence-based youth policy, participatory youth policy, multi-level youth policy, strategic youth policy, availability of resources for youth policy, political commitment and accountability in youth policy, and finally cross sectorial youth policy. The Ethiopian youth experience and instruments were blended with the European framework and accordingly standards and indicators are developed and presented in Table 2.2. A total of 27 standards and 117 indicators were developed. The standards cluster around the following major themes:

- Fundamental principles, strategies and approaches of the Ethiopian youth policy (standards 1 to 13)
- Policy implementation enablers and disablers (standards 14 to 18)
- Policy implementation (standards 19 to 26) , and
- Policy implementation impact (standard 27)

Table 2.2: Standards and indicators for assessing the Ethiopian youth policy implementation

Standards	Indicators (see list of criteria in Table 2)
1) Evidence-based youth	1. Youth policy formulated and monitored based on up- to- date evidence 2. Research is conducted on representative groups of young people to identify opportunities, factors impacting on youth, share results, and take practical remedial measures 3. An integrated information system established to enable stakeholders have access to the database (on

[18]*European Youth Forum (2016). The toolkits for assessing youth policy*.

	policy	youth services, beneficiaries, activities) and research findings
		4. Youth enabled to directly participate in and benefit from the research and data collection activities carried out
2)	Participatory youth policy	5. Relevant stakeholders involved in design and implantation of youth policy
		6. All youth group representatives (youth organizations, unorganized youth, unemployed youth, female youth, rural youth, youth with fewer opportunities like out of school youth, and youth with disabilities, and) involved in all phases of the policy act (formulation, implementation, and evaluation)
		7. Youth engagements beyond service using; as actors. Service providers
3)	Capacity building youth policy	8. Youth provided with professional, technical and leadership capacity building supports to enable them get organized to ensure their rights and benefits
		9. Various capacity building and technical supports provided to youth with special needs (entrepreneurs and those with special talents and capabilities, youth with disabilities.., and those with fewer opportunities)
		10. Assistance provided for youth, different youth policy implementing bodies, civic societies and other social institutions to enable them effectively execute the policy
4)	Awareness and advocacy	11. Awareness creation and advocacy activities undertaken to stakeholders on the rights and duties of youth; their participation and proper upbringing, modern and traditional harmful ...
		12. Measures taken to enable youth develop knowledge and experience about rights, to and actively participate to build a system of peace, justice and good governance
5)	Organized and all-round youth participation	13. Youth organizations established initiated by the youth themselves to ensure their rights and benefits
		14. Youth organizations engaged in mobilizing and leading youth to ensuring their rights and benefits, and to benefiting others (physical environment and community) through volunteerism
		15. Youth councils established and operated to coordinating and integrating various youth associations, clubs, movements etc., and serving as a bridging with stakeholders aiming at ensuring the rights and benefits of youth as well as make them fulfill their duties
6)	Multi-level youth policy	16. National youth strategy acknowledges existence of policy frameworks at other levels (or refers to the thematic priorities of the relevant national and global strategies)
		17. Youth strategy/ policy objectives and activities of different levels (national, regional, local) are coordinated and monitored (there is a body dealing with youth issue at each level of the public authority with clear division of competences and responsibilities)
		18. Youth policy measures at national, regional, woreda levels coordinated
7)	Strategic youth policy	19. Youth policy has an overarching youth programs and strategies, and implementation plans
		20. Objectives of the youth strategy/ implementation plan are measurable, resourced and time-lined
		21. Legal framework, relevant manuals and guidelines for implementation of different strategies, objectives, programs, and goals
8)	Cross-sectorial youth policy	22. Effective and coordinated collaboration across sectors, ministries, and other relevant entities exists
		23. Youth issues are mainstreamed throughout different relevant policy areas
		24. Evaluation of youth policy done, results shared and used for peer learning in different sectors (to be canceled)
		25. Appropriate framework (forum, committees, work force..) at work at different levels (e.g. inter-federal and regional government offices' committee, consortium of non-governmental bodies national youth forum, federal and regional youth bureau joint consultation) for bringing about the linkage among youth-related activities in different sectors, offices, organizations
		26. Youth-issues incorporated into bilateral and multilateral relations and cooperation, in order to enable youth' establish contacts and partnerships with various 'continental' and international youth movements, associations and councils and thereby increase their international participation and ensure benefits from the globalization process
9)	Asset-based youth policy (encouragement and support)	27. Youth-focused centers constructed and, strengthened to provide for the holistic needs of young people at both urban and rural settings for all groups youth including those with special need
		28. ICT services provided for youth to have closer access to the ongoing 'political, economic, social and cultural; development activities both at national and international levels
		29. Efficient and integrated information network set up to facilitate an exchange of youth-focused information amongst various youth-focused stakeholders
		30. Different festivals, national youth day, exhibitions, contests, tours and camping programs organized to enable the youth build knowledge, attitude, and skills of cultural values of nationalities and build partnership, solidarity, and unity based on diversity.
		31. Various competitions organized at different levels to enable youth develop a spirit of competitiveness and to score better results in their participation and achievement…
		32. Various awards and encouragement programs organized for model youth in job creation; scoring outstanding achievements in production…
		33. Suitable and motivating competitions organized for youth who need special attention, to enable them participate in and benefit from such competitions.

10) Social justice-based youth policy	34. Support, services and opportunities available for youth with special needs (youth with disabilities, youth with AIDS, orphaned youth in orphanages, troubled youth in rehab centers, street youth, unemployed youth) 35. Gender-sensitive youth services, support, and opportunities 36. Rural youth services, opportunities and support
11) Ensure unity through diversity	37. Youth policy measures reflect diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area) 38. Enable youth appreciate similarities among nationalities, groups 39. Measures taken to help youth develop national unity
12) Holistic/ integrated youth needs policy	40. Academic services in schools are integrated with non-academic (character, personality, talent development) 41. University and TVET integrate vocational and tech skills development with entrepreneurial skills, microfinancing, team work skills etc. 42. Orphaned youth in residential care are given integrated services that empower youth for independent life 43. Youth centers service provision mechanisms ensure addressing the diverse needs of youth; not just one or two 44. Youth services treat youth both as actors/ service givers as well as beneficiaries
13) Stage-based youth policy	45. Exploration made to establish local fit of policy & implementation 46. Installation in which necessary offices, coordination units, and technical and administration set up are established, resources are put in place 47. Partial implementation in which policy items are tried out before full implementation 48. Full implementation in which the policy programs, strategies are put to practice at full scale
14) Availability of resources for youth Policy	49. Sufficient financial resources made available by the government for youth organizations to support the implementation of youth policies 50. Youth organizations and young people are supported with capacity building (there are financial means to ensure sufficient human resources and capacity building within youth organizations, there are programs available to train youth leader in order to ensure capacity building) 51. Sufficient financial and human resources available for public authorities working on youth policy to ensure commitment to their work on youth 52. Appropriate resources allocated for an evidence-based youth policy
15) Political commitment and accountability in youth policy	53. Stakeholders take responsibility for their actions and can be held accountable for them 54. Public reporting done by the government throughout all stages of the youth policy cycle on a regular basis, information about these is accessible for youth through media, internet etc. 55. Youth organizations monitoring the youth policy implementation to ensure that the needs and interest of young people are met 56. Conducive legal, policy, strategy and program environments created for enabling youth political, economic, social and cultural participation from federal to kebele and schools level and in all sectoral offices.
16) Organizational/ institutional structure and culture	57. MWCY and regional youth-coordination offices have mechanisms to directly target youth groups (like for example schools) to implement the policy 58. Organizational structures allow addressing all kinds of youth including those with special needs 59. Institutional establishments/units/centers and mechanism available to support youth with special needs 60. Organizational structure laid down from federal to kebele and to the last point youth can be reached (e.g. schools) 61. Youth coordination offices or responsible agencies established in other relevant line ministries than MWCY 62. Existing organizational structures are able to facilitate youth policy implementation at all levels 63. Existing youth policy implementation admin structure helps meeting the target youth directly 64. Existing structures promote cost-effectiveness of youth policy implementation through involving voluntary services, fund raisings, and different kinds of support from stakeholders 65. Specific organizational characteristics that affect youth policy implementation (facilitative/ supportive administration, resources, calendars and scheduling) exist at the lowest level (school, university, youth center)
17) Availability and quality of personnel	66. Adequate staff (e.g. the program administrators, regulators, and implementers) are available at different levels to implement the youth policy 67. Awareness, attitudes (motivation), and skills required of personnel implementing the intervention. 68. Such competencies also apply for other non-core or non-primary stakeholders that are delineated to execute some responsibilities in the implementation process. 69. Training workshops, orientation programs and other mechanisms given to personnel specifically related to the conduct of the intervention.
18) Leadership drivers	70. Online executive functioning and required changes are managed, coordinated, administered, and monitored to ensure full implementation, adjustment to changes, and realization of youth policy implementation goals. 71. This leadership applies not only to the core/ primary stakeholders but relevant others that are stipulated in the plan to assume certain delineated roles.
19) Youth personality	72. Adequate services, support and opportunities accessed for participation in building democracy and good governance 73. Adequate services, support and opportunities accessed for youth character building,

	development	74. Adequate services, support and opportunities accessed for youth talent development
		75. Adequate and quality recreational services, support and opportunities accessed for youth
Meeting developmental needs of youth	20) Youth mentoring and guidance	76. Adequate services, support and opportunities accessed for youth mentoring and guiding in career and talent development
	21) Youth financial independence	77. Adequate services, support and opportunities accessed for economic empowerment initiatives for youth, dealing with migration and displacement
	22) Health promotion of youth	78. Adequate services and support accessed for preventing and treating HIV / AIDS in youth
		79. Adequate services, support and opportunities accessed for RH services and support for youth
		80. Adequate services and support accessed for preventing and treating substance abuse, alcohol, cigarette
	23) Education and training services and opportunities	81. Quality education services, support and opportunities accessed for out of school youth
		82. Quality training services, support and opportunities accessed for building technical and vocational skills, entrepreneurship…
	24) Managing social evils in youth	83. Adequate services, support and opportunities accessed for managing social evils: violence and crime
		84. Adequate services, support and opportunities accessed for eradicating HTP (e.g. GBV, abduction of girls, early marriage)
		85. Adequate services, support and opportunities accessed for managing ethnic-based youth conflict
	25) Engagement in sports	86. Adequate education services, support and opportunities accessed for sports and recreation services
	26) Youth volunteerism	87. Adequate and competent youth voluntary engagements in environmental protection and social services
27)	Impactful youth policy	88. Number of youth centers established and contributions 89. Beneficiary youth in the youth centers 90. Youth-initiated organizations (federations, leagues, associations, clubs, consortia, networks…) 91. Participation of youth in youth-initiated organizations 92. Small-scale micro-finance supported enterprises 93. Youth organized under small scale micro-finance supported enterprises 94. Employed youth, young entrepreneurs 95. Engagements in youth volunteering 96. Number of youth volunteers (in environment protection and cleaning and social services) and contributions 97. Schooling attended and level of literacy 98. Exposure to mass media and internet usage 99. Youth engagements in professional work 100. Youth joining athletics and sports, arts, music as a profession 101. Number of unemployed youth 102. Number of street youth 103. Number of displaced/ migrated youth from rural to urban and cross-border migration 104. Youth violence, gang/group fights, bullying in schools, incarcerated youth, youth in remand home (police records) 105. Youth convicted due to criminal acts in police records and juvenile rehab centers 106. Youth riots, demonstrations and enter-ethnic conflicts in universities/ colleges 107. Violence against girls in schools and police records 108. Abducted and early marred girls in rural areas 109. Age at first marriage, schooling after marriage 110. Change in the knowledge and current use of contraceptive methods 111. Need for and exposure to messages of family planning 112. Onset of sexual intercourse, premarital sexual intercourse 113. Safe sexual attitude and practice (condom usage, multiple sexual intercourse) 114. STIs, HIV/AIDS knowledge, attitude, behavior testing and counselling 115. Number of youth with HIV/AIDS 116. Teenage pregnancy, teenage abortion 117. Initiation into substances including tobacco, cigarettes and alcohol

DESIGN AND METHODOLOGY

The assessment is expected to come up with comprehensive analysis regarding youth- related performances, provisions, and outcomes. It provides insights into whether youth are better able to access (economic, social, health, educational, ICT, recreational…) opportunities, have a share in economic growth, live healthy lives, and contribute to household, community, and national wellbeing. It also reveals how youth fully participate in democratic and development processes, play active roles in peace building and civil society, and are less involved in youth violence, criminal networks, and insurgent organizations. Furthermore, it indicates how youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth- friendly policies. Finally, attempts are made to secure lessons from African as well as non-African experiences in youth policy formulation and implementation.

In order to achieve these aims, the assessment employs both desk/literature review and retrieving secondary data relating to youth policy and implementation. Data to be collected are both secondary as well as primary in nature. While primary data are generated using mixed research design in which both qualitative and quantitative data were collected and analyzed concurrently, secondary data were secured from available youth-related various reports. These issues are operationalized in the sections that follow.

3.1. Desk Review

Research literature: more recent international developments and publications on youth policy formulation, implementation and impacts were reviewed to establish a conceptual framework for understanding, explaining, and guiding the assessment at hand. Local academic, humanitarian, and government- initiated research investigations were also conducted to nurture and situate the theoretical framework into the existing contextual phenomena of the youth policy environment in Ethiopia today. Local research on Ethiopian youth, programs and services provided to them and impacts and many more conducted by academic, humanitarian and government agencies wre also be reviewed to check if there are best lessons to be salvaged as well as augment the findings of the major assessment.

Conventions: International youth conventions, legislative frameworks, and policy issues (e.g. UN youth programming and toolkit, youth policy issues for developing nations, youth policy implementation standards and indicators, impacts of youth policy implementation, European forum for youth policy assessment toolkit…) were reviewed first. Then, literature on youth policy development and implementation in Africa and beyond were reviewed to extract lessons about best practices and strategies to dealing with policy implementation assets and barriers.

MWCY policy documents- federal MWCY, regional MWCY: A number of local documents are available within the federal MWCY (policy, strategy, program, implementation, standards…) that were reviewed in the assessment process for interconnectedness, relevance, and contribution to the youth policy and its implementation. Related youth policy instruments are also available at regional level that were assessed for linkage to the national youth policy implementation.

Local policies documents- Beyond MWCY offices: Youth development is an inter-sectoral responsibility in which different line ministries take a share-a-thon in meeting the developmental needs of young people. These include MoE, MoH, MoLSA, and many more. Attempt was then made to assess

the intersectorality of youth services by examining the policy documents of these and other related offices.

Local policies implementation documents - Assessments have already been made by different researchers and ministerial offices having a stake in Ethiopian youth development. To mention some, review of implementation of the Ethiopian education and training policy, review of the implementation challenges of the social protection policy in Ethiopia, implementation challenges of service delivery policy of Ethiopia: civil servants' perspective, and implementation of the Population Policy of Ethiopia: achievements and challenges. These assessment reports need to be reviewed to secure lessons and relevant information about youth service delivery intersectorally.

3.2. Empirical data

- This assessment is a national level engagement with data generated from the top federal level institutions down the road to those in the middle (regions/ CAs) and lower tiers (zones, woredas and kebeles) of administrative governance.
- In each tier of governance, relevant duty bearers are consulted including policy makers at federal and regional level, sectors directly working on youth, youth affiliated organizations, community representatives, young entrepreneurs, unemployed/ out of school youth, etc.
- Two major data sources used are secondary and primary sources.

3.2.1. Data Gathering Tools

Secondary Data: The following documents were consulted to secure relevant secondary data n youth policy implementation and outcomes:

1. CSA (2016). The Ethiopian Demographic and Housing Survey
2. MoE (2019). Annual Education Statistical Abstracts
3. Thematic Research Report, Addis Ababa University, (2016). The Ethiopian Education System Research Report-Student Support System in Secondary Schools.
4. Annual performance report of the three directorates of the MWCY and related offices for 2019.
5. "Your World" Research Report (2019) (Partners: CHADET, Addis Ababa University, Goldsmiths, University of London and University of Brighton, ChildHope)
6. Office reports and statistical data to be secured from relevant offices
7. National assessment of the effectiveness of youth personality development centers (MWCY, 2020).
8. British Council (2019). Next Generation Ethiopia.
9. Ministry of Women, Children and Youth (2018). Adolescent and youth status report 2018.

Primary Data: The assessment is primarily focused on generating primary data from different regions/ CAs using both qualitative and quantitative data collection methods that focus on the standards and indicators developed for the assessment. The assessment rubrics are presented in Table 2 in Annex 1.

Qualitative data: qualitative data were collected using key informant interviews and focus group discussions.

Key Informant Interviews (KII): Key informant interviews were conducted with relevant government, non-government and youth organization officials from those federal, regional and woreda offices that work with youth in different ways and at different capacities. This KII is more of a fact-finding of

issues that can hardly be captured from office reports and documents about practices and experiences. Representatives from various government and non-government youth-related offices were considered for KII. To be a little more specific, these includes youth organizations, youth-related civic institutions and such line ministries as Ministry of Women, Children & Youth, Ministry of Education, Ministry of Health, Ministry of Labor and Social Affairs etc. Table 3.1 presents the type and number of key informant interviewees by policy matters they have reference to and offices represented there in. As it can be seen in Table 3.1, a total of 441 informants were drawn from federal (n=38), regional (n= 95) and woreda (n= 308) level offices.

Table 3.1: Key Informant Interviewees by Represented Offices and Areas of Policy Matters

Policy Matters	Offices Key Informants are represented from	Number of Informants			
		Federal	Regional	Wore da	Total
Fundamental principles, strategies and approaches	Parliament standing committees (n=7)	7			7
	MWCY leaders (i.e. vice minister of youth affairs, directors of the 3 youth directorates =4)	4			4
	Regional level youth affair office directors (n=12)		12		12
Enablers/ factors: Resources, political commitments and accountability, institutional factors	International NGOs working with top, middle or lower levels to provide technical, material, and financial resources: UNDP, CUSO , PFI, SCI, DLPF, BC, IOM, UNFPA, World Vision, Action Aid Ethiopia, VSO (n=7)	7			7
	Local NGO unions working with youth-focused organizations: CoRHA, YNSD, TYDA, APWD, CoYDO, FENAPD (n=6)	6			6
Activities, domains of functioning, services sectors, or needs to be served: Youth personality development, youth mentoring and guidance, youth financial independence, health needs, education and training services and opportunities, managing social evils in youth, engagement in sports, youth volunteerism	General activities: At least one local NGOs in each region (n=12)		12		12
	Youth centers (secondary data and report)				-
	Media -one federal and five selected regional TVS: ETV, Somali, South, AA, Amhara, Oromia (n=6)	1	5		6
	Training and education (high schools, TVET colleges, universities-one TVET college and one university from each region and one high school from each woreda (n=12 +12+ 44=68)		12	44	56
	Health Needs (reproductive health, HIV/AIDS, STIs)-FGA AA and MoH from federal (n=2)and BoH from regional (n=12) and health office (n=44) at woreda level=58	2	12	44	58
	Youth participation: three youth organizations at woreda level (n=3X44=132)			132	132
	Youth character building: sections in the four dominant religious establishments working on youth-orthodox, catholic, protestant Mekaneyesus, and Islamic establishments (n=4)	4			4
	Youth with special needs Youth with special needs	a. Org. working on youth with disabilities: APWD, FENAPD, ECDD (n=4)	4			4
		b. Yeka General Hospital for youth drug rehabilitation (n=1)		1		1
		c. Rehab centers-Remand Home AA (n=1)		1		1
		d. Violence, conflicts and incarceration at federal (MoPS, Police Commission) level, police commission in each region, and the 44 woredas (n=2+12+44=58)	2	12	44	58
		e. Orphanages of youth-at least one in each region		12		12
		f. NGOs providing temporary shelters for street youth: OIC AA, ECC DD, SIDE JJ, SIDE HAR		4		4
		g. Unemployed youth getting services from federal (n=1), regional (n=12) and woreda (n=44) labor & social affair offices	1	12	44	57
Total		38	95	308	441

The KII guides were mainly focused on the proposed standards and explore policy issues, implementation situation, barriers encountered and strategies employed achievements and gaps, policy issues that require further consideration, and deliberations. Three versions of KII guides were developed; version one is for top leaders and version two is for middle and lower leaders and version three is for implementers.

Focus Group Discussions (FGDs): is one of the qualitative data collection techniques that offer both thick descriptive and experiential data. Focus group discussions with youth at different levels were conducted to examine issues pertaining to the following questions:

- How far services are received?
- What changes were observed in the beneficiaries because of services received?.

The focus groups were mainly focused on exploring how far the youth policy implementation has been participatory of young people and possible benefits they reaped in the process, and perceived implementation impacts on them. It also explored their perceived areas of priority for inclusion in the policy so that they will draw better provisions.

Hence, a number of focused group discussions (each group consisting of 6 to 8 members with homogenous characteristics in the same group) were conducted both at regional and woreda levels with different groups of youth (Table 3.2). About 286 FGDs (110 at regional and 176 at woreda level) were conducted using a total of 12 different kinds of youth.

Table 3.2: FGD Participant Groups by Region and Woreda

	Regional level	Woreda/ kebele level	Total
1. High school students-one per woreda (n=44)	**44**		44
2. TVET college students- one per region (n=12)	12		12
3. University students- one per region (n=12)	12		12
4. Youth with disabilities-one in each region (n=12)	12		
5. Street youth in temporary shelters per region having this provision (n=4)	4		4
6. Youth in small scale enterprises, employed youth-one enterprise per woreda (n=44)		44	44
7. Youth in rehab centers for violence and crime (Remand Home) n=1	1		1
8. Youth in rehab centers for drug addiction (Yeka General Hospital)-n=1	1		1
9. Youth in orphanages-one in each region (n=12)	12		12
10. Unemployed youth served by BoLSA (n=12)	12		12
11. Youth benefited health facilities (teenage pregnancy STDs, HIV/AIDS)-one per woreda (n=44)		44	44
12. Rural-urban migrated youth (entry point?)-one per woreda (n=44)		44	44
13. Youth organized under Small scale enterprises (n=44)		**44**	44
Total	110	176	286

The study team used a focus group discussion guide developed during the inception phase.

Quantitative data: On top of statistical data which were obtained from various abstracts, office administrative reports, and publications, attempt were also made to generate quantitative data through a more structured and close-ended survey questionnaire. This structured questionnaire is of a three-point scale that attempts to examine '*how far the policy formulation, resourcing and implementation translated into standards and indicators were implemented?"*. A total of 969 participants were drawn from federa(n=84), regional (n=269), and woreda (n=616) levels as shown in Table 3.3.

Table 3.3: Participants for the Survey Questionnaire

Issues	Groups/ offices	Federal level	Regional level	Woreda level	Total
Fundamental principles, strategies and approaches	Youth experts, officers, coordinators from each directorate at federal (n=5X3) and regional levels (5X3X12=195)	15	195		
	Line ministry offices for intersect orality that include SC, JoCC, MoE, MoH, MoLSA, MoA, MoT, EPCCC, MUDH, MoME, MWI, MoAF, MoTC (n=12)	12			
	Leaders of youth federations, associations, and leagues at federal and regional levels (n=3X1+3X12=39)	39			
	Sub total	66	195		261
Activities, domains of functioning, services sectors, or needs to be served	1. Government offices related to employment opportunity creation for youth at federal (JoCC,, MoLSA, MoA, MoT, EPCCC, MUDH, MoME, MWI, MoAF, MoTC- n=10), regional (BoJOC and BoLSA-n=2) and woreda (n=10 X 44=440) levels=452	10	2	440	452
	Youth participation issues: Youth organizations at federal (league, federation, association, YMCA, WMCA), regional (league, federation and association) level (n=5+36=41) and woreda level=132)=173	5	36	132	173
	Youth volunteerism-VSO, Youth Volunteerism Coordination, and Environmental Protection and Climate Change Commission (EPCC) at federal level (n=3) and two in each region (n=2 X 12=24)=27	3	24		27
	Physical needs, sport, athletics-sport commission in each region (n=12) and woreda (n=44)=56		12	44	54
	Sub total	18	74	616	708
	Total	84	269	616	969

About three items were developed for each indicator; tentatively yielding a questionnaire with a total of 120 rating items that were filled in by individual respondents in about less than half an hour.

3.2.2. Validity and Reliability of Tools

Although validity originates from quantitative research, qualitative researchers are also expected to work for the validation (credibility) and trustworthiness of a study. Attempts were made to ensure the content validity of the instruments, experts' comments and feedback from the field work.

3.2.3. Sample Selection: Areas

The study constitutes ten regions and the two city administrations. The Federal Democratic Republic of Ethiopia administratively consists of eleven national regional states and two city administrations (CAs) that cluster into 97 administrative zones, and these zones into 786 woredas. In some areas like Addis Ababa, woredas are the leastt administrative units while in other regions woredas are further divided in to kebeles. Sample was taken from zones, woredas, and kebeles (Table 3.4). Accordingly, a total of 22 zones (23%) were sampled from which 44 woredas (approximately 5.6%) were taken. Of the woredas sampled, an equal number of rural and urban Kebles (i.e. 22 each) were included in the sampled.

Table 3.4: Number of Sample Zones, Woreda, Kebele and related sampling issues

No. Region/City Administration	Zones		Woredas				
	Total	Sample	Total No. of Woreda	Sample			
				Woredas	Kebeles		
					Urban	Rural/ semi-rural	Total
1. Afar	5	1	34	2	1	1	2
2. Amhara	11	3	139	6	3	3	6
3. Benishangul Gumuz	3	1	20	2	1	1	2
4. Gambella	3	1	13	2	1	1	2
5. Somali	9	2	94	4	2	2	4
6. SNNPR	20	3	41	6	3	3	6
7. Sidama	4 Clusters	1	36	2	1	1	2
8. Tigray	7	2	35	4	2	2	4
9. Oromia	22	4	245	8	4	4	8
10. Harari	1	1	9	2	1	1	2
11. Addis Ababa	11 Sub cities	2	118	4	2	2	4
12. Dire Dawa	1	1	2	2	1	1	2
Total	97	22 (22.7%)	*786*	44 (5.6%)	22	22	44
Urban kebele is a town that has its own independent governance or municipality and mayor.							

On top of population size, level of homogeneity is a factor in deciding on sample size of zones and woredas. Less number of sample were taken from homogenous regions/ CAs (e.g. Addis Ababa) compared to heterogeneous region (e.g. Oromia). Note also that although more number of people and kebeles exist in rural areas, equal number of urban and rural kebeles were taken to reduce cost involved in travelling and accessing scattered settlements in rural areas.

The selection of sample woreda, and KAs was taken in a manner to fairly represent urban/ rural and geographic locations in the regions. In an event that only one zone was considered as a sample, then this sample was taken at random from the pool. However, if two or more zones were sampled, then attempts were made to use relevant criteria (e.g. location) to stratify zones into groups that are equal to the number of sample zones to be taken; then one zone was taken from each stratum randomly. The woredas in the selected zones were then randomly drawn. When woredas were not the least admin unit, then attempts were made to stratify them into urban and rural kebeles and only one was randomly taken such that the number of rural and urban kebeles sampled were ultimately equal in each zone.

3.2.4. Sample Selection: Admin levels, Offices, agencies, and participants

Sample were drawn in a manner that participants were included for each of the policy matters (formulation, resourcing, implementation, and impact) from all level of stakeholders (i.e. *top-level that includes leaders/ planners/ decision makers, middle level that assumes the role of both leadership and implementation, lower level group that are implementers or service givers, service beneficiaries who are the actual targets of implementation and those who work with all the levels*) in the federal

(top), regional (middle) and woreda (lower) level relevant offices (mainly GOs, NGOs, and YOs). Table 3.5 in the appendix presents this matrix along with standards, criteria, indicators, data sources and tools, participants and sample size. As it can be seen in Table 3.5, a total of 80 organizations at federal, 324 at regional, and 762 at woreda levels are included. These organizations are represented at least by one representative that is believed to work with youth. Furthermore, a total of 12 groups of beneficiary youth were selected for data collection as follows:

1. High school students per woreda
2. TVET college students per region
3. University students per region
4. Street youth in temporary shelters per region having this provision
5. Youth in small scale enterprises, employed youth per woreda
6. Youth in rehab centers for violence and crime (Remand Home)
7. Youth in rehab centers for drug addiction (Yeka General Hospital)
8. Youth in orphanages per region
9. Unemployed youth served by BoLSA
10. Youth benefited health facilities (teenage pregnancy STDs, HIV/AIDS) per woreda
11. Rural-urban migrated youth per woreda
12. Youth organized under Small scale enterprises per woreda

3.2.5. Procedures

The procedures involved defining of the stakeholders to take part in the assessment, securing statistics about the population of members in these stakeholders, finalizing the actual sampling distribution across regions, deciding on the actual participants, securing addresses beforehand, and finalizing the list of standards and indicators in consultation with relevant authorities in the MWCY, CORHA, and UNFPA. The team secured comments from stakeholders, translated the English versions of the questionnaire, FGD, and KII guides into Amharic and Oromiffa and conducted pilot test with a relevant sample from Addis Ababa, and then revised and finalized the tools.

Data enumerators, assistants, research associates were identified and provided orientation about the purpose, approach, and procedures of data collection and instruments. These involved four phases-verbatim explanations to trainees by the consultant team, peer-based practice by trainees, actual field-based practice of sampling procedures and administration of tools by trainees, and final discussions about experiences and experiential lessons from field.

Prior to the commencement of data collection, an official letter of cooperation was prepared by the Ministry of Women, Children and Youth. Next, the research team met with the officials, explained them about the purpose of the study and then solicited the co-operation of each.

During the administration of the instruments, participants were briefed about the aim of the research and the confidentiality of the information they provided. Moreover, they were informed that whatsoever information they supply would be used only for the research purpose. Then, participants were also given briefing so that they could be able to fill out the questionnaire as per the instructions. Finally, participants were appreciated and thanked for their full, unreserved and unwavering support.

3.2.6. Ethical considerations

In conducting this study, the following ethical considerations and safety measures were considered:

- Informed Consent: After the purpose and importance of the study were explained and informed consent was obtained from each respondent.
- Privacy and Confidentiality: The privacy of the participants were maintained and they were informed that whatever information they provide will be kept confidential and their identities and names will remain anonymous.
- Appropriate COVID-19 prevention measures as outlined in the tools were taken by researchers, data collectors and study participants.

3.2.7. Data Quality and Management

- The quality of a study report is dependent on the way data is collected once relevant tools that respond to the study questions are developed properly. Hence, team tried to ensure the collection of quality data in order to assure the reliability and trustworthiness of data collected from different sources. To this end, the team took measures to ensure the reliability and validity of quantitative data, and the trustworthiness of qualitative data.
- Careful Recruitment: All data collectors were second degree holders or above. Generally, considerable care was taken in recruiting enumerators.
- Training: Data collectors were trained on the aim of the study, ethical procedures, and interview techniques.

To ensure the quality of quantitative data, the study team checked for the reliability and validity of survey tool. The reliability of items were checked using internal consistency measure (Cronbach's alpha). Cronbach's alpha ( ) helps to assess the possible average split half estimate of correlations of items used to measure a given construct. The validity of the items were checked using expert advice (content validity through feedbacks on the survey instrument).

Ensuring trustworthiness in qualitative data analysis refers to ensuring the credibility and transferability, dependability, and conformability, which is largely related to the issue of presentation. To ensure credibility, dependability and conformability of qualitative data the team used triangulation by data sources and data types as well as negative case analysis. After preparing the first draft, the research team will share the preliminary findings with the client and present at a validation workshop.

For practical convenience, management of data collection was made in three ways; in some sites (i.e. Addis Ababa) all the consultants worked together. In the remaining regions, the consultants were divided among themselves and took charge of the data collection process in the respective regions. A minimum of 5 associate researchers assisted the consultants being from Addis Ababa. Another 11 assistants based in respective regions/ CAs facilitated data collection at regional, zonal, and woreda levels. And, 5 enumerators were employed for data collection in each region; a total of 55 enumerators. The overall data management as well as the assessment work in general was coordinated with one led researcher from the consultants group. While data collection in each region was assumed to take a maximum of 15 days and the entire assessment work was allotted a maximum of 90 days, it turned out, however, that the data collection itself took over three months. The COVID-19 pandemic, the national

election process, and the general poltical instabilities were some of the challengs delaying data collection.

IV. INTERNATIONAL, REGIONAL, AND NATIONAL FRAMEWORKS

4.1. International commitments and foci on youth issues

The international community has recognized the contributions of the young people in nation building long time age. The United Nations (UN) endorsed the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples in1965 for the first time. This was followed by the year 1985 where the United Nations General Assembly endorsed it as the International Youth Year: Participation, Development, and Peace after twenty years. Then, in 1995 after ten years, the United Nations strengthened its commitment to young people by directing the international community's response to the challenges to youth into the next millennium and adopted an international strategy—the World Programme of Action for Youth to the Year (WPAY) 2000 and Beyond [19]which laid down a policy framework and practical guidelines for national action and international support to improve the situation of young people.

Initially, WPAY outlined ten priority areas of action which later on developed into 15 priority areas by the UN member states during the ten-year review of its implementation and adopted in 2007. These 15 issue areas and their related plans of action are understood to comprise the World Programme of Action for Youth, which guides policy and action in the area of youth development.[20] These fifteen identified areas were: Education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure-time activities, girls and young women, full and effective participation of youth in the life of society and decision-making, globalization, information and communications technology, HIV/AIDS, armed conflict, and intergenerational issues. Besides, the WPAY indicated three means of implementation in its documents such as national level, regional cooperation, and international cooperation.[21]

While the United Nations system has a history of promoting young people's participation and voice, the World Programme of Action for Youth was influential in providing a framework for policies at both national and international levels to improve the lives of young people. The focus on young people has been echoed through various United Nations meetings and initiatives, including the United Nations Inter-Agency Network on Youth Development in 2010; the Secretary-General's statement of a Five-Year Action Agenda in 2012; which builds on the World Programme of Action for Youth and is led by the United Nations Inter-Agency Network on Youth Development; and the Sustainable Development Goals adopted in September 2015, which demonstrates a focus on youth as part of the new global development agenda[22].

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[19] UN (2010). WORLD PROGRAMME OF ACTION FOR Youth. New-York: United Nations.
[20] Ibid
[21] Ibid
[22] UNECA (2017). Africa's youth and prospects for inclusive development Regional situation analysis report

To come to youth policy issues, 'policy', to begin with, is is a course of action or inaction chosen by states to address a given problem or interrelated set of problems or how the courses of action for achieving the appropriate goals are determined[23]. Youth policies are increasingly recognized as important frameworks for governance and managing issues confronting the youth. UNESCO (??) states that:

> Every country thus needs effective strategies able to help young people to make the right choices, protect them from exploitation and neglect, and ensure their participation in all spheres of society. To address some of these issues and, more importantly, to take a strong stand in support of their young people, each country is urged to develop a long-term, consensus-based, integrated, and cross-sectoral youth policy.

Youth policy provides a strategic framework for countries to structure their youth development efforts. Policies must articulate objectives, identify stakeholders, target beneficiaries and outline the strategies and mechanisms for achieving their goals. Youth policies establish a broad orientation, to be fleshed out by legislation, sector-specific plans, and the work of implementing agencies. Effective youth policy should be designed with input from the youth and produce enhanced opportunities for youth involvement in governance and development processes[24].

In addition to the UN, the European and the African Unions as regional organs set their frameworks and guiding principles in response to international commitments laid down by the UN. Accordingly, the European Youth Forum identifies three main objectives as cornerstones of youth policy:

1) Enabling young people to participate actively in society and develop as active citizens

Participation is about having the right, the means, space, the opportunity, and, where necessary, the support, to participate in and influence decisions and engage in actions and activities to contribute to building a better society. Therefore, the following sectoral policies should be seen as priorities and full components of youth policy:

- *Good governance (schools, administrations, authorities, including co-decision)*
- *Active citizenship*
- *Volunteering*
- *Access to information*
- *Support and capacity building of civil society and youth NGOs management system*

2) Ensuring the autonomy and the wellbeing of young people

Youth policy must aim to provide young people with the necessary support, resources and opportunities to choose to live independently; to run their own lives; enjoying the possibility of full social and political participation in all sectors of everyday life; and being able to take independent decisions. Access to quality employment and facilitated transition from the

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[23] Ben-Gera, M. (006). The Role of Ministries in the Policy System: Policy Development, Monitoring and Evaluation.
[24] South African Institute of International Affairs (2016). Successful Youth POLICY: Lessons from the African Peer Review Mechanism. Policy Briefing 149.

school system to the job market is, therefore, a key component of a youth policy. Therefore, the following sectoral policies should be seen as priorities and full components of youth policy:

- *Equality and non-discrimination*
- *Employment: fighting precariousness in the labor market*
- *Social protection and poverty eradication*
- *Housing*
- *Transport*
- *Urban and rural development*
- *Health*

3) Supporting young people to find their place in society, as individuals and as professionals

Youth policy must provide everyone with the means and opportunities for integration into society as a member of the active workforce and also as a citizen. It has become a growing challenge for young people to find their place in society and to feel that they belong to a community.

The European Youth Forum believes in the role of education, not only as a tool for employment but far beyond, as a means to raise young people's awareness about their rights and responsibilities and to be provided with the skills, knowledge and attitude to strive for an inclusive and tolerant society. Youth organizations stress the need to recognize the skills acquired through nonformal education, which greatly contribute to the development of the individual as a citizen, and therefore, to the development of society. Therefore, the following sectoral policies should be seen as priorities and full components of youth policy:

- *Quality education*
- *Policies providing support for youth work and youth training*
- *Non-Formal Education and informal learning*
- *Intercultural learning and global education*
- *Access to culture*
- *Sport*[25]

In line with this global orientation, the African Union declared the Year of the African Youth in 2008, and extended this into the African Youth Decade (2009–2018) with the theme: "Accelerating Youth Empowerment for Sustainable Development". These declarations are supported by several African Union policies, including the African Youth Charter (entered into force in 2009); the African Youth Declaration on the Post-2015 Development Agenda (2012); the African Union Commission Strategic Plan 2014–2017 (2013), and Agenda 2063 (2015).

Hence, the AU has set its initiatives to address youth affairs based on these international principles and guidelines. Accordingly, the African Youth Charter (AYC), the political and legal document which serves as the strategic framework that gives direction for youth empowerment and development at continental, regional, and national levels. The AYC aims to strengthen, reinforce and consolidate continental and regional partnerships and relations. Furthermore, it gives priority to youth development

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[25] European Youth Forum (2016). A toolkit on Quality Standards for Youth Policy. Brussels.

on the African Union's development agenda. Particularly, the charter in its article 12 on national youth policy states that every State Parties shall develop a comprehensive and coherent national youth policy:

a) The policy shall be cross-sectoral considering the inter-relatedness of the challenges facing young people;

b) The development of a national youth policy shall be informed by extensive consultation with young people and cater for their active participation in decision-making at all levels of governance on issues concerning youth and society as a whole;

c) A youth perspective shall be integrated and mainstreamed into all planning and decision-making as well as program development. The appointment of youth focal points in government structures shall enable this process;

d) Mechanisms to address these youth challenges shall be framed within the national development framework of the country;

e) The policy shall provide guidelines on the definition of youth adopted and specify subgroups that shall be targeted for development;

f) The policy shall advocate equal opportunities for young men and young women;
g) A baseline evaluation or situation analysis shall inform the policy on the priority issues for youth development;

h) The policy shall be adopted by parliament and enacted into law;

i) A national youth coordinating mechanism shall be set up and shall provide a platform as well as serve as a linking agent for youth organizations to participate in youth policy development as well as the implementation, monitoring, and evaluation of related programs;

j) National programs of action shall be developed that are time-bound and that are connected to an implementation and evaluation strategy for which indicators shall be outlined;

k) Such program of action shall be accompanied by adequate and sustained budgetary allocation[26]

On top of this, the AU (2011) African Youth Decade 2009-2018 Plan of Action outlines three overall guiding principles to member states. These are:

1.Evidence-based tools, instruments, and strategies for mainstreaming youth perspectives in development programmes and activities

2.Considering the multi-sectoral and multi-dimensional of youth issues in scaling up and sustained responses

3.Generating and standardizing, comprehensive data and information across the continent to measure the effectiveness and efficiency of the plan of action.

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[26] AFRICAN UNION COMMISSION (2006). African Youth Charter

Similarly, the Decade Plan of Action 2009-2018 is supported by the Strategy formulated in the context of popularizing, ratifying, and implementing the African Youth Charter indicates strategies and focus areas of the plan of action which is built mainly on the three pillars of:

- Ensuring rights-based approach to youth development through meaningful participation and representation;

- Consolidated investment targeting youth socio-economic empowerment; and

- Mainstreaming youth perspective in the efforts to achieve broad development goals and priorities[27]

4.2. The National Youth Policy (2004)

Population censuses and projections conducted in different years show that adolescents and youth constitute a larger proportion of the Ethiopian population and the figure is expected to rise in the foreseeable future. The 2018 population projection report, for instance, shows that adolescents and youth account for 42% of the estimated total population of 94,161,000. This ever growing young population has implications on a wide range of issues including the social, economic and political agenda of the country. Cognizant of these conditions, the then Ministry of Youth, Sports and Culture formulated the National Youth Policy in 2004. The National Youth Policy (2004) defines youth as those who belong to the age range of 15 to 29. The youth policy aims to bring about the active participation of youth in the building of a democratic system and good governance as well as in the economic, social and cultural activities in an organized manner and enable them to fairly benefit from the results. The policy envisions youth as "a young generation with democratic outlook and ideals, equipped with knowledge and professional skills".

4.2.1. Vision, Objectives and Basic Principles of the Policy

The policy has separate section on visions and objectives. The vision of the policy was "creating an empowered young generation with democratic outlook and ideals, equipped with the knowledge and professional skills, get organized and built on ethical integrity" (NYP, 2004:12).

The major objective of the national youth policy is "To bring about the active participation of youth in the building of a democratic system and good governance as well as in the economic, social, and cultural activities in an organized manner and to enable them to fairly benefit from the results" (p.19).

The four basic principles of the policy cited in the document (MYSC, 2004:21) are: ensuring youth to be active participants and beneficiaries from democratization and economic development activities; bringing about unity through recognition and respect of diversity; getting organized freely and make coordinated move to protect rights and interests, and youth capacity building.

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[27] AU (2011). African Youth Decade 2009-2018 Plan of Action: Accelerating Youth Empowerment for Sustainable Development

The core issues of the national Youth Policy of Ethiopia are indicated in Table 2.1. As indicated in this table, the Policy has four pillars, ten secoral focus areas and seven strategies of implementation.

The Four Pillars: The four basic principles that undergrid the development ad implementation of the national youth policy are to ensuring youth participation and benefits there of, 'Unity through Diversity',   youth organize freely, and youth Capacity Building.

The Ten Focis: The ten core issues include youth, democracy and good governance; youth and economic development; youth education and training; youth and health; youth and HIV/AIDS; youth and social evils; youth, culture, sports and recreation; youth, environmental protection and social services; youth and internationalism; and youth that need special attention.

The Seven Strategies: The policy does not have a separate section for policy activities. However, to implement the core policy issues the following seven strategies were designed: Organization and all round participation; implementation capacity building; information, awareness and advocacy; encouragement and support; data, research and studies; national and international partnership and cooperation and coordination. Under each of these detail activities to be undertaken are listed in bullets. But just as in the vision and objective, strategies for implementing the 'Youth and Health' and Youth and HIV/ AIDS' core issues are missing. However, other guidelines such as the National Adolescent and Youth Health Strategy (2016-2020), prepared by the Ministry of Health have strategies used to implement these core issues (MoH, 2016). The policy document also has a section in which it highlights the responsibilities of government, youth, family and civil society.

4.2.3.Other Youth Policy Supportive Documents

The Ethiopian youth policy is accompanied by other supportive documents such as National Youth Policy Explanation Manual, National Youth Development Package (2006), The Ethiopian Youth Development and Transformation Package (MoYS, 2017); National Adolescent and Youth Health Strategy (2016-2020); and Youth Centers Service Standard (2002/2010 EC).

National Youth Policy Explanation Manual: The national Youth Policy was accompanied by an explanation manual that attempts to discuss the policy development process including the situation and needs assessment endeavors as well as the policy scoping, visions and goals, priniciples and strategies, core policy contents areas, and roles and responsibilities of policy actors (government, youth themselves, parents, and civil societies) implmenters and monitoring and evaluation.

National Youth Development Package (2006): To ensure that benefits are derived by the youth the first youth package has been introduced at the national level in 2006 which has been revised in 2017. The revised national youth development package describes the economic, social, and political activities that need to be implemented by the government, partners, implementing organizations, community and religious affiliated associations and the youth themselves. Furthermore, the 2006 Youth Packages are developed to be implemented during a five-year period based on youth needs and participation. The government has also made concerted efforts as part of the first Growth and Transformation Plan (GTP-

1) to respond to the needs of adolescents and youth by providing opportunities for skill and economic development. There have been improvements in the policy and legal framework for adolescent and youth health and development, adolescent and youth personality development, and volunteerism programs in Ethiopia.

A National Youth Development and Empowerment Strategy has also been issued in 2017 which aimed at supporting the implementation of the national youth policy and serve as a pillar for any youth development and empowerment programs in Ethiopia.

The Ethiopian Youth Development and Transformation Package (MoYS, 2017), was developed in 2017 to enhance youth participation and ensure their benefit. In addition, the Youth Development and Transformation Package emphasized the need to address the prevailing economic and social problems such as youth unemployment and the need to enhance and construct youth personality development centers to contribute to the mental development of the youth respectively. The major aim of the package is "to ensure the organized and active participation of the youth in the building of the country's economic, social and political system and ensure they benefit fairly" (MoYSC, 2017:11).

The National Adolescent and Youth Health Strategy (2016-2020) was prepared by the Ministry of Health with the major objective of "Contributing to the improvement of the health of adolescents and youth through the development and strengthening of an integrated health sector response and the implementation of effective health promotion, prevention, and care programs" (MoH, 2016: 21). The strategy has the following six minimum health goals to be achieved by 2020. These goals are reducing: mortality and morbidity rate by 50%; suicide rate by 50%; mortality from road traffic accident by 25%; pregnancy related deaths by 50%; reducing HIV incidence by 75% and adolescent pregnancy rate by 75%. Most of these goals have been addressed by CORHA and the FGAE. Specifically, reducing HIV incidence and adolescent pregnancy rate are dealt by the sexual and reproductive health information services of the CORHA and FGAE.

Youth Centers Service Standard: The first youth centres service standard was prepared in 2002 EC with the main objective of making sure that youth centers are established and youth focused services are provided up to the standard - to bring about operational effectiveness and consistency. Then this standard was revised in 2010 EC to effectively meet the challenges faced, enhance the capacity of youth centers and thereby provide the youth with a range of better quality and friendly services. As per the principles of the revised standard youth centers have to make sure that the services they deliver are recognized by doing the following: enhance coordination and partnership; ensure youth participation in program development, implementation and evaluation; provide multipurpose services using multidisciplinary approach; increase access to and the quality of services; and enhance transparency and accountability.

Furthermore, acknowledging Article 22 of the African Youth Carter (2006) and the AU 10 year action plan prepared for the implementation of the African Youth Charter the standard indicated that youth centers must be established for facilitating youth recreational activities. The document also outlines the standard set for four types of youth centers namely, model, multipurpose, medium and small providing a maximum of 16 and a minimum of 5 types of services respectively. The standard went on to describe types of services, how they should be delivered and by whom. The main services expected to be delivered by the centers include, library, cafeteria, health care, hall, indoor/outdoor games, ICT, art and

creativity, trainings, counseling and support, gym, voluntary work, mini-media and small shop. Finally the document highlights the structure, responsibilities of the board and other organs in relation to the overall management of the youth centers.

Life skills Trainging Guides: The then Ministry of Youth and Sports also developed a national life skills training framework for young people in Ethiopia in 2008 to standardize trainings given by different agencies in the country and its implementation manual in 2010. While the former was not even published let alone to serve as a guide, the former was in fact published and somehow put to use by different actors. The framework was envisaged to come up with a culturally relevant, comprehensive, inclusive and effective instrument to guide life skill trainings at a national level. Therefore, having defined the meaning of life skills in the Ethiopian context, the framework attempts to delineate the goals and objectives, skill categories, content areas, target groups and methodologies for life skills training for young people in Ethiopia.

V. YOUTH POLICY IMPLEMENTATION ACROSS SECTORS

The discussion of youth policy implementation under this section is organized under seven themes: economic, educational, health, social, technology and media, and political engagements, services, concerns and measures.

5.1. Economic services, Participation and Benefits

Economic Activity and Youth Unemployment
There are limitations to the experience of mobilizing the youth in rural and urban agriculture as well as various activities. We still have a long way to go. Most young people are unemployed (KII with implementers, Amhara). Some participants say not much attention was paid. The current situation is not good. Both the government and the community need to pay attention. (KII with implementers, Amhara)

Discussions with representatives from WCYA and other line ministries both at the federal and regional levels have expressed that there was formulation of employment policy and strategy as well as establishment of different organizations to implement this policy including the implementation of youth-focused entrepreneurship in particular (Representatives from WCYA and other line Ministries at both Federal and Regional Levels). Such initiatives were generally discussed to have resulted in to the creation of lots of job opportunities for both urban and rural youths as well as increasing the number of youth entrepreneurs and industrialists (Representatives from WCYA and other line Ministries at both Federal and Regional Levels). FGDs with TVET students and Small Scale Micro-Enterprise owners indicated that the vocational training they received has helped them to acquire new knowledge and skills and thereby created a sense of hope among them. Thus, the participants are confident and hopeful to get job opportunities or wish to create their jobs with the help of the current vocational training they have been receiving (TVET Students and Youth in Small Scale Micro-Enterprises).

According to the unemployed youth who participated in the FGD, strong and sustained collaboration among concerned bodies is needed to solve the current youth problems. Employment in government organizations often requires experience and the available employment position only relate to guarding and cleaning. Due attention has not been given to youth organizations in their current structure under women and children's affairs. Educated youths are currently suffering from more stress due to lack of job opportunities. Vacant positions posted often require an internal transfer of job position or require previous work experiences that are lacking among young people. Youths with degree graduates remain unemployed, wondering here and there on the streets and committing different kinds of social evils *(Unemployed youth from Oromia).* To solve youth problems restructuring independent youth organizations and disintegrating the organization from women and youth affairs require critical attention *(Unemployed youth from Oromia).* Besides, structures of government organizations should be accessed and open opportunities for unemployed youths. The expansion of both private and government industries and investment should get attention to absorb unemployed youths. This respondent further expressed his ideas as follows:

> *I graduated with two diplomas. Initially, I graduated in General Mechanics. Despite the act that I successfully passed the competency exam, I didn't get any job opportunity. Therefore, I decided to continue pursuing another diploma program in the accounting field. Now, I am in my third year of completing this diploma program in accounting and I am still unemployed (Unemployed youth from Oromia).*

FGD participants expressed that there is no opportunity in place to benefit youth. While they engage in different voluntary services without any payment, many things make youth hopeless when it comes to accessing payed work. The government as well as youth organizations didn't pay attention to advocating for youth problems (unemployed youths, youth in small scale Micro-enterprises). The FGD participants state different factors as sources of challenges in accessing jobs. The nature of the factories themselves was mentioned as one reason. For instance, one of the industries in Oromia, Bedelle Brewery, does not announce vacant positions for the local youth because it is automated and, therefore, instead of human labor it uses modern machines and technologies. The government's failure to establish relationship with the private sector is another problem. The government should create a strong bond with private organizations to open job opportunities for the growing young population through expanding investments. Furthermore, the government should put aside the old system that undermines the capacity of youth and makes this group psychologically affected. Retired individuals assume political power and leadership positions while educated youth remain unemployed. Furthermore, private owners often post pseudo vacant positions simply to employ their relatives and individuals approaching them. Poor youth with no income see these pseudo vacancies, copy his/ her documents, and are exposed to unnecessary expenses. These all lead to desperation youths and forced them to addictions/ commit social evils, theft, and other criminal activities (unemployed youths, youth in small scale Micro-enterprises). FGD participants from Oromia identified problems like scarcity of job opportunities (the available job opportunities are only cleaning and guarding), undermining the available job opportunities, negative attitudes and low attention given to youths. As a result, most youths lack any alternative, gather on the streets, and engage in substance use and abuse (unemployed youths, youth in small-scale Micro-enterprises).

In a similar vein, a key informant from Amhara region, concerning efforts made at creating jobs for the youth also reported that:

It is not an institutional set up designed to solve the problems of the youth. Instead of creating permanent jobs, it is obsessed with the practice of creating temporary jobs. For example, organizing rural youth to produce fruits and vegetables once a year, cereal crop production and so on. It is not a job creation endeavor or a business creation venture (KII from Amhara).

There are joint and individual job opportunities for young people in small businesses. But they do not always change for the better. The experience of better young people is not passed on to others. There are no rewards (KII with Top & middle level leaders, Amhara).

Discussions conducted with stakeholders   (Representatives from WCYA and other lines Ministry at both Federal and Regional Levels) have generally underlined lack of reliable/tangible data about created job opportunities in general. According to them, there is lack of database for self-employed, government-employed, and youth employed in private organizations. Problems of youth dependency/ undermining the available job opportunities/ low entrepreneurship skills and lack of flexible business plans; as major problems encountered in creating jobs for the youth were other problems (Discussions held with representatives from WCYA and other lines Ministry at both Federal and Regional Levels). According to unemployed youth, youth in small-scale micro-enterprises and other FGD participants from Oromia, the following are the major barriers related to job creation for the youth in the region.

- Increasing number of youth unemployment with a young population
- Lack of training for capacity building and awareness creation
- Lack of interest in approaching youth to ask their sole problems
- Lack of answers for youth questions and problems
- Complex credit services for youth (the credit criteria in place is beyond youth capacity).
- Lack of access to housing units for residence
- Low attention given to youth problems and issues
- Absence of youth discussion forums
- Youth themselves having low attitude to some available job opportunities

While youth unemployment seemed to stand at 23.7% in 2011 and gradually declined to 22% in 2016, but once again grew to 25.3% in 2018 for urban youth (Table 5.1), nearly 63% of urban youth aged 15 to 29 years were economically active[28] as per the 2018 Urban Employment- Unemployment Survey (UEUS, 2018) as indicated in Table 5.2,

Table 5.1: Urban Youth Unemployment Rate (2011- 2018)*

	2011	2012	2013	2014	2015	2016	2017	2018
Total (%)	23.7	23.3		22.8	22.9	22		25.3
Male (%)	16.5	16.4		16.3	16.4	12.9		19.0
Female (%)	30.3	29.6		28.8	28.8	29.6		30.9

*Source: *Urban Employment Unemployment Survey (UEUS) of 2018. CSA*

As per the last 2013 National Labor Force Survey (NFLS, CSA, 2013), the economic activity of the rural

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[28]*While economically, active population comprises individuals having economic engagements either as employed or unemployed persons, economically inactive persons are those who were neither engaged in productive activities nor available to furnish their labor to the market. See MWCY (2018), "Adolescent and Youth Status Report", p.7.*

youth was even of a bigger proportion (86%); but with the unemployed and economically inactive constituting 14% (Table 5.2).

Table 5.2: Labor Force Participation (Economic Activity Rate) of Youth (aged 15 to 29)

Location	Total number of youth	Economically active			Economically not active	unspecified	Percent of economically active
		Employed	Unemployed	Total active			
Urban[*]	6,843,174	3,236,324	1,096,936	4,333,260	2,509,914	-	63.3
Rural [**]	16,316,291	-	431927 (1.9% Males and 4.3% Females)	14,010,735	2,301,722	3,834	85.9

[*] Source: *Urban Employment Unemployment Survey (UEUS) of 2018. CSA*
**Source: *National Labor Force Survey (NFLS) of 2013, CSA*

Graph: Total number of jobs created, 2019 and 2020
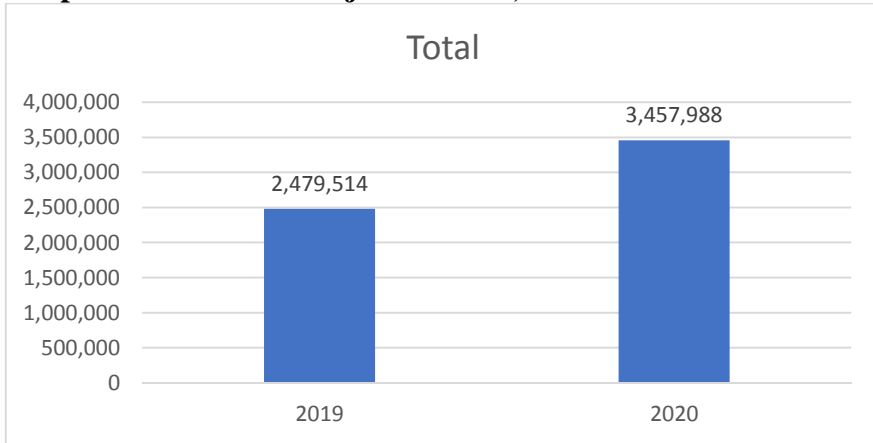
Piechart: Jobs created by regions, 2019 - 2020
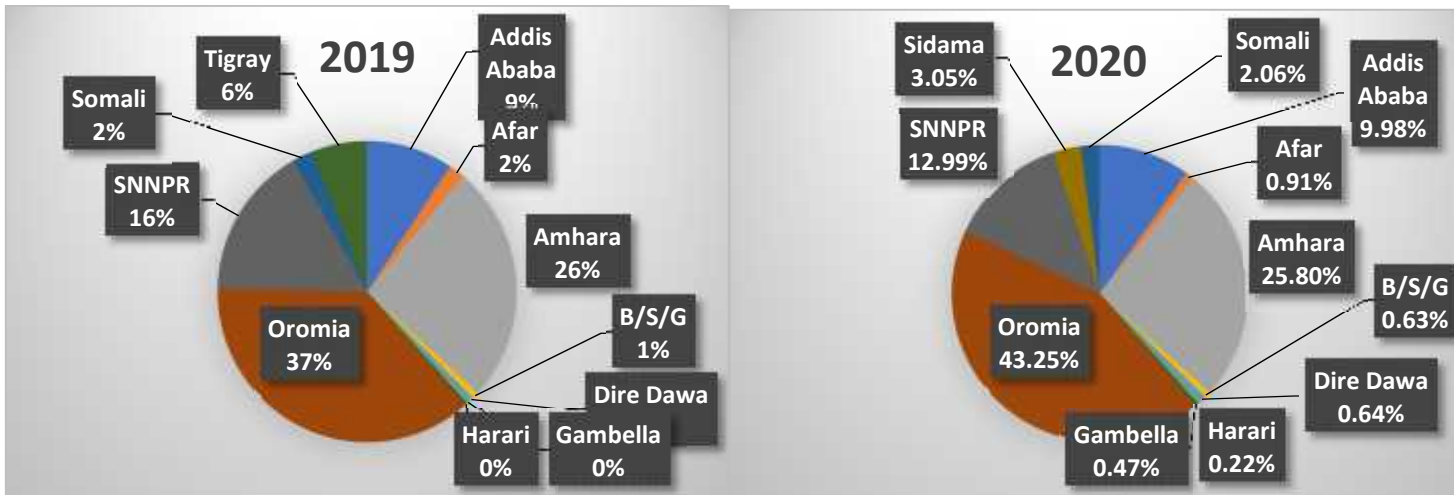
Source- Job creation commission (2019 and 2020)

The data in the above graph indicate a total of 2,479,514 and 3,457,988 jobs were created during 2019 and 2020 FYs respectively at the federal level. Compared to 2019, about 978,474 more jobs were created during the 2020 FY. The two pie charts further indicate the regional distribution of the jobs created for the years 2019 and 2020 FYs. The data illustrate that the biggest regions such as Oromia, Amhara, and SNNPR have created more jobs while the emerging and the smaller regions such as Harari, B/S/Gumuz, Gambella, Diredawa, Afar, and Somali have created few jobs compared to others for both years. This might be due to a large number of youths in the large regions compared to the emerging ones. The data doesn't allow comparisons between the regions. True comparisons could be possible for judgment when the total number of jobs created is compared to the total number of youth in each region, which is beyond the data presented in the two pie charts.

Graph: Jobs Created by Gender, 2019
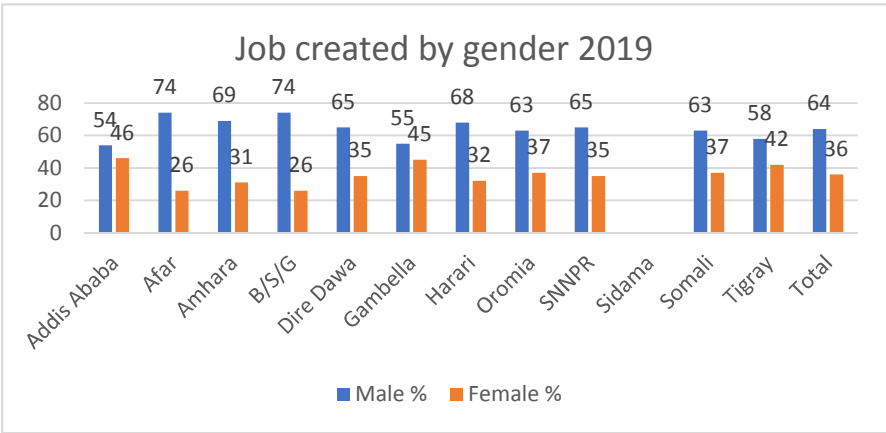
Graph : Jobs Created by Gender, 2020
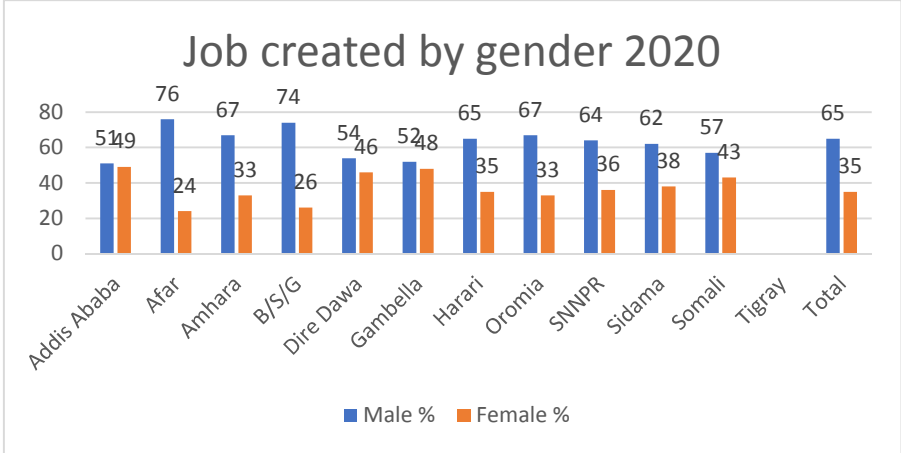
The two graphs above compare the percentage of jobs occupied by male and female youth. In both years males have dominated females where nearly two-thirds of the jobs were occupied by males.

Regions such as Addis Ababa, Amhara, Gambella, Sidama, and Diredawa had created better jobs for females (greater than the national average) compared to other regions.

Graph : Jobs Created by Sdtting, 2019

Job created by urban rural setting 2019
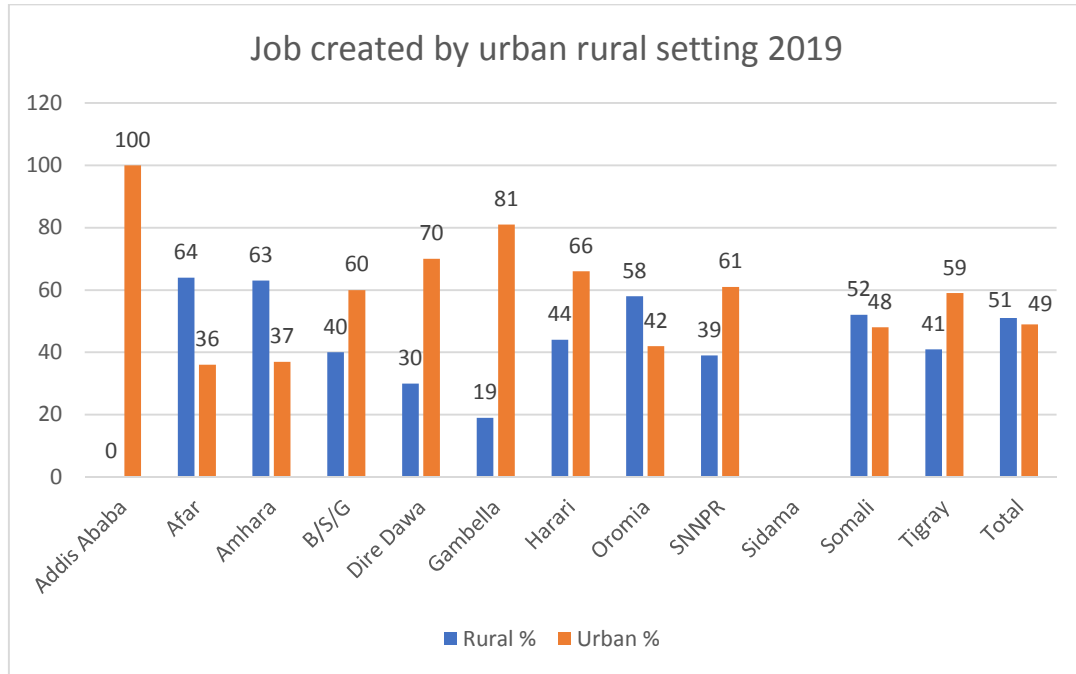
Graph : Jobs Created by Setting, 2020

Job created by urban rural setting 2020
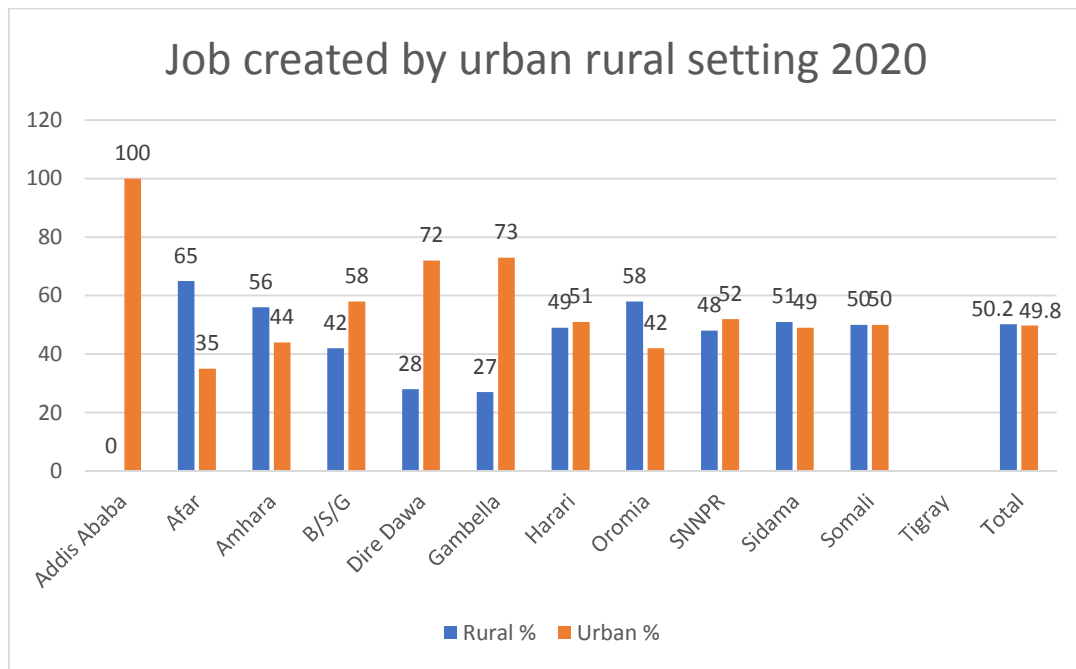
Data in the two graphs portray that nearly equal percentages of jobs were created in both urban and rural settings in the two years in Ethiopia.

Graph : Jobs Created by Sector, 2020

Jobs created by sector 2020

Agriculture	Industry	Services	Total
29.46%	30.19%	40.36%	100.00%
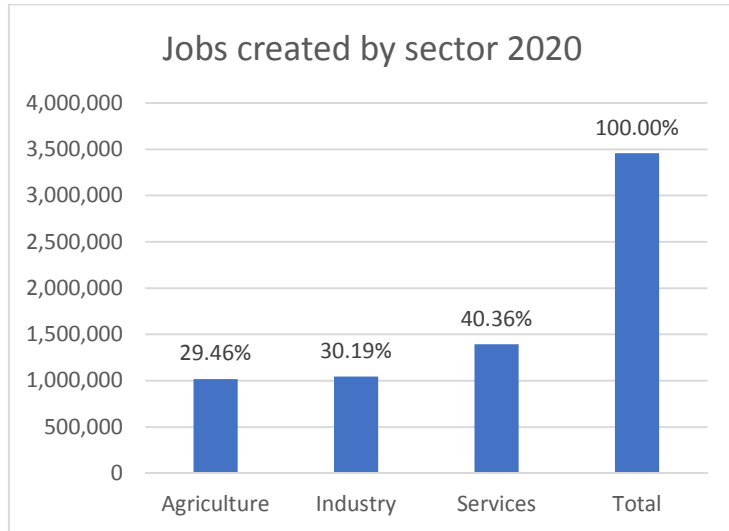
The above graph indicates that the service sector has created more jobs compared to the other two sectors for the 2020 FY. Although agriculture is the mainstay of the majority of (80-85 %) residing in the rural areas its share is the least of the three sectors. This indicates the need for policy revisions and areas of interventions in job creation endeavors in the coming years in Ethiopia.

Youth Access to Financial Services

One of the basic principles of the national youth policy is to ensure youth to be active participants and beneficiaries from the economic development initiatives. Accordingly, a greater emphasis was made on developing and implementing youth-focused policy initiatives aimed at increasing youth employment[29]. Improving economic empowerment through creating access for a credit service (Table 5.2), expanding job creation opportunities, and providing entrepreneurial trainings were some of the policy implementation initiatives taken to address critical unemployment and economic inactivity of urban and rural youth.

One such initiative pertains to economic empowerment through enabling youth access a credit service system with illustrative data presented in Table 5.3 for the years from 2016 to 2018.

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[29] *Cited in British Council (2019), "Next Generation Ethiopia", p.10.*

Table 5.3: Number of youth who accessed a credit service for the years 16-2018*

	2016	2017	2018
Total	2,165,017	1,356,475	808,542
Male	2,983,510	1,790,106	1,193,404
Female	1,734,694	1,132,800	601,894
Amount of Loan Provided in Birr	1,462,390,725	6,315,187,078.97	5,745,836,000

Source: Ministry of Women, Children, and Youth Performance Report, 2018

The government of Ethiopia had also initiated a scheme known as "Youth Revolving Fund" to make the needed financial resources available for youth so that they can participate in economic activities and realize their plan. A total amount Birr 10 billion fund was distributed, of which 9.01 billion was released as of December 2018 (Table 5.4).

Table 5.4: Revolving Fund Beneficiaries by Regions: Allocated Budget, Released and Returned amount for Rural (2015/16-2017/18) and Urban (2017-18) Youth

Region	Location: Urban*, rural**	Allocated Budget	Released amount (Birr)	Beneficiaries in urban areas				Returned from the fund
				Enterprises	Members			
					M	F	Total	
Oromia	Urban	3,440,847,609.96	3,096,766,853.96	12,240	47,663	23,615	71,278	
	Rural		755,664,015	6206	31581	16476	48057	164,741,436
SNNPR	Urban	1,882,000,000.00	1,882,000,000.00	6,246	22,149	14,106	36,255	
	Rural		1,403,467,987	23022	95903	38669	134572	388,780,157
Amhara	Urban	2,677,069,826.33	2,677,069,826.33	578	2,306	1,243	3,549	
	Rural		1,752,999,133	9380	24718	6223	30941	-
Tigray	Urban	526,576,349.21	315,945,809.51	3,691	8,553	3,551	12,104	
	Rural		259,757,937	0	3246	1134	4380	-
AA	Urban	419,000,000.00	419,000,000.00	2,000	8,029	6,735	14,764	
	Rural							
DD	Urban	54,964,717.21	43,971,773.61	109	415	167	582	
	Rural							
Harari	Urban	26,774,457.93	26,774,457.93	94	326	151	477	
	Rural		32,685,754					
BG	Urban	112,901,483.01	79,031,037.51	122	682	305	987	
	Rural		14,662,279	395	5479	868	6347	245,183
Gambella	Urban	50,178,214.50	35,124,751.80	295	1056	726	1,782	
	Rural		185,749					113,446
Somali	Urban	602,662,660.57	361,597,596.37	295	1056	726	1,782	
	Rural							
	Urban	206,441,115.48	82,576,446.18	76	715	341	1,056	

Afar	Rural							
Total	Urban	**10,000,000,000**	**9,019,858,553**	25,746	93,924	52,962	146,886	
	Rural		4,219,422,853	39,003	160,927	63,370	224,297	553,880,222

Sources   Urban*   *Source: Ministry of Finance and Economic Cooperation, 2018*
               Rural**   *Source: MoA, Rural Job Creation Report, 2018*

While the number of rural youth was expected to be greater, the budget allocation was higher for urban youth possibly because the economic projects in the urban areas were more capital incentive. While some attempts were made to return the revolving fund among the rural youth, such initiatives were not observed among the urban ones (Table 5.4).

During Focus Group Discussions with unemployed youths, TVET, and university students, it was found that there were credit services three years back, but the credit services for youth were stopped when youth refused to return the credit and its interest rates. Currently, credit providers are running here and there to collect back the money received by youths in the past. Youths faced difficulty in meeting the current criteria of credit services to start their own business (FGD Participants Unemployed youths, TVET, and university students in Oromia)**.**

In another FGD with TVET, university, and High school students it was discussed that youth revolving fund has brought nothing on youth economic empowerment. Youth revolving fund has no interest rate before, but recently the crediting institutions (e.g. Oromia Saving and Credit Association has) were given the authority to supply credit services to youth with unaffordable interest and penalty. A very limited number of youths who meet the criteria have the opportunity to get working lands to start their own business. The communication of youth organizations links very few numbers of youths with contractual employment opportunities. The employment duration of such contractual employment is very short (only for a year) and sometimes extends for 3-4 years. However, the employees do not receive satisfactory salaries that balance their commitment in the workplace. All the above problems and challenges have forced youths to get addicted to chewing chat and drinking alcohol, which in turn coerce them for committing criminal activities (TVET, university, and High school students).

Job Creation

FGD participants from Oromia have identified problems like lack of financial and material resources, and working places to start one's own business. Due to the difficulty of meeting the requirements of credit-providing financial institutions, youth refuse to start their own business and even those who have tried to organize have retreated (unemployed youths, youth in small-scale Micro-enterprises).

Unemployed Youths and Youth in Small Scale Enterprises participated in FGD on their part further describes the services or benefits obtained by youths in small scale micro-enterprises that include:

- Support of enterprise development (Small and micro-enterprises)
- Working place (shades)
- Full logistics and equipment necessary for beauty salon

According to the above FGD participants, there was an attempt of grouping youth into enterprises of their interest. Membership in youth association and engagement in voluntary services is a prerequisite to get an opportunity of being organized for micro and small-scale enterprises, especially for unemployed youths. Youth with experience organizes 3-4 youths under him/ her while establishing small-scale micro-enterprises. Youth-

owned small-scale enterprises consisting of activity sectors like mining, irrigation agriculture, and service sectors have been established in the area under consideration (Unemployed youths and Youth In small Scale enterprises).

In the area where I live, we are organized into groups and were given land and money to earn a living. We also wanted to spend more money on Omo Finance and do more work, but the financing of the loan was a hindrance (FGD with University Students in Amhara).

The youth participation in all dimensions of the economy is very limited. The participants have elaborated that attempts to organize the youths in different economic, social, technology and construction and peace and nation building works are very mandatory. However, they mentioned that much of the previous times youth involvement in the different affairs of the economy in a coordinated manner was very limited. The participants have also mentioned that the 10 Billion national revolving fund for youths and the 100 Million birr as to Harari region, however, unanimously, mentioned that it was not successful because of different geographical, cultural and national and local instabilities and institutional follow ups and evaluation. (FGD with Youth, Harari).

There were big movements being done by the government in enhancing youth participation especially in the economic sectors three years back. The youths have organized themselves, do their business plans, especially those who have education and/or a degree organize, borrow money and the participants have reflected that the money was spent in vain and at the same time did not meet its objectives in most cases (KII with different groups, Somali).

One of the Youth loan management at the Job creation commission of the region has reflected that:
"*A number of attempts were done here to team up the youths for economic empowerment and participating the youths in different affairs. Like other areas, the Somali region Youths have had taken money through the so called revolving Fund, but the youths did not reimburse the loan, rather they shared the money and disappeared. There were very few youths who have led their life in to better. The worst was the time, the situation when loan was given was around the political instabilities in the country, time of revolution in Somali region and throughout the nation. So things did not work out as expected, no monitoring and follow.''* (KII with Somali Job Creation Commission)

Small scale enterprises have changed the lives of considerable number of the population. But still, there is shortage of shades. The loan provision is not also that smooth *(KII AA Youth Association).* The government's contribution to small and micro enterprises is very low. Because the lending process does not take into account the realities of the youth. To get a loan, you need to have a home map and a plan. As a result, it is not accessible to most young people. Special services are provided for young people who need special support to find work. (KII with implementers, Amhara). One time, the organizers of youth meeting told the youth including me to take credit that helps start a business, but available criteria to get credit from the existing financial institution, Oromia Credit and Saving Association, is very tough for youths (unemployed Youths and youth in Small Scale Enterprises). It's not accessible to most young people (KII with Top Policy Implementors, Amhara).

It was a government-run loan system, although it was not accessible to most young people. However, the borrowers did not repay their loans after taking out loans. Perhaps the reason for the team's disintegration or repayment was the training, the supervision, their interest in the profession or

something else. Therefore, it must be studied and improved in the future (KII with implementers, Amhara).

- Work is underway to create job opportunities by organizing urban graduates to some degree. But no work has been done in rural areas. The government is trying to provide micro and small enterprise loans to young people. But it is not enough for all young people who do not have jobs. Prioritize urban special needs. But it is not working for young people in rural areas who need special support (KII with implementers, Amhara).
- There are no small and micro enterprises funded. However, the Youth Fund provides loans to employ young people (KII with implementers, Amhara).
- Although it is not enough, there are cases where some young people expand their ranks and create jobs for job seekers (KII with implementers, Amhara).

Besides these achievements, the representatives underlined the following gaps:

- Lack of sufficient market linkage
- Lack of enough working places and credit services
- Lack of sufficient education and training
- Problems related to youth attitudes towards self-employment
- Lack of support for youth entrepreneurs
- Lack of proper identification of unemployed youths/ lack of database related to skilled and unskilled youth unemployment (low attention to female unemployed youths)
- The increased interest rate for the available credit services (Representatives from WCYA and other line Ministries at both Federal and Regional Levels).

Similarly, discussions conducted with stakeholders at Adama (Representatives from WCYA and other lines Ministry at both Federal and Regional Levels) have underlined the following barriers:

- Problem of returning received credits
- Inability to release workplace and shades occupied by others for a longer time for new youth seeking job creation
- Considering youth revolving fund as free resource/ gift/or using the available youth credit services for self-benefits
- Lack of flexible business plans; as major problems encountered in creating jobs for the youth (Discussions held with representatives from WCYA and other lines Ministry at both Federal and Regional Levels)

The Government has also been taking job creation for youth as a serious project and has Crafted the National Employment Policy and Strategy of Ethiopia (2016/17) to foster entrepreneurship and empowerment of youth, assist in the creation of jobs in the formal and informal sectors and facilitate youth entry into business and promoting additional youth employment initiatives. A year later, the government also established the Federal Urban Job Creation and Food Security Agency to assist in creating micro and small enterprises for urban use, while Ministry of Agriculture has been reputed for this responsibility for the rural youth. The job creation performance for the urban, rural, and pastoralist youth in the formal and informal sectors are presented in Table 5.5 for the year 2017/18.

Table 5.5: Job Creation for Urban, Rural, and Pastoralist youth

Employment of Urban Youth by Newly created economic sectors in 2018		Share of Informal Sector Employment of Urban Youth (aged 15 to 29) in 2018			Rural Job Opportunity Creation			Job Created for Youth in Pastoralist Regions		
Economic Sectors	Created Jobs in Number	Formal Job	Informal Job	Not Identified	Plan	Rural Job Opportunity Created	Youths' Share	2015/16	2016/17	2017/18
Total number of Regular Job creation	1,040,009	1,961,026	519,479	33,368	1,799,750	1,469,426	NA	45	74	69
Employment in Public Institutions and Mega Projects	1,628,676	-	-	-	-	-	-			
								Total: 188		
Source: Federal Urban Job Creation and Food Security Agency 2017/18 Performance Report		Source: Urban Employment Unemployment Survey (UEUS) of 2018, CSA			Source: Ministry of Agriculture and Natural Resources Annual Report, 2017/2018			Source: Ministry of Federal and Pastoralist Development Affairs, 2018		

Employment opportunities created for urban, rural and pastoralist were encouraging but they still are far below the rising need of job seekers. More concerted effort is required to expanding opportunities for the pastoralist youth in particular. According to Ministry of Federal and Pastoralist Development Affairs, the total number of jobs created in the four pastoralist regions (Somali, Afar, Benishangul Gumuz, and Gambella) over the three years (2016-2018) is less than 200 jobs as indicated in Table 5. This suggests that there is a good start but figures were insignificant compared to the needs of this group. As regards the urban youth, MWCY (2018) reported that out of the total jobs created for urban youth in Table 5, 60.2%, 32.1%, 7.1%, 0.3%, and 0.4% were created for Youth, Women, Graduates, People with Physical Disabilities, and Returnees from foreign countries respectively. As it can be seen in Table 5, while 78% of the jobs were in the formal sector, a significant share (21%) also belonged to the informal sector. According to the annual performance report of the Ministry of Agriculture and Natural Resources (2018), both opportunities and challenges exist regarding job creation for the rural youth. As can summarized in Table 5, close to 1.5 million jobs were created in all regions.

According to data taken from the Federal Small and Medium Manufacturing Enterprises Development Agency, a total 13,489 industries exist throughout the country in the year 2018 (i.e. 9,823 Small and 2,788 medium manufacturing enterprises and 878 others unclassified) (cited in MWCY, 2018).

Entrepreneurial Trainings for Youth

Entrepreneurial trainings are provided by governmental and non-governmental organizations to enlighten graduates as to how to translate their education into a productive business venture. In fact,

this practice has become commonplace in all universities and TVET colleges. However, data about the number of trainings given as well as the effectiveness and impact on entrepreneurial trainings in motivating the youth to start their own businesses is not available. Some evidences obtained from the Entrepreneurship Development Center (EDC-Ethiopia) suggest that this center alone has trained a total of 55,556 youth (36% females) in entrepreneurship since its establishment (cited in MWCY, 2018).

But, generally, despite evidences suggesting that concerted efforts were taken on the part of the government and individuals to contend with the soaring rate of unemployment among youth because of unbridled population growth coupled with rural to urban youth migration, that is not in fact accompanied with a parallel expansion in employment opportunities, a significant number of youth are living under poor economic conditions due to unemployment.

According to a study conducted by the British Council (2019), lack of employment opportunities was considered by participants as a big source of anxiety for young people and was felt to have a range of detrimental consequences, including loss of income (71%), psychological challenges (including increased levels of stress and stress- related illness (37%) and low self-esteem (36%), substance abuse issues and emigration to countries outside of Ethiopia for employment opportunities, with a quarter of young people stating they would move outside of Ethiopia in the future (24 per cent) and a further 20 per cent stating they would like to but are unable to (British Council, 2019). It was reported in this study that lack of support for entrepreneurship, nepotism and ageism were big issues contributing to unemployment. Youth asserted that it is difficult to get a job without the right connections and that older people look down on young people who lack experience.

Given these circumstances, 75 % of the sample in this same study stated that they would like to set up their own business, though only 56 % of young people believed setting up a business was achievable. However, young people indicated that they lacked the practical skills and government support to set up businesses – with procedures for securing government loans being overly complicated and bureaucratic (British Council, 2019). Despite high levels of unemployment, young people still considered having a secure job (80 per cent) and a job that they love (80 per cent) as the two biggest contributors to their future success and happiness, across both urban and rural locations. However, only 26 per cent claimed to have found a job they love (26 per cent), with even fewer stating they had a secure job (22 per cent). Despite placing high levels of personal happiness on employment, young people placed employment low on the list of opportunity areas that they think are likely to improve in the future (British Council, 2019). In addition to problems of unemployment, lack of access to housing or poor- quality housing was mentioned as a top challenge for young people, ranking in the top three challenge areas that young people are currently experiencing. Housing issues were especially prevalent in urban areas, most notably in Addis Ababa, where young people expressed that space has run out and that tensions with surrounding regions are coming to the fore as the city expands into Oromia (British Council, 2019).

As a recommendation, youth in this study called for increased financial and skill-based support to facilitate entrepreneurship and business skills. They also suggested hiring practices be more transparent to encourage a shift away from nepotism, sexism, ageism and ableism, and requiring companies to publish diversity data to increase accountability. They still called for reassurance that there will be adequate housing provision to keep up with the growing population, especially in urban areas where

housing shortages present a huge problem. They called for policies that would allow the housing issue to be addressed in a long-term and sustainable manner, without pushing young people out of the cities. There was a sense from young people that investing in rural areas (and thereby slowing rural–urban migration) would help ease pressure on the housing issue (British Council, 2019).

5.2. Education Services, Participation, and Benefits

The current status and educational provision in Ethiopia needs to be considered as an outcome of the education and training policy that was developed in 1994 (MoE, 1996). This policy was crafted at the time the EPRDF government ascended to power in 1991. It was crafted basically to address the four acute problems characterizing the then education of the country: access, quality, relevance and equity. A lot of measures were taken to address these concerns that include development of different strategy documents, education sector development programs, program guidelines and manuals etc. The initiative that begun overhauling the entire education system and governance structure, proceeded with massive educational reform that included instituting the use of mother tongue as a medium of instruction in the primary schools, decentralization of educational leadership, vocational and technical education to take hold from early high school years, preparation of the educational personnel at all levels, development of education and training instruments (curricula, syllabi, textbooks), involvement of the private sector in the educational delivery, introducing student- centered pedagogical approach and use of continuous assessment, continuous professional development of teachers at all levels etc. Massive expansion of schools, colleges and universities were also observed. Such that today we have nearly a quarter of the population in educational attendance from pre-primary to secondary level (i.e. 25,183,274) with an estimated number of 700,838 teachers in 41,438 primary and secondary schools (MoE, 2020). The higher education was tremendously expanded from a single university before 30 years to about 55 full-fledged public universities today; with an annual intake of over 150,000 students.

The youth literacy rate has shown a tremendous change over the last two decades as compared with the 33.6% in 1994 to 69.3% in 2015. The proportion of literate female youth has also improved, and the gender gap has narrowed. For instance, there were nearly equal literate female youth with literate male youth in 2015 as can be inferred from the Gender Parity Index of 0.95 in the above Figure. The GER for school aged children improved from 30.8% in 2000/1 to 74.4 in 2016/17 while secondary school GER grew from 6 % in 2001 to 26.4% in 2019/20 (Table 5.6).

Table 5.6: Primary and secondary school enrolment from 200/1 to 2016/17

YEAR	Grades 5-8		Grades (9-10)		Grades (11-12)	
	GER	NER	GER	NER	GER	NER
1993 E.C. (2000-2001)	30.8					
1994 E.C. (2001-2002)	36.5					
1995 E.C. (2002-2003)	42.4					

Year					
1996 E.C. (2003-2004)	47.1				
1997 E.C. (2004-2005)	52.5				
1998 E.C. (2005-2006)	58.8				
1999 E.C. (2006-2007)	61.1				
2000 E.C. (2007-2008)	60.2			6.0	
2001 E.C. (2008-2009)	63.1			6.0	
2002 E.C. (2009-2010)	65.5			7.0	
2003 E.C. (2010-2011)	66.1			8.1	
2004 E.C. (2011-2012)	65.6			8.8	
2005 E.C. (2012-2013)	62.8	38.4	19.4	9.5	5.4
2006 E.C. (2013-2014)	64.1	39.3	20.2	10.0	5.5
2007 E.C. (2014-2015)	66.3	39.8	20.7	10.6	6.0
2008 E.C. (2015-2016)	71.1	45.0	23.7	12.6	7.4
2009 E.C. (2016-2017)	74.4	47.1	24.6	12.9	7.4
2010 E.C (2017-2018)				13.1	
2011 E.C (2018-2019)				14.8	
2012 E.C (2019-2020)				26.4	

Source: *Annual publications of Ministry of Education (MoE) for years of 2012/13-2016/17(2012/13*

Although signs of progress have been achieved in the education sector in the past, still plenty of challenges have been recorded in its performances. According to discussions conducted with representatives from WCYA and other lines Ministry at both Federal and Regional Levels, the following major problems were listed:

- Problem of quality and access to education (the education and training unable to properly produce generation understand its history)
- Absence of discussion forums engaging youths
- Lack of education and training systems considering youth personality development and voluntary services
- Family failure to properly discharge its responsibility
- Lack of evidence-based training systems
- Lack of competent teachers and trainers/ inputs

- Education and training doesn't consider the real situations of people with different kind of disabilities
- Lack of system giving special attention to women
- Absence of education and training system giving due attention to youth entrepreneur and attitudes development *(Representatives from WCYA and other lines Ministry at both Federal and Regional Levels).*

As it is known, a lot of measures were taken to improve access to education. In this connection a key informant from Oromia region has this to say:

As far as the education service is concerned, access has been highly improved. Every youth has access to education if s/he has the desire. The problem might be the quality. The education system has not been enabling the youth to be productive in society. You can find so many unemployed graduates. They could not explore the existing opportunities in their vicinity. (KII from Oromia)

FGD discussants and key informants also acknowledged that tremendous improvements were noted in their respective areas in terms of improving access but nearly all feel there's still a gap to be filled; except for participants from Addis Ababa, Harari and Dire Dawa:

- Formal education expansion has created opportunities for the vast majority of the youth to attend schools while another vast majority still lacks access to education (KII with Top Policy implementers, Sidama).
- Many young people have no access to education for in our area. Despite tremendous attempts to expand education, the youth lack access to education (KII with implementers, Sidama)
- Perhaps many have access but still another half of young population has no access to education in our area (FGDs, Afar, Gambella)
- Education is not accessible to young people because there is a shortage of high schools in our area. There are zones that do not have a university but there are primary schools in Kebeles 1-2 (KII with implementers, Amhara)
- Considerable numbers of young people have access to education for in our area even though we did not consider it sufficient (KII with Top Policy implementers, Amhara)
- Despite the momentum gained, still countless young people have no access to education for in our area. Notwithstanding to the tremendous attempts to spread out education, a lot of youth lack access to education (KII with Top Policy implementers, SNNPR)
- Many young people have no access to education in our areas. The members of the force attempts and failed to attend the education opportunity created. Despite the expansion in education, the youth lack access to education (KII with Top Policy implementers, Oromia)
- We have attempts to expand education, the youth lack access to education (KII with Top Policy implementers, BG)
- Several young people have access to education in our area, but it's not enough to curb the problem (KII with Top Policy implementers, Sidama). There are efforts to expand education. Despite the good thrust to expand education, the youth lack access to education (KII with implementers, Oromia)

Although educational enrolment is increasing and more young people are getting access to schools, Ethiopia still has the world's third largest out-of-school population (OECD, 2018)[9] and this is particularly worrisome for children with special needs. With respect to the enrollment of children with special needs, the government designed special needs education program strategy (MoE, 2012) to ensure educational access and support to

this group of children. The population of adolescents and youth with disabilities (i.e. blind, physical disability, deaf, intellectual disability and others) in primary (grade 5-8) and secondary school (grade 9-12) displayed in Table 5.7 suggests that although the population of children with disabilities has risen from time to time at all levels, the actual proportion of enrolled children was too small requiring a lot of intervention work.

Table 5.7: Enrolment of Children with Special Educational Needs for five years

Year	Grades 1-8			Grades 9-10			Grades 11-12			overall total
	M	F	T	M	F	T	M	F	T	
2008/9	19,561	13,739	33,300	1,915	1,212	3,127	234	121	355	36,782
2009/10	24,142	17,367	41,509	2,091	1,345	3,436	346	128	474	45,419
2010/11	32,072	23,420	55,492	2,817	1,726	4,543	516	238	754	60,789
2011/12	24,825	18,307	43,132	2,410	1,629	4,039	527	250	777	47,948
2012/13	39,293	29,111	68,404	2,954	2,025	4,979	3,889	2,662	6,551	79,934
				Secondary education total						
				Male	**Female**	**Total**				
2013/14				4303	2999	7444				
2014/15				4,329	3,044	7,373				
2015/16				11,082	7,887	18,969				
2016/17				16,208	12,579	28,787				

Source: Ministry of Education, Education Statistics abstracts 2001-2011 E.C. (2008-2017)

Educational access is particularly worrisome for youth with special needs as it was learned from KIIs and FGDs held with relevant representatives from the various regions. This is particularly the case with youth in correction centers, street children, and girls:

- There are lots of young people in the correction facility. They are here because there no system that makes them busy outside. It means that they have no access to education in our area (KII with Top Policy implementers, Sidama)
- For young people with special needs (girls, street children, students with disabilities, etc.) (KII with implementers, Sidama)
- The commission can't do what it planned for young people with special needs (girls, street children, people with disabilities, etc.) (KII with Top Policy implementers, Sidama)
- There is no adequate system for helping young people with special needs (girls, street children, people with disabilities, etc.) (KII with Top Policy implementers, Sidama)

FGD participants with students with disabilities from all over the regions and city administrations have mentioned that educational service is a problem for youth with disabilities. Schools could not provide youth disabilities that fit their respective disability type. Deaf students simply try to read leap and learn without translator. Youth with visual impairments did not learn how to read and write using braille. Particularly in rural areas there are no teachers for this. As a result, youth with visual and hearing impairments are not attending schools. Autistic youth both in cities and in rural areas did not get access to school. Thus, the policy needs to address all these concerns (FGD Participants with youth with disabilities from Oromia, Amhara, Sidama, SNNPR, Somali, Addis Ababa). According to key informants, the education of children with special needs is nearly forgotten:

- None of us are doing anything for young people with special needs (girls, street children, people with disabilities, etc.) (KII with Top Policy implementers, Amhara)
- The school is not adequately accessible to young people with special needs. Example: In rural youth, people with disabilities are never considered (KII with implementers, Amhara)
- we couldn't address all the questions including those with special needs. There are some institutions or centers that support the young people with special needs. There is no sustainable means to meet their needs (KII with Top Policy implementers, Sidama)
- There are non-institutionalized attempts for young people with special needs (girls, street children, people with disabilities, etc.). However, it is not possible to meet the intended purpose with campaigns (KII with implementers, Sidama)
- Our office did a lot of initiatives for young people with special needs (girls, street children, people with disabilities, etc.) (KII with Top Policy implementers, Oromia)
- Young people with special needs lack access to education (KII with Top Policy implementers, Somali)

A more recent study has also supported the view that lack of access to schools was a prominent issue for those with a physical disability and those with learning difficulties and for young women, with young people calling for better provisions for these groups. Young people with a disability expressed that they wanted better accessibility for disabled students (for example, ensuring all schools are fitted with ramps and lifts) and more 'normalization' of disability in Ethiopian society. There was also a sense that there is a need for more tailored approaches for students who may experience learning difficulties and require extra attention (British Council, 2019).

Alternative education for those who are unable to attend regular or formal education exists; though not run satisfactorily:

- There is an alternative school for young people who have not attended formal school, but in reality the education is not being provided properly (KII with implementers, Amhara)
- There is horrific situation of providing alternative education for young people who have not attended formal school (KII with Top Policy implementers, Sidama)
- Alternative education is not yet offered to young people who do not attend formal school. It is better to keep it strong because there are young people who do not take advantage of it for various reasons (KII with implementers, Amhara)
- The situation of providing alternative education for young people who have not attended formal school is not encouraging (KII with implementers, Sidama)
- There is a very awful condition of providing alternative education for young people who have not attended formal school (KII with implementers, Sidama)
- Providing alternative education for young people who have not attended formal school is not recorded. Or, I have no information about it (KII with Top Policy implementers, Sidama)
- There could be other institution who are doing these things. But I don't think the country is providing a sustainable alternative education for young people who have not attended formal school (KII with Top Policy implementers, Sidama)
- There is poor situation of providing alternative education for young people who have not attended formal school (KII with Top Policy implementers, Sidama)

- There is good situation for providing alternative education for young people who have not attended formal school (KII with Top Policy implementers, Sidama)
- Different capacity building trainings were given for the youths in the recent years. The capacity building trainings for the youths are given in a disorganized manner. The Youth organizations give trainings, and conduct different workshops; the commission for industry and trade give the training on its way, HAPPCO, Religious organizations, the Bureau and woreda level youth related organizations and almost all sectors give trainings for youths at their context and budget capacity and scope of operation. However, there were no multisector trainings which are conducted at one for all youths urban and rural as per their context. Whatever the conditions, there are different trainings which are conducted by the different organizations are as follows: for example, as to Harari region, Harar TVET college was the main mandated organization which have been training the youths for so long. Among the capacity trainings given as to the discussions which were conducted with the youth entrepreneurs at Harari Region and the industry extension and technology transfer office of Harar TVET college, there are modules on Kaizen, Entrepreneurship (KII, Harari).
- Technical skills- on the specific area of investment, they take training .e.g. if it making door and window, or modern Bee hive making, or many others, …there are specific module prepared for each allotted number of days, Bakery, Carpentry, Food for Animals preparation, Animal Husbandry. There are also other areas which were not mentioned he added. The trainers were also those who passed through TVET education in practical and very skilled staff of the college (KII, Harari).

Despite these improvements in educational access, student attrition/ drop out still seems to be outstanding according to research participants due in part to low household income (38 per cent) and personal challenges (e.g. early marriage, pregnancy – 19 per cent) cited as top reasons for dropping out of education. Young people with disabilities and young women faced additional educational challenges as a result of negative social norms (for both) and issues with physical access (for youth with disabilities). Increased ethnic tension was also complicating decisions about where or even whether to go to university, as travelling to other regions feels increasingly risky. (British Council, 2019).

While education enrolment has generally improved over the years, quality remains an issue. There is a mismatch between the skills taught in schools and those demanded by the labor market, making job opportunities scarce even for those with university degrees (OECD, 2018).[10] Young people in the British Council's (2019) study called for better training for teachers and an emphasis on more practical experience, particularly focusing on skills that would be beneficial outside the classroom environment to secure job opportunities in the future. While technical and vocational education and training (TVET) offers an alternative educational route, it is currently not attracting young Ethiopians and has developed a negative reputation, suggesting the need for a 're-brand' to increase appeal among youth (British Council, 2019). The most comprehensive and recent national assessment done as an input for drawing a 15 years educational roadmap has shown that the Ethiopian education system in the last 2 and half decades has achieved significant strides but was also incarcerated with a lot of challenges that seemed to compromise quality of education and educational leadership at all levels (Tirussew et al., 2018).

Research investigations, our observations have shown that the quality of education has declined over the years and the government has taken series of steps to address this problem, key informant interviews from different regions have expressed their concerns about the quality of education in different ways.

- There is no quality education at present. Because the education is not practical, there is not enough time for the lesson, the enrollment is very low, and there is a lack of educational resources (KII with implementers, Amhara)
- Access to education for young people from rural to urban areas is at a good level. But the issue of quality is at a shocking level (KII with implementers, Amhara)
- The quality of education for young people is now at an upsetting level. Students' interest in learning is waning. Because I think the chances of getting an educated job are very low (KII with implementers, Amhara)
- Accessibility of educaton is good from rural to urban. However, the issue of quality is at an alarming level (KII with Top Policy Implementers, Amhara)
- The quality of education is at an alarming level. Students' interest in education is declining; The teacher's interest in teaching has diminished. Because I think the government honors the profession of teaching. Because wherever you go, the poor civil servant is now a teacher. I still think the gap will continue if the government and the community do not improve their professionalism as teachers. (KII with Top Policy Implementers, Amhara)
- Accessibility of education is good from rural to urban. But quality matters. I think the quality of education is at an alarming level right now. Students see education as a form of entertainment. I think both the teacher and the student pay less attention to education. I think this is one of the reasons for the poor quality of education (KII with implementers, Amhara)
- There is no quality education to enable young people to find employment (KII with implementers, Sidama).
- Quality is subjective. Many think that providing opportunity for the Higher education ensures employment. Job creation is stagnating. Having poor quality educations led young people fall into extended unemployment (KII with implementers, Sidama)
- There is no quality education to enable young people to find employment (KII with Top Policy implementers, Sidama)
- Quality of education is deteriorating. Because it can't enable young people to employment (KII with Top Policy implementers, Sidama)
- I don't think there is quality education to enable young people to find employment (KII with Top Policy implementers, Sidama)
- The report says the opposite to the real situation. There is no quality education to enable young people to find employment (KII with Top Policy implementers, Sidama)
- Poor quality of education to enable young people to find employment (KII with Top Policy implementers, Oromia)
- Poor quality of education to enable young people to find employment (KII with Top Policy implementers, Oromia)

In a study conducted on the situation of young people, it was found that young people across locations (especially in rural areas) complained about a severe lack of resources (e.g. lack of books, computers, and laboratories), lack of practical experience and poor-quality teaching. In fact, 30% of young people

stated they had been negatively impacted by poor-quality education. They reported that their education did not adequately prepare them for work. Young people also felt that the curriculum at the time of this research does not adequately prepare young people for entrepreneurship, something the current market increasingly demands, and that other practical skills such as CV writing and interview skills are lacking. In line with this, fewer than half said they had received support and advice about employment while at school (42 %). Those aged 15–18 and those in education were more likely to say they had received no support (81 % of 15- to 18-year-olds and 70 % of those currently in secondary school). Lack of support was also higher in rural versus urban areas (67 % versus 57 %). (British Council, 2019).

Other studies on perceived support services of students with disabilities in primary and secondary schools displayed in Table 10 (Tirussew et al., 2017) as well as undergraduate students in higher education Institutions in Ethiopia (Rediet and Tirussew, 2021)[30] have also found that support services were unsatisfactory. As indicated in Table 5.8, student support services were low also for children without disabilities.

Table 5.8: Student support system in 34 Ethiopian schools

	Support Type	Enough N(%)	Not enough N(%)	Not sure N(%)	Total N(%)
Academic support services	Peer Support	802(40.5)	462(23.3)	159(8)	1443(71.8)
	One to five	763(38.5)	544(27.4)	139(7)	1446(72.9)
	Teachers' support individual	569(28.8)	616(31.2)	167(8.5)	1352(68.5)
	Teachers' support group	659(33.4)	552(28)	167(8.5)	1378(69.9)
	Tutorial	673(34.2)	612(31.1)	118(6)	1403(71.3)
	Laboratory	517(26.4)	687(35)	147(7.5)	1351(68.9)
	Computer assisted learning	376(19.2)	679(34.7)	156(8)	1211(61.9)
	Study skill training	399(20.1)	609(30.7)	191(9.6)	1199(60.4)
	English improvement	404(20.5)	651(33.0)	132(6.7)	1187(60.2)
	Math improvement	497(25)	619(31.1)	126(6.3)	1242(62.4)
	Science improvement	482(24.6)	592(30.2)	139(7.1)	1213(58.1)
	Workshop/practical	321(16.5)	596(30.6)	200(10.3)	1117(57.4)
	Internet	225(11.4)	580(29.5)	176(8.9)	981(49.8)
	Audiovisual teaching aids	342(17.4)	590(30)	172(8.8)	1104(56.2)
Counseling services	Counseling services	693(34.6)	540(26.9)	148(7.4)	1381(68.9)
	Academic counseling	426(21.6)	542(27.4)	227(11.5)	1195(60.5)
	Job and vocation enrichment	343(17.5)	554(28.2)	217(11.1)	1114(56.8)
	Model personality creation	348(17.8)	539(27.5)	216(11)	1103(56.2)
Material support services	Stationery	575(28.5)	524(26)	180(8.9)	1279(63.4)
	Financial	388(19.2)	567(28.1)	213(10.6)	1168(57.9)
	Book	563(28)	537(26.7)	148(7.3)	1248(62)
	Uniform	586(28.8)	499(24.5)	192(9.4)	1277(62.7)
	House rent	359(18.4)	413(21.2)	174(8.9)	946(48.5)
	Food	383(19.5)	403(20.5)	183(9.3)	969(49.3)
Health	Health care (hygiene)	632(31.7)	594(29.8)	158(7.9)	1375(69.4)
	First aid	398(20.3)	666(33.9)	193(9.8)	1257(64)

[30] *Rediet Mesfin and Tirussew Teferra (2021), "Perceived Support Services for Undergraduate Students with Disabilities at Higher Education Institutions in Ethiopia", Ethiopian Journal of Behavioral Studies, VII ( ), PP.???*

care services	Reproductive & HIV / health care	488(24.8)	625(31.8)	218(11.1)	1331(67.7)
	Drug use & abuse	451(22.8)	590(29.8)	196(9.9)	1237(62.5)
	Female genital mutilation	575(29.6)	590(26.7)	156(8.0)	1321(64.3)
	Child marriage	564(28.9)	544(27.9)	147(6.6)	1255(63.4)
	Life skill training	444(22.2)	637(32.6)	219(11.2)	1300(66)
	Traffic safety	557(28.7)	616(31.7)	159(8.2)	1332(68.6)
	Medical/clinic service	380(19.4)	584(29.8)	196(10)	1160(59.2)
	Mental health	316(16.2)	517(26.2)	207(10.6)	1040(53)
School environ ment	Classrooms	1142(57.2)	427(21.4)	96(4.8)	1665(83.4)
	Number of teachers	992(49.8)	565(28.4)	133(6.7)	1690(84.9)
	Student to book ratio	789(39.7)	735(37)	143(6.4)	1667(83.1)
	Teaching aid	669(33.2)	803(40.4)	160(8)	1632(81.6)
	Sport field	688(34.9)	775(39.4)	120(6.1)	1583(80.4)
	Sport material	480(24.3)	920(46.5)	149(7.5)	1549(78.3)
	Recreational area	403(20.6)	811(41.4)	175(8.9)	1389(70.9)
	Safe school environment	614(31.5)	679(34.8)	210(10.8)	1503(77.8)
	Water supply	656(33.3)	789(40.1)	119(6)	1564(79.4)
	Telephone service	456(23.3)	699(35.6)	228(11.6)	1383(70.5)
	Electric power	715(36.4)	656(33.4)	192(9.8)	1563(79.6)
	Toilet	754(38.7)	735(37.7)	112(5.7)	1601(82.1)
Special Needs (SN) Support for Students	Gifted and talented	390(19.6)	609(30.7)	225(11.3)	1224 (61.6)
	Behavioral Problem	467(23.8)	668(34)	188(9.6)	1323(67.4)
	Learning Difficulties	481(24.6)	646(33)	175(8.9)	1302 (66.5)
	Communication Problem	381(19.5)	596(30.5)	222(11.3)	1199(61.3)
	Visual impairment	372 (19)	590(30.1)	238(12.2)	1200 (61.3)
	Hearing impairment	334 (17.1)	584(29.9)	242(12.4)	1160 (59.4)
	Intellectual disabilities	305 (15.5)	569(29)	256(13)	1130 (57.5)
	Physical and motor disorders	330 (16.8)	583(29.7)	229(11.7)	1142 (58.2)

Source: Ethiopian school system: Current practices, problems and way forward…(Tirussew et al., 2017)

Support services for undergraduate students with disabilities was also studied in selected higher education institutions in Ethiopia (Rediet & Tirussew, 2021). According to this study, although access to enrollment of students with disabilities (SWDs) in higher education has increased in the last few decades both globally and in Ethiopia, the nature of support services (SS) received (pedagogical, institutional and psycho-social services), were found to be insufficient and, therefore, recommended that higher education institutions need to be guided by comprehensively set national policy and strategic framework to improve their efficiency and effectiveness in supporting SWDs.

While schools are expected to create opportunities for students to engage in different kinds of clubs so that students can acquire different kinds of skills and desirable behaviors (Helen, 2013), nearly all these clubs were not functional to the desired level (Table 5.9).

Table 5.9: *Extracurricular activities in Ethiopian school system*

Extracurricular activities	Enough N(%)	Not enough N(%)	Not sure N(%)	Total N(%)	Important N(%)	Not important N(%)	Not sure N(%)	Total N(%)
Music	497(24.8)	619(30.9)	195(9.7)	1311(65.4)	527(26.3)	97(4.8)	67(3.3)	691(34.6)
Sport	701(34.9)	646(32.2)	164(8.2)	1511(75.3)	398(19.8)	59(2.9)	39(1.9)	496(24.7)
Literature	566(28.2)	697(34.7)	187(9.3)	1450(72.2)	474(23.6)	48(2.4)	34(1.5)	556(27.8)

Arts	460(23.3)	645(32.2)	209(10.6)	1314(66.1)	540(27.4)	69(3.5)	48(2.4)	657(33.9)
Mini-media	749(38.2)	606(30.9)	146(7.4)	1501(76.5)	374(19.1)	56(2.9)	32(1.6)	462(23.5)
Science and technology	529(26.9)	651(33.1)	200(10.2)	1380(70.2)	497(25.3)	43(2.2)	48(2.4)	588(29.8)
Anti-HIV	611(31.1)	664(33.8)	167(8.5)	1442(73.4)	407(20.7)	68(3.5)	50(2.5)	525(26.6)
Anti-drug	317(16.2)	519(26.6)	249(12.8)	1085(55.6)	649(33.3)	107(5.5)	110(5.6)	866(44.4)
Environmental	448(22.8)	602(30.6)	210(10.7)	1260(64.1)	575(29.2)	74(3.8)	57(2.9)	706(35.9)
Red cross	570(28.7)	596(30.1)	184(8.2)	1350(67)	508(25.6)	78(3.9)	47(2.4)	633(33)
Reproductive health	451(23.2)	581(29.8)	225(11.6)	1257(64.6)	546(28)	80(4.1)	65(3.3)	691(35.4)
Gender	559(28.3)	572(29)	224(11.3)	1355(68.6)	503(25.5)	61(3.1)	55(2.8)	619(31.4)
Traffic safety	577(29.2)	621(31.4)	202(10.2)	1400(70.8)	479(24.3)	49(2.5)	47(2.4)	575(29.2)
Special needs and counseling	407(20.2)	531(26.4)	226(11.2)	1164(57.8)	710(35.3)	64(3.2)	73(3.6)	847(42.2)
Volunteer/scout	651(32.9)	562(28.4)	154(7.8)	1367(69.1)	547(27.6)	29(1.5)	37(1.9)	613(30.9)
Library	885(44.6)	563(28.4)	107(5.4)	1555(78.4)	382(19.3)	21(1.1)	25(1.3)	428(21.6)
Know your country	558(28.2)	607(30.6)	204(10.3)	1369(69.1)	551(27.8)	26(1.3)	36(1.8)	613(30.9)
Civics and ethics	776(39.4)	564(28.6)	157(8)	1497(76)	417(21.2)	26(1.3)	30(1.5)	473(24)
English language	472(20)	623(31.7)	189(9.6)	1284(61.3)	576(29.3)	49(2.5)	58(2.9)	683(38.7)
Charity	284(14.6)	484(25.2)	322(17.3)	1090(57.1)	563(29.3)	85(4.4)	176(9.1)	824(42.9)
Music	497(24.8)	619(30.9)	195(9.7)	1311(65.4)	527(26.3)	97(4.8)	67(3.3)	691(34.6)

Source*: Ethiopian school system: Current practices, problems and way forward…(Tirussew et al., 2017)*

FGD and KII participant have also expressed somekind of participation in different kinds of clubs:

I was an active member of the health club, HIV/Aids club, Red Cross club in my previous school (FGD with Secondary School Students AA)

While I was in my area/village, I worked extensively as a traffic safety club from elementary school to high school. I also participated in the Ethics club, HIV / AIDS club. I have also done a lot of work in various youth clubs in my areas, such as libraries and sports federations. I have done a lot of work helping women. I have been involved in various voluntaryactivities in my area for over 6 years. For example, we have covered the flood-prone areas with greenery. We also provided financial and material support to vulnerable communities. In addition to this code. In the area where I live, I have done a lot of work for the community, including road maintenance, landscaping, planting seedlings, and preventing coronary heart disease. I helped the local community by planting seedlings in my area and teaching them about the coronavirus. In my area, I also taught moral education to children with moral problems, as well as raising money for the poorest members of our community. I was the coordinator of my volunteer work. Therefore, I did a lot of work and I was an award-winning young man in the area. Although I was not personally successful, I was involved and happy (FGD with University Students, Amhara).

At the school level, I participated in a women's charity group. At this club, we develop traditional women's hygiene kits and give them to poor students in particular. We also provide a variety of material support (FGD with secondary School Students, Amhara)

I also participate in a charity club. In our spare time, we collect money and materials from the community and help those in need. We also taught the community awareness of COVID-19 prevention. I also participate in HIV/AIDS club. We clean our environment. We also participate in city cleaning programs. I think I have done a lot of work in the process of preparing hygiene kits for female students, volunteering in the community and preventing the cholera virus, and benefiting the community. I was a member of the Women's Students Club and a member of the Volunteer Association (FGD with secondary School Students, Amhara)

I also participate in a charity club. In our spare time, we collect money and materials from the community and help those in need. We also taught the community awareness of COVID-19 prevention (FGD with secondary School Students, Amhara)

I also participate in HIV/AIDS club. We clean our environment. We also participate in city cleaning programs (FGD with Secondary School Students, Amhara).

I think I have done a lot of work in at school level, I participated in a women's charity group. At this club, we develop traditional the process of preparing hygiene kits for female students, volunteering in the community and preventing cholera virus and benefiting the community. I was a member of the Women's Students Club and a member of the Volunteer Association (FGD with Secondary School Students, Amhara).

I am a member of the health club at our school. Before I moved to this school, I took HIV/AIDs and GBV pieces of training. I also used to train other students. But we do not have such clubs in the new school now. It is so agonizing because we are at an age where we can contribute a lot. If you look at students in other countries, they do a lot of things at their teen ages. Here we do not get the opportunity. I once composed a proposal to help kids living on the streets to get an education but nobody listened to me. It is like they do not trust us (FGD with Secondary School Students AA)

In my previous school, I took part in the 'know your country' club but that was discontinued due to COVID-19. I was also an active member and a focal person in the health and gender clubs in the school. But in my current schools, we do not have such clubs as such since the school is new. I have also volunteered as a student traffic officer (FGD with Secondary School Students AA)

I have never participated in the youth league and other associations. But have participated in voluntary services like tree planting in our compound. I was a member of the health club in my previous school (FGD with Secondary School Students AA)

In some other FGDs, it was learnt that the need for voluntary engagements particularly out of school was vigorous, self-solicited, indeed but opportunities were not available:

I went to the kebele to request an opportunity to involve in different voluntary services but I was denied. I went with other four female students to apply to serve as voluntary traffic officers in the kiremt semester but we did not get the opportunity. I believe that we were denied the opportunity because of our age; we were 16 and 17 by then, and that we were all females (FGD with Secondary School Students AA)

Young people also expressed in the various FGDs and KIIs that they have been also engaged in so many other activities as well as youth-initiated activities:

In general, in education and training, involvement in sport is relatively better. But youth awareness in protecting themselves from harmful tradition, addiction, violent acts, their health, and migration has remained a problem (KII from Amhara).

Young people are actively involved in youth-initiated organizations. But when you look at organizations that are interested in young people, you can say no. They are very limited. They did not involve the young people in their limited capacity. If a lot of work was done in this area, it would be possible to create jobs for most young people. I do not think the youth are fully are other benefits the centers and clubs at every level. As a result, I cannot say they have exploited enough benefit. The youth seem to lose interest. This requires awareness creation and promotion work by every concerned body. But there are some success stories as well (KII AA Youth Association).

In addition, most of the actors said that they would participate in various sports by organizing youth centers, public libraries, and various sports venues to keep the youth from getting addicted to various drugs (FGD with University Students, Amhara).

I have heard of things like the youth federation and the youth league but I never got the chance to join them. The membership scheme lacks clarity. It is also prone to favoritism. Sometimes, they come to schools and give youths money in exchange for attending meetings. Next time there is a meeting, no one will come unless there is money (FGD with Secondary School Students AA).

I have been involved with youth associations in my area... We have done a lot of work, especially in the Youth League (FGD with University Students, Amhara).

I do not know a lot about the associations. I have participated in tree plantation and cleaning the environment. It feels good to be an important member of the community. I feel independent and confident and if the need be, I am ready to help others (FGD with Secondary School Students AA).

One of the things I was most excited about was that our local volunteers raised funds from the community for the economically poor students. Otherwise, these students would have dropped from the schools. We thank the association and the local community for the educational materials and financial support provided to our friends (FGD with Secondary School Students, Amhara).

As to Dire Dawa, there are youth federation, youth league and youth associations, and youth led voluntary organizations. Youth federation encompasses the youth league and youth associations. The Youth league is the youth political wing and remunerated by the government and whereas the federation is assumed to be free of politics. The members of the league are affiliated to the leading party, whereas the league association and federation could be from both political and non-political wing. Thus, given these structural differences, at the time of this study, in Dire Dawa it is the youth league which was functioning. The youth federation and association were almost reported to be non-existent functionally not physically. One of the participant have reflected it is the youth league member as "It is the informal youth organization which has power as to Dire Dawa, not the formal one. I don't know why. For example, the so called ''Qerroo'', Satanaw'' and in few instances the '' Hego''. This was a very recent phenomena!" Apart from this, there were volunteer youth organizations which serve others, but not mentioned as strong organization which advocates for the right of the Youth (FGD with Youth, DD)

Another participant from the Youth based organizations also reflected that Somali youths attempted to participate in politics, served as volunteers as well in different social affairs. However, the youths were taken as instruments for different rivalry political parties and were not effectively participating in all the spheres of the economy (KII, with youth based organization, Somali)

I have done a lot of work helping women. I have been involved in various voluntary activities in my area for over 6 years. For example, we have covered the flood-prone areas with greenery. We also provided financial and material support to vulnerable communities. In addition to this code. In the area where I live, I have done a lot of work for the community, including road maintenance, landscaping, planting seedlings, and preventing coronary heart disease. I helped the local community by planting seedlings in my area and teaching them about the coronavirus. In my area, I also taught moral education to children with moral problems, as well as raising money for the poorest members of our community. I was the coordinator of my volunteer work. Therefore, I did a lot of work and I was an award-winning young man in the area. Although I was not personally successful, I was involved and happy (FGD with University Students, Amhara).

One of the things I was most excited about was that our local volunteers raised funds from the community for the economically poor students. Otherwise, these students would have dropped from school. We thank

the association and the local community for the educational materials and financial support provided to our friends. The people and organizations who supported us include our city community, business people, and government employees, Injibara University, our school students, and charities. The support that has been and is done is very important to us. Without these supports, many students would have dropped out of school because of a lack of school supplies. So this is a big support for me, so much more than I can say. (FGD with University Students, Amhara).

Although some young people make make different kinds of positive engagements, the greater majority don't seem to have these experiences. Hence, against this background, it is not surprising that, as shown in Table 5.10, primary and secondary students seem to exhibit internalizing (anxiety, worry, depression, low self-esteem) and externalizing (violence, bullying, aggression, disciplinary problems, teenage pregnancy, STIs) problems (Tirussew et al., 2017). The problems included academic, behavioral, health, maltreatment, and economic ones. The academic problems of students included problems of note taking, concentration, motivation, fear of exam, and reading difficulties. Disobeying teachers, violating rules and regulations, fighting with one another, insulting others, damaging school properties, and participating in group fights were the major types of behavioral problems of students. Economic problems were manifested in the form of inadequate food, clothing, housing, and educational materials.

Table 5.10: Students' Perceived Report of Major Problems of Students

Problems	Response			
	Yes	No	Not Sure	Total
Academic Problems	548(26.61)	1302(63.23)	209(10.15)	2059(100)
Behavioral problems	343(16.76)	1584(77.38)	120(5.86)	2047(100)
Health problems	229(11.07)	1725(83.41)	114(5.51)	2068(100)
Abuse	191(9.32)	1782(86.97)	76(3.71)	2049(100)
Economic problems	386(18.68)	1594(77.15)	86(4.16)	2066(100)

Source: Ethiopian school system: Current practices, problems and way forward…(Tirussew et al., 2017)

A review of a lot of other studies has also shown that disciplinary problems among secondary school students and adjustment problems in colleges were common (Belay & Yekoyealem, 2015).

Students' problems basically occur because of lack of proper life skills that help managing life. However, evidences indicate that students lack to have proper life skills in the area of cognitive skills, self-regulation, personal resources management, communication skills, and interdependence and teamwork skills, out group and ecosystem skills and adaptive life skills (see Table 5.11).

Table 5.11: Life skills problems of the students from Grade 4 to 12

Life skill problems	Responses			
	Yes	No	Not Sure	Total
Cognitive skills	610(30.21)	1106(54.78)	303(15.01)	2019(100)
Self-regulation skills	395(19.32)	1433(70.07)	217(10.61)	2045(100)
Personal resources mgt. skills	549(26.83)	1323(64.66)	174(8.50)	2046(100)
Communication skills	490(24.15)	1343(66.19	196(9.66)	2029(100)

Interdependence skills	357(17.62)	1493(73.69)	176(8.69)	2026(100)
Teamwork skills	595(29.14)	1290(63.17)	157(7.69)	2042(100)
Out group skills	469(22.93)	1432(70.02)	144(7.04)	2045(100)
Ecosystem & adaptive skills	548(26.58)	1216(58.97)	298(14.45)	2062(100)

Source: Ethiopian school system: Current practices, problems and way forward…(Tirussew et al., 2017)

Given the concerns about learning and behavior of students above, we may wonder how far education policies and strategies were implemented. In a study that attempted to examine program/ policy implementation in Ethiopia, it was found that the implementation of education policies was inadequate (Belay, Solomon and Daniel, 2020). Reviewing relevant literature in the field, these researchers underscored that the Education and training policy (GTP, 1994) and the Early Childhood Care and Education Policy that was developed 15 years later (MoE, 2010) were both not fully implemented owing to confounding variables that basically revolve around resource constraints including the human and financial resources. The repercussions of this partial implementation was also supported by the comprehensive assessment of the education system of the country (curricula, governance, qualification and morale of the teaching force, facilities and budget etc.) at all levels (preprimary, primary, secondary, and tertiary) ever made to draw a 15 years national education roadmap (Tirussew et al., 2018).

5.3.Health Services, Participation and Benefits

Adolescent Nutrition
There are possible changes in eating habits particularly among girls following transitions at puberty. Following concerns about bodily changes and the desire to fit into the ideal bodily image of slimness that is mainly promoted in the western culture mainly through media, some girls tend to develop eminent eating disorders causing starvation. Although evidences are lacking to show if such patterns unfold among girls in Africa, some evidences suggest that chronic malnutrition and iron deficiency anemia are the most common forms of malnutrition among Ethiopian adolescent girls. According a survey conducted in 2016, thirty-six percent of non-pregnant adolescent girls aged 15-19 years were chronically malnourished (BMI <18.5) and the prevalence of anemia in the same group was 13%. At the same time, 2.2% of the girls and 0.3% of the boys in this age group were overweight (MoH, 2016).

Sexual Reproductive Health (SRH), HIV, STIs, Family Planning (FP)
FGDs and KIIs conducted with different relevant stakholders in all the regions and city adminstrations voiced tremoundous needs for SRH, HIV, STIs and FP. Existing evidences from available surveys have also confirmed that the major sexual and reproductive health (SRH) problems of adolescents and youth in Ethiopia include risky sexual practices, child marriage, early child bearing, teenage pregnancy, unsafe abortion and its complications and STIs including HIV.Early sexual debut[31] and teenage pregnancies are common owing to the high rate of child marriages[32] and the subsequent family and societal pressure on girls to prove their fertility ((MoH, 2016). High rate of teenage pregnancy is also associated with the low utilization of family planning services by

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[31]*Early initiation of sexual intercourse is a risk for unintended pregnancy which in turn is the major reason for undesirable health and socio- economic consequences mainly induced/unsafe abortion, high fertility, obstructed labor and its complications such as obstetric fistula, and hypertensive disorders of pregnancy.*

[32] *The median age at first sex for women is 16.4 years (PMA, 2015). Uneducated, poor and rural girls start sex at younger age compared to the educated, well-to-do and urban. About 40% of girls marry before the age of 18 years and 20% before 15. About of half (45%) of girls in Amhara marry before the age of 18 (MoH, 2016).*

young people[33] mainly due to lack of access to youth friendly family planning services in this age group compared to older women (CSA 2014). Youth cnters were basically created to provide these kinds of youth friendly services; howver, as it is shown in later discussions, these centers were not properly functioning and, therefore, health needs of youth remain unattended in so many ways.

Evidences also indicate that there is increased risk of acquiring STIs and HIV among youth due to the early initiation of sexual intercourse and higher-risk sexual behavior including sexual intercourse with multiple partners or causal partner, use of alcohol and drugs driving young people into higher-risk sexual behavior, and transactional sexual relationship in exchange for such material goods as food, cash, cosmetics, transport, mobile phone and items for children, school fees (MoH, 2016).It was found in this connection that out of 19,148 males aged 15-24 years who reported having sexual intercourse in the 12 months preceding the survey, 75% were engaged in a higher sexual risk . Sadly, the proportion among male youth aged 15–19 years was nearly 90% in 21 of the 26 countries surveyed including Ethiopia (MoH, 2016).

The major problem with SRH, HIV, FP and related issues is in general lack of knowledge. Evidences indicate, for example, that only 51% of school girls know about menstruation and its management, a third of them use sanitary napkins as menstrual absorbent and, over a half of them avoid going to school at the time of menstruation (Tegene et. al, 2014 cited in MoH, 2016). Furthermore, comprehensive knowledge[34] of HIV/AIDS among youth is relatively low (Table 5.12), especially among rural females. Only 16 percent of rural females had comprehensive HIV knowledge, compared to 38 percent of rural males, 39 percent of urban females and 48 percent of urban males.

Table 5.12: HIV/AIDS and STIs knowledge, practice and prevalence, by sex, age and residence

Issue	Urban		Rural	
	Male (n=3750)	Female (n=4892)	Male (n=3750)	Female (n=4892)
Has comprehensive HIV Knowledge	48.0	39.2	37.5	16.1
Know where to get VCT	94.4	91.5	82.0	69.0
Ever been tested for HIV	58.7	65.1	34.5	36.0
Has had an STI in last year	2.9	5.4	3.3	3.2

Source: EDHS Individual Women's (2016) and Men's Survey (2016)

Of course, large proportion of youth knew where to get voluntary counselling and testing (VCT) for HIV and urban females were more likely to go VCT followed by males. Five percent of sexually active urban females had had a sexually transmitted infection (STI) in the last year. In contrast, 3 percent, each, of urban males, rural males and rural females reported having an STI in the last year.

FGD and KII responses have in fact indicated that different servies were provided to youth to address these needs. FGD participants from Amhara, Oromia, Sidama, Addis Ababa, Somali, Harari and Dire Dawa have

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[33]*Evidences indicate that the contraceptive prevalence rate of 9% and unmet need33 of 30% among teenage girls (15-19) reported in 2016 were among the lowest in sub-Saharan Africa.*
[34] *Comprehensive knowledge of HIV/AIDS is measured as respondents who are able to correctly answer five questions including: 1) knows consistent condom use reduces chances of acquiring HIV, 2) knows having one faithful partner reduces chances of acquiring HIV, 3) knows a healthy-looking person can be infected with HIV, 4) knows one cannot get HIV from mosquito bites, and 5) knows one cannot acquire HIV through witchcraft (Wang et. al. 2012 cited in MWCY, 2018).*

acknowledged both government and non-government intiatives to address these needs through providing different health services, conducting series health intervention programs, capacity building of health centers including those at youth center levels, direct trainings to youth to improve health-related life skills etc. Selected vigenetes reveal this situation:

Many governmental and non-governmental organizations have provided services to meet the health needs of young people who were our staffs. These services included capacity building trainings, training on managing risky sexual behaviors like RH, HIV/AIDS, STIs (KII with Top Policy Implementers, Sidama).

Harari HAPPCO was a much known organization working on youth health, youth reproductive health, HIV/AIDS testing and counseling when need be and serious of trainings supported with manual on the matter. It was a very effective and change oriented training. (KII, Harari)

Participants in Amhara also acknowledged gaps in services by the government at the moment that are somehow managed by non-government stakholders:

The government is not working on reproductive health, sexuality and HIV/ AIDS issues now. Occasionally, NGOs work to prevent HIV / AIDS and sexually transmitted diseases, to create awareness about reproductive health and access to family planning, provide counseling and treatment for young people living with HIV / AIDS and sexually transmitted diseases. Various trainings, such as life skills training, Occasionally, reproductive health and life skills training are provided at the school level. But now it seems to have been forgotten. Extensive work needs to be done to make the youth more accessible. Provides counseling to pregnant women at the health facility level. Distribution of HIV/AIDS medicines But, there are no other services. (KII with implementers, Amhara; KII with Top Policy Implementers, Amhara)

Participants also acknowledged some attempts at serving the marganilized groups like street youth, youth with disabilities. For instance, a Key informant from HAPPCO Harari has the following to say:

Our organization works on vulnerable youth groups who live in the streets. We make HIV/AIDS testing at schools, university students, organize data bases for the organization and others to make necessary interventions on poor youth, provide sensitization trainings on HIV/AIDS and STIs. The other capacity building trainings are given by SOS children's village on reproductive health, business plan development, entrepreneurship, dangers of addictions, conducting youth dialogue, and provide them with startup budgets for those who want to continue their life in such a manner (KII, Harari)

Other key informants have also expressed a wide range of engagments to respond to the health needs of youth; which, however, were inadequate in somany ways:

Reproductive health and family planning access are better in urban areas. But there is a serious supply problem in rural areas. It is not available in rural areas for people living with HIV / AIDS and sexually transmitted diseases. It is also not enough in the city. Services for young people with special needs are not enough in the city, but they are being tried. However, the service is not fully available in rural areas. There is no support for pregnant women. They even ridicule her for being pregnant at this age. (KII with implementers, Amhara)

The remaining other key informants declined from acknowledging services for various reasons:

As far as I know, there is no health service to meet the needs of the young people (KII with Top Policy Implementers, Sidama).

Very recently when the budget for the matter decreased the general work on reproductive health not as before, but the youth issue demands huge work (KII, Harari)

The commission planned to provide training for the youth. But no adequate HIV / AIDS prevention and care services provided to young people due to budgetary problem. (KII with Top Policy Implementers, Sidama).

Other evidences secured from surveys have also underscored that in-school and out-of-school government and/or NGO sexuality education programs are fragmented and non-standardized. As a result, awareness about SRH matters is generally low among Ethiopian adolescents and youth. All of these evidences suggest the need for specific interventions to reduce the risks and vulnerabilities of adolescents and youth to STIs including HIV in the country (MoH, 2016).

Adolescent and Youth Mental Health
Mental illness seems to have come a serious concern in ethiopia with childhood mental illnesses (prevalence of 12-25%) accnting for the highest burden in the health sector (MOH/HSTP, 2015). More recent studies have reported the prevalence rate of mental illness and associated problems as follows (cited in APS, 2020): mental distress: 25.8%, harmful drinking: 54.5%, stressful life events: 40.2%, and khat use: 16%.

Injuries

Injuries are among the leading causes of death and disability among adolescents and youth due to road traffic accidents (RTA), physical fights and drowning account for 9% of the mortality (WHO, 2008). Among adolescents and youth (15-29), the prevalence of RTAs is 2.7% (3.2% male and 2% female) and that of non-RTAs is 2.4% (3% male and 1.6% female) (EPHI, 2015) (cited in MoH, 2016). Physical fight, often associated with substance use and other behaviors, is common among younger adolescents, more so among boys than girls leading to severe or serious injuries (cited in MoH, 2016).

Substance Use
Substance use is generally believed to be one of the associated factors for poor health and sexual risk behavior in HIV transmission. FGD participants from all the regions and city administrations have expressed that addiction is one of the most serious youth-related problems in their areas and this addiction was shown to be associated with several interrelated side effects on health, finance, education, and safety. According to student participants, the premises around their school is full of khat selling shops, bars and groceries. Students sometimes sneak out of classes to these places (FGD with Secondary School Students, AA). Several studies in Ethiopia have also indicated that addictive substances such as tobacco, alcohol and Khat are widely used by adolescents and youth (Belay and Yekoyealem, 2015)[35].

About 4.4% of Ethiopian adolescents and youth smoke cigarettes or other tobacco products. The practice is more common among urban adolescents and youth and among those in Harari, Somali and Dire Dawa regions. Nearly half (45.6%) consume alcohol more than six times in a month. Prevalence of alcohol consumption is higher among male (47.7%) than female (43.5%) adolescents and youth, among rural than urban residents. In terms of regional prevalence, alcohol consumption is higher among adolescents and youth in the regions of Amhara, Benishangul-Gumuz, Tigray and Afar compared to the other regions. Recent evidence shows that 36.6% of 15-29 years adolescents and youth are using any form of alcohol, higher among males-42.6% than females-29.5% (EPHI, 2015). (MoH, 2016).

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[35] These authors have reviewed research on substance abuse among youth in Ethiopia before or on 2015. The review suggests that substance abuse has been one of the serious problems in this developmental stage.

The national prevalence of Khat[36] consumption among adolescents and youth is 51%; higher among males (56.5%) than females (36.6%). Khat chewing is common in rural than urban areas as well as in Harari, Dire Dawa, Somali and Amhara than the rest of the country (CSA and ORC Macro, 2011). Among the currently 15-29 years olds the average age of starting to chew Khat is 16.9 years (EPHI, 2015).(cited in MoH, 2016; MWCY, 2018).

In a recent study conducted to examine the adverse effects of Khat on young people (APS, 2020) in five cities (Adama, Assosa, Awash, Bahir Dar and Addis Ababa) employing a total sample of 1,058 participants, it was found that a significant number of young people (n= 335; 31%) were with Khat addiction. It was observed that the number of young people with Khat use was increasing in rapid rate through time across different settings, a significant number of youth chewing Khat because they were addicted to it. About 922 (82%) of Young people in this study were engaged in Khat consumption while only a minority of them were engaged in Khat vendor, production, and Khat broker. Many young people who were chewing Khat had been suffering with severe psychological distress and different types of socio-economic problems including financial problems, food insecurity, and lack of social support, conflict and crime, partaking in risky behaviors, decreased productivity at work and school, negative attitude from the community, and being out of family system of care. Khat and Khat use are a way for novel corona virus transmission. About half of the study participants had negative perception about the consequences of COVD-19 on their life, which could be associated with low body immunity related to poor diet, not adhering to protection techniques such as physical distance, wearing facemasks and avoiding physical contact/touching. The study found no significant difference in scores of khat addiction and psychological distress between males and females.

Rehabilitation Centers

Through implementing the national mental health strategy, the MOH has made significant strides in expanding mental health care integrated in the mainstream primary health care system. However, limited access to these services remains an important challenge to effectively combat mental health concerns of adolescents and youth (cited in MoH, 2016; MWCY, 2018). In fact, the number of mental health care facilities in Ethiopia is very low compared with the burden of the problem. It is known that four Rehabilitation centers exist in the country for treating citizens with addiction to various agents. These are Amanuel Specialized Mental Hospital, St. Paulos Medical Hospital, Zawditu Hospital, Ayder Hospital in Tigray and Yeka Kotebe General Mental Hospital in Addis Ababa.

Data obtained about the four facilities summarized in Table 5.13 has shown that the centers were not enough and not well-organized to cater for the growing number of patients. Furthermore, data was not kept distinctly for the youth population in all the three of the visited centers.

Table 5.13: Youth who got treatment for addiction at Amanuel, and Paulos hospitals

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[36]Khat is a chewable shrub that contains the stimulant chemical Cathinone known to have no therapeutic effect but predisposes to dental, gastro-intestinal, hypertensive, cardiac and mental health problems with significant economic loss to individuals. Furthermore, as a precursor to the initiation of smoking, khat chewing is presumed to increase the prevalence of smoking cigarettes, shisha and other highly addictive drugs such as heroine, and cocaine (MoH, 2016).

Institution		2015/16	2016/17	2017/18
Amanuel Hospital	Total	100	90	97
	Youth	37	33	36
	Percent	37%	37%	37%
St. Paulos Hospital	Total	34	31	43
	Youth	18	14	13
	Percent	34%	31%	43%

Source: Hospital records of Amanuel and St. Paulos Hospitals

FGD participants expressed that overcoming addiction-related problems also requires commitment from different actors including schools, teachers, the community, parents, students, and the government. They argue that it is better to try to listen and understand why the youth go into addiction instead of blaming and avoiding them. Teachers also need to listen to the youth (FGD with Secondary School Students, AA).

Participants were asked to check their views as to how far appropriate services are provided for young people on drug and alcohol addiction. Some of the selected vignettes go like the following:

- Appropriate services are not being provided to young people in the areas of drug and alcohol addiction. There is no monitoring. As a result, the young man became addicted. They are also prone to various crimes (KII with implementers, Amhara)
- Not given. The youth is becoming addicted (KII with Top Policy Implementors, Amhara)
- Appropriate service for young people on drug and alcohol addiction issues are not given. Although the government has banned alcohol advertising, nothing has been done to prevent young people from becoming addicted (KII with implementers, Amhara)
- It does not provide appropriate services for young people in drug and alcohol addiction cases (KII with implementers, Amhara)
- No action has been taken on drug and alcohol addiction cases (KII with implementers, Amhara)

Health Services and Interventions

Comprehensive sexuality education (CSE) has increasingly been integrated in adolescent and youth SRH program interventions to address existing SRH information gaps of adolescents and youth in Ethiopia. Education sector HIV strategy is in place with HIV/AIDS incorporated in primary and secondary school curricula, over 20,000 teachers trained in life skills education and youth friendly HIV and RH interventions implemented in many universities supported by various partners. Recent evidences show very high testing uptake and condom use, and very low HIV prevalence among in-school adolescents and youth but they exhibit high-risk behaviors. Large-scale implementation of CSE programs has not been implemented adequately and there is very limited progress in reaching the most vulnerable young people, including the very young (10-14 years) adolescents, both in- school and out-of-school.

National standards for adolescent and youth friendly health services in health facilities were developed to address the barriers to accessing   quality care services. However, quality of health services for adolescents and youth was seen to have the following challenges:

- Lack of continuous review and updating of the content of CSE curricula, inadequate capacity of teachers, volunteers, peers… as key factors limiting the quality and scale of interventions.
- Lack of strong institutional framework for effective monitoring, coordination and harmonization of programs (HAPCO, 2014) (cited in MoH, 2016).
- Failure in applying the principle of adolescent and youth-friendly services adequately to mainstream primary and referral-level services. The standards focus on limited range of health issues, namely, sexual and reproductive health and HIV. The progress in expanding the coverage of AYFHS in public health facilities has been protracted and is at 44.8% nationally (cited in MoH, 2016).
- Inadequacy of infrastructure including equipment and supplies, health workers' incompetence and lack of compassion and respect, among others. The way that services are currently organized is also contributing to the low coverage and utilization of health services for adolescents and youth. The creation of separate services for adolescents and youth by partner organizations involved in direct service delivery is also a challenge to advancing the government's efforts of expanding AYFHS in an integrated fashion (cited in MoH, 2016).
- Nearly one in three adolescent girls has an unmet need for contraception, and recent data from the Performance, Monitoring and Accountability 2020 (PMA, 2020) project suggests that while unmet need is decreasing among married women, it is continuing to increase among unmarried adolescents indicating limited access to contraceptives when needed (cited in MoH, 2016).
- A series of Behavioral Surveillance Surveys (BSS) among adolescents and youth have been conducted at certain intervals to assess risky sexual behaviors and SRH service use. However, there are limitations both in the amount of research and the quality of research results in their application for M&E, and policy and program design (cited in MoH, 2016).
- The existence and functioning of youth friendly services are not sufficient to address the growing health needs of large number of adolescents and youth in the country. The few available general services are also branded by the majority of youth as not being youth friendly. The socio-cultural and religious norms and practices are also found to be constraints to the promotion and provision of adolescent friendly services, including the use of condoms and other contraceptive methods while on the other hand promotion of culturally appropriate sexuality interventions such as upholding virginity didn't get enough attention (cited in MoH, 2016).
- Lack of strong coordination between the different actors to meet gender sensitive, life skills- based sexual and reproductive health education, sexual and reproductive health services, and active participation of adolescents and youth in issues of their concern (cited in MoH, 2016).
- Adolescents and youth were not equally visible in and might have fallen through the cracks of policy/ program deliberations and resource allocation. Moreover, the prevailing challenge in appropriately organizing and building the capacity of HDAs in the developing regional states and urban areas may widen the inequalities in access to quality services and health outcomes among the general adolescents and youth. (cited in MoH, 2016).
- The shift in paradigm to the broader adolescent and youth health than just SRH are key policy changes contributing to the improvement in the overall adolescent and youth health. (cited in MoH,

2016).

The fact that adolescent and youth health is not entirely addressed by the MOH alone requires an institutional arrangement to establish a functional multi-sectoral AYH management body to oversee, coordinate and harmonize the planning, implementation, and M&E of key programs for adolescent and youth health and development under MOH, Ministry of Education (MOE), Ministry of Women, Children and Youth (MWCY), Ministry of Sports and Youth Affairs (MOSYA), and Ministry of Labor and Social Affairs (MOLSA), and youth and women associations (cited in MoH, 2016).

Access to healthcare

Healthcare was not seen to be an issue for young people and very few said it was an issue that needed to be overcome. Only three per cent said they were currently experiencing lack of access to sexual and reproductive healthcare, and four per cent other kinds of healthcare. Access to healthcare was one of the top five areas that have improved in the last five years, and there was an expectation among young people in this research that it would continue to improve over the next five years. In the qualitative sessions, a few participants mentioned the previous Minister for Health, Tedros Adhanom, and his role in improving healthcare in Ethiopia (British Council, 2019).

A plethora of training and awareness-raising campaigns have also been conducted in the country to protect the health of the youth. FGD participants during the field survey indicated that youths had received health-related training services during 2017 and the year before. For instance, Family Guidance Association (FGA) was giving health-related training and counseling in the form of drama and dances. But after 2017, no training has given to youths (FGD with Youth Beneficiaries from TVET, Secondary School, and University Students in Oromia). Besides, according to some FGD participants: we have participated in training on sexually transmitted diseases that last for 2 hours; exceptionally participated in how to manage traffic in the town. Also, get some advice from women, children, and the youth office; participated in the question-and-answer program, and they all suggested that the problem is consistent because getting training occasionally does not bring that significant impact. All participants noted that the training helped them to protect themselves from engaging in unprotected sexual practices and protect themselves from HIV AIDS (FGD Participants with youth with disabilities from Oromia). One of the FGD participants from the youth with disabilities from Oromia further states that:

> *Though it is not continuous, there is support in the form of training. I got training twice: the first is health-related. It was on how to protect others and myself from HIV aids. The other training, I was participated in is on how to protect women's rights. These are all. The training provider was Sebeta special needs Education College (FGD Participant with youth with disabilities from Oromia).*

Another FGD participant however states "that I did not get other support except training. I was trained on HIV AIDs and on how to protect crime" (FGD Participant with youth with disabilities from Oromia).

Contrary to this, another FGD participant from secondary School Students from Oromia indicates that: "the training on reproductive health is not new for me, but it reminds me of my experience and helped me to be cautious in my life. It is also helpful to protect myself and advise others" **(FGD Participants, Secondary School Students from Oromia).**

5.4. Social Needs, Services and Measures: Social concerns

This section discusses the situation of adolescence and youth with respect to social concerns that include harmful traditional practices, gender-based violence, migration/ trafficking, emerging risks, disability, crime, street children, youth with special needs.

Harmful Traditional Practices

Harmful traditional practices (HTPs)[37] include such negatively impacting practices of wellbeing as well as human rights as female genital mutilation/cutting (FGM/C), early/child marriage, and domestic violence; which are widely practiced and considered as serious crimes by the Ethiopian Law (cited in MoH, 2016). We also would like to add to this list 'new faces' of HTP as a emerging harmful practice seriously impacting on the life of youth.

General harmful practices: povery, unemployment, addiction, attitudinal problems etc.

According to FGD participants, family poverty and the struggle of young people for survival coupled with limited employment opportunities have been predisposing the youth to a host of harmful practices including addiction. Discussants held that the major youth problem is economic one. Families with low income struggle economically. So, students, especially boys need to involve in jobs to make money to support themselves and their families. This impacts not only their education but also exposes some to substance abuse since they think the substances would help them bear the hardship of doing extra jobs. Hence, addiction is the second problem (FGD with Secondary School Students, AA). Some youth drive vehicles or work in the garage after school. Hence, they find it difficult to focus on their education (FGD with Secondary School Students, AA). Others also belivd that economic problems are the main problems of the youth. Boys and girls are forced to cut schools as a result. We see many who come from regions and then abandon schools and go out to look for jobs to manage their lives (FGD with Secondary School Students, Amhara). Focusing on solutions, others suggest that creating a pool system where the financially disadvantaged youths can be supported will help them to focus on their education. When they don't go to school, their mentality won't be alright. The community should understand this and create a support system (FGD with Secondary School Students, AA).

Other discussants also belived that unemployment of educated young people around them has been a source of despaire for them. It was sad to see their so-called educated unemployed brothers wandering on streets in despaire has darkened their hope about the future. They also expressed the long standing lack of peace and instabilities, crime and violence in their area as becoming harmful practices affecting their lives (FGD with Secondary School Students, Amhara, Oromia, AA).

FGD participants also considered substance abuse and related problems as serious harmful practices. The major problem we observe among the youth in our area is addiction. Substance abuse is common in our school. You see students smoking and taking drugs in toilets, and in different corners of the school compound

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[37]*Harmful traditional practices (HTPs) refer to deeply entrenched traditional practices which affect or violate the physical, sexual or psychological well-being, human rights and socio-economic participation of a human being in a society (MWCY, 2013). Female genital mutilation/cutting (FGM/C), early/child marriage, forceful abduction and domestic violence are the most widely practiced forms of HTPs that are classified as serious crimes by the Ethiopian Law (MWCY, 2014 cited in MoH, 2016).*

and in the surrounding. One reason for this could be the shortage of venues for the youth to entertain themselves in their free time (FGD with Secondary School Students, AA). One of the problems we noticed is youth addiction. Addiction is a terrible thing. Because if you get addicted, you will not be a productive citizen, but a burden to your family and your country. Youth addiction is on the rise. Therefore, this issue needs to be addressed on time. Forgetting culture and tradition, social media addiction, conflict, racism; etc. are the main problems of the youth that you often see (FGD with Secondary School Students, Amhara).

In Dire Dawa city, there are enormous youths on the street, high level additions, low support for them and the opportunities. There is high level of migration and Dire Dawa is also known as the ''Transit Hub'' for youth migrants from different parts of the country. One of the volunteer youth association leader reflected as '' Those who migrate to Arab countries like Yemen will use Dire Dawa and also when they return from exile also they are returned and stay here in Dire Dawa. When things do not go as expected, they remain as street girls and boys and in other undesirable tasks (FGD with Youth DD). In Harari region, there are high number of children on the street, children taking drugs, chewing chat even being under age, many children on street because of different socio economic, family and cultural(habituations). There were also serious displacements in the last four years and as a result many people remained parentless or with no families and forced to live home (FGD with Youth, Harari). The Bureau of Industry and Trade give priority to those youths who have degree and also gives money or start up budgets to the youths who qualifies even though the documents gives priorities. However, there was one NGO which is working on the women, girls (Youths) and children as well which works on rehabilitation activities. The rehabilitation was for all these groups mentioned (KII, Harari). In Somali region, there are also a significant number of children and youths on the street chewing chat even being under age, many children on street because of different socio economic, family and cultural(habituations). There were also serious displacements in the last four years and as a result many people remained parentless or with no families and forced to live home (FGD with Youth, Somali).

Another major problem is the community's traditional view and attitude towards the youth, which can be discouraging, especially for girls. Even educated members of the community have this backward view (FGD with Secondary School Students, AA). Youth related attitudinal problem which they called "youths instrumentalism" as well as related other problems were considered as harmful practices they noted from the government's side and other stakholders:

the government uses some youth as political instruments to influence the rest through them and benefit also goes accordingly; there is lack of ownership of the youth affairs, very poor work done on youth's mind set, media doesn't give due attention to the youth's multifaceted issues, fragmented implementation in youth policy, and many youth being in exile, migrate whenever regime changes or political system changes in the country, absence of politically independent youth organizations, fewer NGOS work on youth matters as their main issue, lack of frequent youth discussion forums at regional level and national level for large number of Youths (FGD with Youth DD)

As a solution to youth problems above, discussants suggest:

- The solution is trying to listen to the youth rather than labeling or punishing them. The other is fulfilling the needs of the youth. Stronger surveillance is also important (FGD with Secondary School Students, AA).
- One of the solutions to the problem is the expansion of sports fields and the creation of more job opportunities. For me, I think a variety of pieces of training, especially life skills training, are needed to overcome this problem. Making/enabling the youth to graduate from universities alone could not solve the problem. There is a need to create more job opportunities for these graduates. (FGD with Secondary School Students, Amhara).
- One of the solutions to the problem is the expansion of sport fields, and creation of more job opportunities. For me, I think a variety of trainings, especially life skills training, are needed to overcome this problem. Making/enabling the youth to graduate from universities alone could not solve the problem. There is a need to create more job opportunities for these graduates (FGD with Secondary School Students, Amhara).
- If these youths needs and wants are not met by the government as short and long term strategy, the vulnerability of the youths shall continue, these youths after they totally loose hope on the government and nation in general, they start involving in crimes and hurt others and the nation as well (FGD with Youth DD)
- Awareness creation education is the key. Awareness creation to change the community's view about the youth in general and girls, in particular, is mandatory. The community needs to learn to encourage women. Experience-sharing opportunities should be facilitated at different levels so that the youngsters can learn from the very best. Arranging experience-sharing venues involving famous and influential would help us the youths to look up to models and try to emulate them (FGD with Secondary School Students, AA).
- Accountability is the key. Legal measures should be taken against those found guilty and would help others to take lessons (FGD with Secondary School Students, AA).

In all these endeavours, it was suggested that youth with disabilities be given special attention

*Youth with disabilities need to be given special attention. The problem of youth is enormous, but the problem of youth with disabilities may be doubled. The awareness of our community also a problem. People consider disability as inability. Thus, to make youth with disabilities a productive citizen, there should be an extra effort from all stakeholders. Nobody approached and discussed how to engage in organized business activities yet. (**FGD with Disabled Youth , Oromiya**)*

Female Genital Mutilation/Cutting (FGM/C)[38], removal of the external parts of the female genital for non-medical reasons, appears to be most prevalent. According to EDHS 2016, 65% of women aged 15-49 years were circumcised; the highest prevalence of female circumcision being in Somali (99%) and the lowest in Tigray (23%). Forty-nine percent of circumcised women age 15-49 were circumcised before age 5, and 24% were circumcised at age 10 or older. Nearly 24% of women contacted in the study believed that the practice was required by their religion, and 18% believe that the practice should continue. Some evidences suggest that attitudes seem changing and FGM/C was

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[38]*FGM/C, according to UNICEF and UNFPA, refers to the removal of all or parts of the external female genitalia or other injury to the female genital organs for non-medical reasons (cited in MoH, 2016).*

declining in Ethiopia in the sense that the prevalence of FGM/C in girls and women aged 15-49 has decreased from 79.9% in 2000 to 74.3% in 2005 (cited in MoH, 2016).

Early marriage, or marriage before marriageable age[39], remains high in Ethiopia despite the fact that the revised family law prohibits the act. In the 2005 EDHS, 34 and 66 percent of Ethiopian women aged 25 to 49 are married by the age of 15 and 18, respectively. In the 2011 EDHS, the respective proportions decreased to 30 and 63 percent for women of the same age group. The median age at first marriage among women of the same age group slightly increased from 16.1 years in 2005 EDHS to 16.5 in 2011 EDHS. In PMA/2014, however, median age at marriage is 17.2 years for the same group (UNFPA, 2013; UNICEF, 2013 cited in MoH, 2016). Accordingly, it was suggested that there is a need for national strategies to eliminate HTPs that need to be conducted at community level, with organizations having to tailor anti-HTP initiatives and strategies that take into account the diverse regional, cultural, ethnic and religious circumstances (UNFPA, 2013; UNICEF, 2013 cited in MoH, 2016). EDHS

Gender-Based Violence (GBV): Research evidences seem to suggest that there is a high prevalence of GBV40 among girls in Ethiopia. In a study conducted in northwestern Ethiopia in 2015, it was found that the prevalence of GBV (physical and/or sexual) was 57.3% among high school girls (MWCY, 2018). According to EDHS 2016, among women aged 15-49 years, 23% have experienced physical and emotional and 10% sexual violence; 7% reporting that they had experienced sexual violence in the past 12 months. Four percent of women had experienced physical violence during pregnancy. Furthermore, sixteen percent of married women have experienced at least three types of marital control behaviors by their husbands or partners. Twenty-two percent of married women who experienced spousal, physical, or sexual violence reported injuries, including 19% who reported cuts, bruises, or aches and 10% reported deep wounds and other serious injuries. About one-quarter of women who have experienced physical or sexual violence have sought help (MoH, 2016).

What makes GBV hard to control in Ethiopia is the fact that 68% of married women themselves accept that a husband is justified for beating his wife. It was found out that there was poor awareness about the existing legal framework where more than half (53%) of married adolescent women aged 15-19 did not know the existence of law that protects women from GBV in Ethiopia, similar for the older age groups (EDHS, 2005, 2011 cited in MoH, 2016).

Youth Migration/Trafficking: In Ethiopia, both internal (rural to urban) and cross broader trafficking of adolescents and youth have been widespread. Data were unavailable to express prevalence of the

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[39]*The revised criminal and family laws of Ethiopia (2005) set the minimum age of marriage for women to be 18 years and state that marriage shall only take place with full consent of both parties.*
[40]*According to Anderson and colleagues, gender-based violence (GBV) is violence against women that often include a combination of physical, sexual and emotional violence and deprivation or neglect. Intimate partner violence (IPV) or domestic violence, is a common form of GBV which causes physical injuries, neurological and behavioral changes. These traumatic experiences can lead to both immediate and later health problems and repeated victimization throughout life. The fear and power differentials associated with GBV limit the ability to negotiate safer sex and hence, increase gender inequalities and cause 'choice disability' (Anderson et al., 2008 cited in MoH, 2016). The Ethiopian Criminal Code of 2005 addresses human rights issues, women's and children's rights in particular including the criminalization and punishment of any act of GBV(cited in MoH, 2016).*

problem; but it appears that rural women and children between the ages of 8 and 24 years and were either illiterate or school dropouts tended to be most vulnerable to because of pull (periodic labor demands in towns) and push (e.g. annual yield reductions in households) factors. Evidences indicated that the common forms of abuse and exploitation that victims of internal trafficking were experiencing included labor exploitation, and (physical, emotional and sexual) abuse (MoH, 2016; MWCY, 2018).

In a study conducted with street connected youth (YOUR World Research, 2019), it was suggested by experts participating in the research that the following measures be taken to manage internal migration of youth that may lead to streetism:

- Preventive efforts should be directed towards addressing rural-urban migration. This needs to take into account the perspectives of the youth and the reasons they are migrating.
- Awareness creation regarding alternative ways of generating income and leading one's life without having to migrate can be offered locally.
- Provision of training and protection of rural urban migrants should be considered. Safety for young people migrating needs to be incorporated into this training.
- Discussion of restricting migration to those that were more educated was raised but this was not conclusive as this does not take into account that migration is an important survival strategy for the most marginalised, many of whom are school drop outs.

External migration and trafficking of youth from Ethiopia for engaging victims as housemaids in Middle Eastern countries was also widespread and found to involve violations and abuses of different kinds. As per ILO (2013) estimates, the number of trafficked Ethiopian women and children to the Middle East was as large as 130,000. A year later in 2014, about 91,000 migrants arrived in Yemen from the Horn of Africa, of whom 80 percent were Ethiopians transiting through Djibouti. The same ILO reports also indicated presence of closer to 50,000 Ethiopians in South Africa where more than 95% of these young migrants entered the country through illegal cross-border migration. In fact, human trafficking and unsafe migration has been one of the top priority agendas of the Federal Democratic Republic Government of Ethiopia (FDRE), NGOs, CSOs, researchers and the community at large at present. The government in particular has, on top of ratifying relevant international laws and policies[41] , prohibited trafficking by incorporating it through various articles of the Criminal Code and anti-trafficking legislation that mention stronger punitive measures against perpetrators (FDRE, 2015cited in Messay and Tefere, 2017). However, human trafficking and/or illicit migration have continued unabated in Ethiopia and in order to address the existing unpleasant and embarrassing situations related to irregular migration and human trafficking in Ethiopia, inclusive development interventions, enhanced agricultural production systems, rule of law, proper job creation strategies, and improved awareness creation approaches are recommended to be in place (Messay and Tefere, 2017).

In the same YOUR World Research (2019) mentioned earlier, the following suggestions were given to manage international migration of youth:

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[41] *including the Universal Declaration of Human Rights that upholds the right to freedom of movement and UN Convention for the Suppression of Trafficking in Persons and Exploitation of Prostitution of Others.*

- Provision of information on international migration and alternatives to work in-country and get out of poverty need to be developed.
- A system of remittance management needs to be considered including training for migrants and those receiving remittances.
- International migration was raised as being a legal option for the more educated but this legislation does not take into account that international migration is a strategy for the most marginalized including those who have dropped out of school.

Youth & Adolescent Crime: adolescent and youth also engage in a host of externalizing problems of a crime nature which according some key informants of our studt is on the rise:
- Violence and crime are on the rise. It is not receiving any attention from the government (KII with implementers, Amhara)
- Violence and crime are rising. I do not think the government is paying attention. Not much has been done. Occasionally some organizations create awareness but do not make it accessible to most young people. The government's response is limited. For example, infants are often abandoned. This is due to the premature reproductive health of young people. I think the problem can be reduced if reasonable action is taken against young people who commit this crime and if there is a broad awareness campaign (KII with Top Policy Implementors, Amhara)
- Occasionally there is violence and crime. Action will be taken (KII with implementers, Amhara)
- Violence, crime, drug abuse, prostitution, and the like are so huge today that they can't be tolerated any more. Of course, cracking down on violence and crime is a trivial matter (KII with Top & middle level leaders, Amhara)
- I find it difficult to quantify the level of violence and crime. But young people are involved in violence and crime (KII with Top & middle level leaders, Amhara)
- Unemployment is the root cause for many problems including proliferation of criminal acts in the city. There has not been enough work to free the youth from addiction and gambling *(KII AA Youth Association).*

Recent and comprehensive youth crime statistics was unavailable. It is expected that such data need to be organized nationally by the Federal Police Commission. Some previous attempts made were able to secure data that is presented in Table 5.14 below. As expected to happen following population growth, the data in the table shows that there has been an increase in the number of crime from 2013/14 to 2016/17; and then significant declined in the year 2017/18 in which many prison inmates were discharged following the reform initiative the government took at the time it assumed power. Region wise, while the highest number of crimes was registered in Oromia followed by Addis Ababa, Amhara, and SNNPRS, Dire Dawa and Afar was the least.

Table 5.14: Statistics on Adolescent &Youth (aged 16-30) Crime participation (2013/14-2017

	2013/14		2014/15		2015/16		2016/17		2017/18		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	12,753	1,152	13,734	1,225	15,087	1,468	15,884	1,405	-	-	57,458	5,250
Afar	1,743	182	1,747	180	1,584	179	1,721	171	973	90	7,768	802
Amhara	32,888	2,505	29,588	2,235	29,719	2,216	31,312	2,195	30,657	1,882	154,164	11,033
Oromia	50,632	6,913	48,716	6,716	29,821	21,085	63,986	8,597	36,438	4,840	229,593	48,151
Somali	736	125	-	-	8,278	1,403	2,600	430	3,013	277	14,627	2,235
BG	3,245	536	3,160	370	3,361	384	2,745	377	2,577	279	15,088	1,946
SNNPRS	-	-	25,440	4,225	38,109	5,819	29,748	5,475	27,246	4,243	120,543	19,762
Harari	979	165	1,855	555	1,588	537	2,873	805	2,089	551	9,384	2,613
Gambella	660	77	770	103	669	71	848	59	-	-	2,947	310
AA	32,927	4,081	29,302	3,885	29,662	3,353	27,282	4,188	29,096	3,874	148,269	19,381
DD	2,429	494	2,191	478	1,936	430	1,850	380	1,740	384	10,146	2,166
Federal	180	36	260	46	365	53	400	104	1,858	224	3,063	463
Total	139,172	16,266	156,763	20,018	160,179	36,998	181,249	24,186	135,687	16,644	773,050	114,112
Overall (%female)	155,328 (10.5%)		176,781 (11.3)		197,717 (18.7)		205,435 (11.8)		152,331 (10.9)		–	

Source: Data from Federal Police Commission, 2017/18 (cited in MWCY, 2018).

The proportion of females was much lower than males ranging from a minimum of 10.5% in 2013/14 to a maximum of 19% 2015/16. The major areas of crimes that the youth were involved physical attacks and injury, various kinds of theft and other social related crimes (*cited in MWCY, 2018).*

Perhaps an exception to this is the juvenile correction center at Lideta in Addis Ababa that was established long time ago but apparently suffering from lots of challenges including budgetary constraints, high professional turn out, lack of proper supervision and follow up; just to mention a few.

Risky Behaviors and Risk Corridors

Adolescents and youth in different contexts are vulnerable to a host of risk factor that may compromise healthy transitioning to adulthood. In the Ethiopian case, one such context that has been documented through research as a risk factor youth is the freshman year of higher education. Previous studies[42] (e.g.

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[42] *Having reviewed research literature in the field Belay and Yekoyealem (2012 have indicated that university students in Ethiopia were predisposed to a lot of challenges including stress and academic performance of students inBonga College of Teacher Education (Tewdros, 2013), Substance Use And Risky Sexual Behaviour among Haramaya University Students (Andualem, 2011), Psychological (Eyosias, 2013), mental (Atalay, 2005; Alemayehu, 2009) distress among Medical Students in Addis Ababa University and regular undergraduate students of Hawassa university (Alemayehu, 2009), prevalence of 'chat' chewing habit and its incidental inter dependence with alcohol drinking among AAU main campus male undergraduate students (Abdu, 203), Adjustment Problems among First Year Students in St. Paul's Hospital Millennium Medical College (Almaz, 2013), adjustment Problems of freshman Students at Jimma University, Ethiopia, With Some Suggested Solutions (Jemal, 2006), effect of accommodation in academic achievement among AAU Commercial College students, emergency contraceptives among female students (Wegene & Fikrie, 2007; Yigzaw, 2006;) in Addis Ababa (Wegene & Fikrie, 2007) and Gondar University (Yigzaw, 2006). Self-employabiliy of trainess in TVET*

see Belay & Yekoyealem, 215) have shown that university students in Ethiopia were exposed to lots of adjustment difficulties that jeopardized their learning and development. The newly gained independence from parental control coupled with exposure to a new type of learning environment, seems to put particularly the rural youth to a host of stress, anxiety, and worry and yet with little support around them. A national study conducted nearly before a decade on risky sexual behavior and predisposing factors among Ethiopian university students had shown that a significant proportion of students (25.8%) were using substances, that a significant proportion (29.71%) were sexually active and were engaged in risky sexual practices (HAPCO, 2011). In a more recent study, the prevalence of risky sexual behavior among adolescents aged 15-19 years in Aksum Town, Tigray, was found to be 17.2% (Mengesha and Enguday, 2020).

Evidences also show that alike higher education institutions (HEI), mega project sites are currently considered as emerging risk corridors. Studies reveal that commercial farms, development sites such as sugar plantations and construction sites in Ethiopia are emerging risk corridors involving huge number of casual or seasonal mobile workers. (cited in MoH, 2016; MWCY, 2018).

It has also been the case in Ethiopia that adolescents and youth would join riskier jobs with little protection mechanism in place. Adolescents and youth engaged in domestic work (as housemaids), in paid/commercial sex are vulnerable to various health risks including HIV/AIDS. Similarly, early married adolescents as well as those living with HIV are more vulnerable to other risks, have difficulty of accessing services, and, therefore, require special attention (Anabel, 2014 cited in MoH, 2016).

Street Children, Adolescents & Youth
Street children/ youth are those who either reside in the streets or make a living in the streets or both. An estimated 600,000 children are believed to depend on street life in Ethiopia of whom about 65% hardly had access to SRH services. Among sexually active street children in some bigger cities, 8.3% are involved in sexual intercourse in exchange for money, 2.3% under Khat/alcohol influence, and 2% experience rape (Demelash and Addisie, 2014 Cited in MoH, 2016).

In a more recent qualitative study with street connected youth (YOUR World Research, 2019), attempts were made to identify and prioritize problems by Youth Seminar Participants themselves. The following are provided in order of the most to least severe problems facing street connected youth, starting with their highest priorities for action.
- Very severe problems: Lack of shelter, disagreements with the police over sleeping on the street, addiction, and shortage of food
- Severe problems: High rates of inflation, Not having an identification card, Not being able to save enough money to go back and visit their family or the place they came from, Fighting with authorities over the need to have a business license to do small businesses like shoe shining?

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colleges was also examined: Self-employment attitudes of trainees (Asrat, 2013; Fisseha, 2011) in Addis Ababa (Asrat, 2013) and Oromia TVET Colleges (Teklu, 2008), factors affecting self-employability of trainees in St. Mary's University College (Fisseha, 2011), and assessment of formal TVET programmers for self-employment in selected occupational fields of government colleges in Addis Ababa (Tegine, 2008).

- Less severe problems: Increasing number of street youth and the resultant decreasing number of job opportunities

In order to address the concerns above, the participants were also asked to suggest what they felt policy makers should do and raised the following action points:

1. Revising the current street connected institution-based intervention programs, in which street connected are taken away out of the city for training in the regions, as it creates fear among those who work and live on the streets.
2. Employment opportunities for street youth should be created by taking their financial and mental capacities into consideration.
3. Provision of seed money for those who want to go back and reunify with their family.
4. Dialogue and community conversations to create awareness among community members about the life of the youth is vital as the community thinks of street connected youth as burdens, drug addicts and thieves.
5. Capacity building and empowerment of youth through the provision of different services and facilities supported by employment opportunities and life skill trainings
6. Managing food price inflation as it has become difficult for them to eat three times a day and as a result forced to sustain life through leftover food collected from hotels and restaurants.
7. Address ethnic-based division among youth it is also negatively affecting the life of street connected youth causing ethnic-based group clashes among them.

In the study above, the following recommendations came out of participants with expertise in the field:

- Holistic and inclusive approaches are needed for institutional and structural work with youth that requires organizations to work in partnership.
- Monitoring and evaluation should be given special attention in the policy.
- Data base management should also be considered as a means to record and follow up on the youth and related activities.
- There is a need for understanding various different categories of youth rather than seeing youth as a homogeneous group.
- Special attention should be given to youth who belong to the age bracket of 15-19.
- Youth in rural areas should be encouraged and trained to participate in non-agricultural sectors in ways that this may help managing youth migration to towns
- Offering youth training and mentorship in the area of leadership
- Provision of youth with ethical and moral education (More discussion of this would be needed taking into account youth perspectives of what would be helpful to them)
- Substance use and abuse:
  - Work with youth-led school clubs, teacher and parents' associations
  - Ensuring that youth perspectives are understood about why they use substances and what would help them to overcome addiction
  - Develop laws and regulations that ban the substance use in and around school environments
- Youth, Family and Community:

- Enhance the roles of parents' participation in youth development and learning. This requires training to be developed for adults and for youth perspectives to be taken into account
- Community engagement in youth growth, development and protection requires spaces where adults in communities can interact with youth to discuss productive ways to work together on improving the community environment for youth
- Change the attitude of the general public and service providers towards youth and their role in the society. This can be informed by positive input by youth.
- Resource mobilization and societal engagement
  - Role of Religious Institutions – These institutions need to be engaged in dialogue with youth and on positive action in the community
  - Role of Private Sector – As above the private sector needs to work in partnership with government, NGOs and youth to find positive solutions in communities
  - Role of Youth – Different organisations involved in community development need to take the perspectives of youth seriously and listen to their views.
- Put a relevant education system in place for street connected youth – Many of the most marginalised youth have dropped out of formal education and therefore their perspectives need to be taken into account when planning relevant education and training.
- Recognition for informal work and labour, as well as support and protection for the youth engaged in this kind of work.
- Challenges like landlessness, environmental fragility and harmful traditional practices (HTP) need to be addressed as causes of street connection.
- Youth centres need to be youth friendly and inclusive (Including for youth with disabilities). They therefore need to be planned with youth so that they are suitable for them to engage with each other and with others in productive activities. This means they need to be in accessible locations and to be designed with youth.
- Training for staff of law enforcement agencies. Evidence from research was provided that violence or inappropriate intervention was experienced by youth from authorities. More training is required as well as more consideration of how this can be reported and monitored.

Adolescents and youth with special needs

A joint report issued by the World Bank and World Health Organization estimated that about 15 million children, adults and elderly persons lived with disabilities in Ethiopia, representing 17.6 per cent of the population. The proportion of people with disabilities was relatively higher in rural (1.82%) than urban (0.47%) areas   (CSA, 2013 cited in MWCY, 2018). While the Ethiopian Center for Disabilities and Development has estimated in 2014 that about 17 percent of adolescents and youth live with some form of difficulties, the statistical report in the 2013 national labor force survey reported that 2 percent of adolescents and youth had reported to have a disability (Table 5.15); the disability increasing with age suggesting that respondents may acquire a disability through injuries or degenerative conditions (cited in MWCY, 2018).

Table 5.15: Percent of self-reported disabilities, by age and sex

Age Category	Males (n=48,515)	Females (n=54,380)
10-14	1.8	1.3
15-19	2.1	1.6
20-24	2.0	1.7
25-29	2.8	1.9
10-29	2.1	1.6

Source: Labor Force Survey (2013) cited in MWCY, 20180

In Ethiopia, 95 per cent of all persons with disabilities are estimated to live in poverty. The majority of people with disabilities live in rural areas where access to basic services is limited.

Adolescents and youth with special needs seem to be misunderstood, stereotyped, discriminated against and marginalized in different ways. They are often erroneously understood to be sexually inactive, hardly use drug or alcohol, and are at minimal risk of abuse, violence or rape (UNICEF, 2013; Aderemia et al, 2014). Contrary to these notions, youth with disabilities are exposed to all these problems including reproductive health problems; where a high magnitude of unmet need for family planning among women with disabilities (Abel et al, 2015), poor access to most SRH interventions including HIV and AIDS prevention programs (Abel et al, 2015 cited in MoH, 2016). School enrollment of children and youth were extremely low (Belay, Fantahun and Belay, 2015).

The Ethiopia government has taken different measures towards changing the status quo by supporting the rights of those with disabilities through its ratification of the UN Convention on the Rights of Persons with Disabilities and the 2018 commitments to inclusive education at the world's first Disability Summit. The government has also issued a special needs education strategy to promote the education of persons with disabilities. The Ethiopian guideline on youth friendly reproductive health service delivery also considers the unique or special needs of young people with physical difficulties (FMOH, 2007 E.C. cited in MoH, 2016).

In the qualitative study with street connected youth mentioned earlier (YOUR World Research, 2019), youth with disabilities have identified and prioritized the following problems that are facing them today:

- The most severe problems of youth with disabilities are: Lack of support from different sectors, lack of support from law enforcement bodies, lack of response to questions at different levels, absence of assistive devices for their special needs, and participation of persons with disabilities in policy making is lacking.
- The less severe problems are: Service providing organizations are not comfortable, lack of support at times of employment, lack of psychological support.
- The least severe problems are: Awareness raising programs/events about the issues of disabilities are lacking, organizations aren't interested to employ persons with disabilities.

The following declaration was prepared by the youth with disabilities involved in the discussion:

- Formulating laws and establishing implementing institutions that supports and assure persons with disabilities mobility for work
- Considering persons with disabilities in the country's budget allocation
- Considering persons with disabilities while formulating laws
- Formulating laws that protect the rights of persons with disabilities and establishing an institution to safeguard it.
- Facilitating discussions on the issues of disabilities
- Provision of assistive devices for persons with special needs
- Considering persons with disabilities in construction work and their need for an inclusive environment
- Protection to persons with disability from law enforcing bodies
- Participating persons with disabilities on social, economic and political issues

The following recommendations also emerged from the adult expert discussions for policy development:

- Commitment to disability should be made in the preamble of the National youth policy, along with other marginalized characteristics such as gender. Furthermore, commitment to disability should be given a dedicated pillar.
- The pillar "Youth with Special Attention" should be replaced with "Youth and Disability". The panel advised renaming Youth with Special Attention as it is too narrow and does not encompass the full range of issues affecting youth with disabilities.
- Disability should be mainstreamed across all the other pillars.
- Reasonable accommodation should be an obligation across every sector, as opposed to a privilege.
- Broad categories of physical, hearing, visual, mental and intellectual impairment should be explicitly acknowledged within the policy. But this list should not be prescriptive. For example: 'including but not limited to' as a phrase could be used. Official wording regarding disability should be co-constructed with disabled people/disabled persons organisations.
- Disaggregated data, mandated by the national youth policy, should include data on disability.
- Mechanisms should be put in place to ensure the involvement of youth with disabilities in further revisions to the national youth policy.
- Within the disability pillar of the National youth policy, special attention should be given to the creation of a system of framework that allows youth with disabilities to migrate nationally or internationally on an equitable basis to youth without disabilities.
- Consideration should be given to how to create opportunities for youth with disabilities to participate in social economic and political issues.

The following issues were also mentioned as an aid for policy implementation

- There should be a focal person within each pillar of the youth policy whose mandate is to ensure the inclusion of disabled youth within that pillar.
- Access to information within each of the government sectors should be ensured, for example through sign language interpreters.

- Mechanisms should be created in which youth with disabilities can communicate and be heard.
- Within the Youth and Health pillar and Youth and HIV/AIDS pillar, stronger mechanisms should be in place to prevent treatable diseases for youth.
- Youth with disabilities should be included in all forms of the provision of sexual and reproductive healthcare.
- Mechanisms should focus on addressing infrastructural barriers facing youth with disabilities (including accessible and affordable road and rail transportation). Ways to enforce the creation of accessible infrastructure should be considered.
- Better access to education for youth with disabilities is needed, and should involve better support for youth with disabilities within formal education institutions. Education should be made inclusive for all youth (e.g., persons with visual impairment).
- Mechanisms should also focus on addressing the access to employment and access to TVET and other life skill trainings for those who have failed their National examinations.
- Attention should be given to incentives that can guarantee the inclusion of youth with disabilities an equal chance in the job sector. E.g. rewarding businesses that hire a substantial amount of people with disabilities.
- Dedicated organizations should be created that protect the rights of persons with disabilities including youth with disabilities.

5.5. Social Services and Engagements

General Services and support provided

A variety of individual and group-based services and support were expressed to be given to youth at different levels. But, the general situation of these services and support can't be considered to be uniformly as it was also expressed by one key Informant; where there are committed officials at zone and woreda level, you can find better services. Where this kind of commitment is missing, the youth benefited nothing (KII from Amhara).

FGD and KII participants have mentioned that different kinds of services are offered to youth including the following:

We have received different services from different sources. For example, we have access to life skills training, material support for poor students, counseling, sharing of experiences with university teachers, support for our school laboratory equipment, gymnasiums, and recreational services. In addition, we have received various educational materials from various sources. Support for poor students, in particular, not only prevented them from dropping out of school but also caused a great deal of excitement in their studies" (FGD with University Students, Amhara).

Girls' hygiene kits are given to poor students in particular. We are also providing a variety of material support (FGD with Secondary School Students, Amhara).
Sometimes, they also gave us sanitary pads. I also went to the youth center through our school and took a day-long training there (FGD with Secondary School Students AA)

We regularly went to the guidance and counseling office at the school. We used to attend pieces of training by experts. The school even sent selected students to take training at higher places (FGD with Secondary School Students AA)

I have received life skills training from school-based clubs. I took training related to gender issues, guidance and counseling, and other issues that are pertinent to students at our age. We have access to life skills training, material support for poor students, counseling, sharing of experiences with university teachers, support for our school laboratory equipment, gymnasiums and recreational services (FGD with Secondary School Students, Oromia).

The people and organizations that supported us include our city community, business people, and government employees, Injibara University, our school students and charities. The support that has been and is done is very important to us. Without these supports, many students would have dropped out of school because of lack of school supplies. So this is a big support for me, so much more than I can say. (FGD with Secondary School Students, Amhara).

The religious leaders have mentioned that at their organization they have special youth programs which are led by the youths, and others can also participate in, beyond that they reflected they provide different trainings for the youths on conflict management, being a responsible and ethical youth for this nation. Of course, they admitted that no as such exaggerated and coordinated youth centered, budget youth projects are found almost in many of the religious organizations (KII, Religious Leaders -from Religious Council of the Region).

Absence of NGOs who work on Youth issues only in particular, the credit services in place is suitable for private owners who have property for credit guarantee than unemployed and bare handed youth, lack of budget and scarcity for youth affairs, incompatibility demand and supply and lack of ownership leading the policy, low priority given for youth and asking the youths to present collateral for loans in some instances. The youth organizations are done on volunteer basis which is not appropriate. Absence of permanent employees for youth organizations. Most employees of youth organizations are temporarily brought from other office in the form of borrowing. Such employees have double responsibilities: responsibilities of their main employing organizations and responsibilities they are entrusted in youth organizations (KII with Stand for Integrated Development Ethiopia-Harari)

A major type of service that was commonly mentioned in different FGDs and interviews that in fact appears developmentally appropriate pertains to different kinds of capacity building trainings and awareness raising activities. These initiatives were given at different settings, by different agencies and at different times. The problem with such initiatives were also mentioned to include lack of coordination, collaboration and monitoring in the sense that while some young people were frequently exposed to different trainings some could be missed out and also that similar trainings could be given while important areas are missed out. The FGD from Harari youth group suggests an approach that appears exemplary to others:

We have to admit that there are attempts to enhance economic participation in particular. In this regard, our role as TVET was so high and significant. We identify training needs through needs assessment to know the areas that are worth investing and accordingly prepared training modules. The regional office sends trainees teamed up at different levels and we train them and provide them

with capacity building. The attempts were good, but if you ask me an organized all rounded participation of youth in different sectors it is not effective to the expected level (FGD with Youth Harari)

Although the trainings and awareness raising initiatives were carried out by different agencies, there was a concern that such initiatives were used for other political ends than articulating the needs of young people:

Awareness raising works are done by different bodies like the Youths League, Harari TVET College, the Industry and Trade office on entrepreneurship and youth participation, the regional government as well. In previous times, however, there were no political free, genuine, and youth advocator organizations which can influence all stakeholders and sectors here and there. Therefore, be it training or advocacy works many things are missed (FGD with Youth, Harari).

The government effort in making the youths to participate in an all rounded affairs is very low and not coordinated and organized as it was expected to be. Even in the political wing, it was mentioned that the youth were used to serve as instruments of politics to the leading party and even with the opposition parties (FGD with Secondary School Students, DD).

Most of the FGD participants noted that the contributions of different services were limited and did not include most young people, especially those with disabilities, women, rural youth in need etc. Such services were also critiqued to fail to be sustainable:

We have received most of the services from the government, especially from women, children, and youth, and from lending institutions, as well as various donations from private investors and charities. We understand that the support provided in your area is unsustainable and needs to be addressed by the concerned party. In general, I understand that the various services/support provided by charities are not sustainable (FGD with University Students, Amhara).

There is a reflection that the various trainings lacked coordination:

The capacity building trainings for the youths are given in a disorganized manner. The Youth organizations give trainings, and conduct different workshops; the commission for industry and trade give the training on its way, HAPPCO, Religious organizations, the Bureau and woreda level youth related organizations and almost all sectors give trainings for youths at their context and budget capacity and scope of operation. There are modules on Kaizen, Entrepreneurship, Technical skills- on the specific area of investment, they take training, Bakery, Carpentry, Food for Animals preparation, Animal Husbandry. However, there were no multisector trainings which are conducted at one for all youths urban and rural as per their context; but no close monitoring and support system were in place (KII, different groups-Somali)

Services provided to different youth with special needs

Services provided to youth with different special needs background were found to be inadequate as we can learn from the various FGD and KII responses.

Services to street youth: Regarding if street youth are provided with temporary accommodation services donors and some benefits, our participants have expressed that these services are not available:

- There is no temporary shelter for street youth in our area by donor agencies. However, it was used to provide medical care and counseling for abused children and to reunite them with their families and caregivers. This helps to protect children from various forms of abuse (KII with implementers, Oromia)
- There are no temporary day care centers in our area. But I think it works to reunite children who have been abused and provide them with medical care, counseling and reunification with their families and guardians. This protects children from various forms of abuse (KII with Top Policy Implementors, Amhara)
- Children who have been abused in various ways will be sent back to their families after receiving medical and counseling services. This will save children from various forms of abuse (KII with implementers, Somali)

Services to juvenile offenders:Regarding services provided for juvenile offenders, and juvenile delinquents., our research participants have indicated that services to these groups of young people are not available:

- No special services for juvenile offenders, juvenile offenders and juvenile delinquents. They are even more vulnerable (KII with implementers, Amhara)
- No special service. Probably for those in prison and school (KII with Top Policy Implementors, Amhara)
- There is no preventive action for young offenders. But action will be taken against the youth who caused the problem (KII with implementers, Amhara)

Services to domestic workers: The following suggestions were also forwarded by participants regarding services to protect young domestic workers from various forms of violence (labor, sexual, physical, or abusive)

- No action has been taken to address sexual issues and problems. Occasionally some organizations create awareness but do not make it accessible to most young people. The government needs to do a lot of work in this regard (KII with implementers, Amhara)
- Develop awareness at all levels of the community to protect domestic workers from various forms of violence. In addition, when giving children to employers, it must be in accordance with the law (KII with implementers, Oromia).
- Create awareness for their families to protect their children from various forms of violence, and raise awareness for the community. That is, to understand where, how and to whom to apply when the problem arises. In addition, when giving children to employers, it must be done legally (KII with Top Policy Implementors, Sidama).
- First, create awareness for their families to protect their children from various forms of violence, and then raise awareness for the community. That is, to understand where, how and to whom to apply when the problem arises. In addition, when giving children to employers, it must be done legally (KII with implementers, AA).
- There is awareness creation program for community and domestic workers to prevent problems. Awareness of employer rights and obligations (KII with implementers, Amhara).

Youth with disabilities: Despite efforts by the government and other agencies to manage the problems of persons with disabilities, much work remains to be done if the inclusive society envisioned by the

National Plan of Action of Persons with Disabilities is to achieve its goals. In this regard a key informant from Oromia reported that:

> *There is a beginning to favor the disadvantaged group of youth such as youth with disability and female youth. For example, you can mention the issue of affirmative action. However, it is not that strong and sustainable. When you see the larger picture, the perception towards females and particularly those with disabilities has not yet been improved. As a result, organizing, and including them in leadership positions is not that common. Hence, the disadvantaged group of youth have not been fairly treated and have no access to the resources like others. While we were visiting some places to develop TV and Radio programs, they always criticized the practice and reported that they did not get support and spoke of being ignored (KII from Oromia).*

In a similar vein another key informant from Oromia states:

> *You know, those who are responsible to organize micro-enterprises lack the awareness. In our Woreda you could not find youth with disabilities organized and engaged in business activities. This means this part of the youth is neglected. (KII from Oromia)*

Support for orphan youth: The experience is good. Educational and financial support is provided to those who need this support, with community support and support from charities. However, there is very limited access to such programs (KII with implementers, Amhara)

- The experience is there. Educational and financial support will be provided to those who need these support to continue their education with community support. However, there is very limited access to such programs (KII with Top Policy Implementors, Amhara)
- Yes, there is experience. Support is being sought from various charities in the community who need these support. Educational materials are provided to help them attend school. They are being supported by various trainings. For example, they are given life skills training. However, there is very limited access to such programs (KII with implementers, Amhara)
- Even if it is not enough, but for those who have lost their parents, for adolescents to be self-sufficient and integrated into the community, they are provided with educational materials to some degree.

Youth personality development centers: functionality and services

Youth personality development centers are employed to promote positive youth development through provision of youth friendly services, opportunities and support that ultimately contribute for health personality development, acquisition of knowledge and important skills. The Ministry of Women, Children, and Youth is using these centers as key strategic tools to work on building strengths than managing problems. The ministry is also responsible for promoting the construction and management of youth centers throughout the country. As an aid to this, the Ministry has already developed an administrative guideline for establishing these centers and then revised this guideline to make it a more binding and relevant standard (MWCY, 2010). Evidences suggest that there are more than 3,000 youth centers in the country currently; but half of them were not functional due to several reasons; such as the administrative system, financial resources, staffing, training, infrastructure, equipment, physical location, both low level of membership and frequent attendance to the youth centers and poor community participation (see Table 5.16).

As per the revised youth personality development centers service provision standard, there are 4 levels of youth centers based on the minimum number of services to be offered:

- Model youth center: a youth center which is expected to provide 16 different types of services listed in the standard.

- Multipurpose youth center: a center which is expected to provide a minimum of 12 of the 16 services in the standard.

- Medium level youth center: a youth center which is to provide 9 different types of services

- Small scale youth center: a youth center which is to provide 5 of the 16 services listed in the youth centers service provision standard guideline.

The number of youth centers established throughout the country by the four levels is presented in Table 5.16.

Table 5.16: Status on Functionality of Youth Centers

S. N	Region	Functional Youth Centers					Terminated	Constructed but not giving service	Under Constru ct-ion	Demolished	Service for Other purpose	Those having Ownership Certificate	Those with playing fields
		Model	Multi-purpose	Medium	Small	Total							
1	Amhara	1	5	41	249	296	120	23	50	23	5	252	249
2	Tigray	2	3	9	46	60	18	3	7	4	1	55	13
3	Afar	-	1	1	-	2	5	-	-	2	3	7	3
4	Harari	-	-	2	9	11	2	3	3	1	-	10	-
5	SNNPR	-	84	103	677	864	-	309	-	-	-	527	-
6	BG	1	-	-	16	17	3	1	2	2	-	-	2
7	AA	27	42	27	10	106	-	3	6	-	-	89	22
8	DD	-	1	7	7	15	-	2	-	-	7	7	-
9	Somali	-	4	14	7	25	-	-	-	-	-	-	-
10	Oromia	-	2	26	118	146	83	1	52	-	1	151	195
11	Gambella	-	1	2	-	3	1	-	-	-	-	2	2
	TOTAL	31	143	232	1139	1545	232	345	120	32	10	1100	486

Source: Ministry of Women, Children, and Youth, 2018

The youth centers are assumed to serve a total average of 4 million youth annually. Some of the youth centers are not providing the intended services. Region wise, SNNPRS, and Amhara have the greatest share (56% and 19% respectively) of currently functioning youth centers.

As one of the key components of youth personality development centers, the Ministry of Women, Children, and Youth (MWCY) was also building, since the last few years, science cafes in different cities of Ethiopia in collaboration with the Ministry of Innovation and Technology (MoIT). Although the construction of science cafes is in its early stage, the Ministry of Women, Children, and Youth is making tremendous efforts to promote it throughout the country by coordinating with different partner organizations. However, experiences seem to suggest that a few challenges are hindering the quality service provision in the science cafes including problems relating to supply of water, energy, internet network, and inputs such as acquiring the latest books, computers (MoH, 2016; MWCY, 2021).

As regards, the youth centers, the 1,589 youth centers in the country are unevenly distributed (mostly urban located) and are not fairly promoted. Despite the popularity of youth centers, even those in rural locations serve only a small proportion of the target population – mostly those who live nearby, with significant gender differences in use. Further gaps include limitations in staff number and capacity, infrastructure, leadership and information management (cited in MoH, 2018).

In a more recent study, attempts were made to examine the he effectiveness of the youth centers (MWCY, 2019) to understand the accessibility, quality, contributions and sustainability of these centers and suggest strategies for improvement. This assessment underscored certain strengths in this youth centers: clear guidelines and standard for establishing and running youth centers (see MWCY, 2010), the buildings and related resources that the various youth centers own, large group of beneficiaries that can be deployed in the service of youth centers, opportunities provided for out-off school youth, accessibility of the youth centers to, at least, the typical urban youth, reasonable quality of services and some contributions of the youth centers in helping youth to learn to effectively manage their time etc. However, it was found that the effectiveness of the youth centers was not to the desired level:

- Although establishment and proliferation of youth centers is very encouraging, it appears, however, that this exercise in itself seems to have been taken as a goal in itself rather than a means for expediting personality development of young people. There is no updated list of the youth centers to begin with. Many youth centers didn't kick off operation, kicked off but terminated or inadequately functioning because of resource constraints or operating below capacity as a result of lower attendance rate of beneficiaries.
- The standard for youth personality development centers didn't seem to be adequately implemented; possibly because of lack of commitment of relevant offices, lack of implementation manual obligating who should do what in terms of initiating, governing the overall operation, relationships of youth centers with other offices, recruiting staff members of youth centers. It needs to be underscored also that the youth personality development standard was not implemented because it didn't seem feasible for implementation particularly in terms of the required number of services. The standard didn't also seem to encourage inclusion of culturally and contextually

relevant services, and youth friendly services that encourage youth agency (ownership and participation).

- By and large, youth centers seem to be centers of service provisions rather than opportunities for young people to develop themselves and their communities.
- Services provided don't seem to be very well integrated to ensure holistic development of young people. In some cases, they are school-type, in other cases they are internet café type, in other cases they are more of a recreation type.
- Accessibility of the youth centers is not as much encouraging as it ought to be and this concern is especially the case for younger youth, girls, youth with disabilities, out of school youth, and the rural youth.
- Quality concerns are also evidenced in terms of governance and administrative functioning, service provision, supervision and follow up.
- Youth participation, community engagement, and GO and NGO involvement don't seem to happen to a level that ensures YD.
- Positive contributions were not, therefore, loudly evident on the beneficiary youth; on the other hand, some evidences indicate possibilities for negative impacts though to a lesser extent. This is mainly because although youth engagements need to be supervised, there was no evidence of mentoring and supervision of talents of young people in the center except for some training experiences for young people.
- A lot of challenges were identified that would limit the sustainability of the youth centers.
- Differences were noted in terms of the above measures by respondent type (usually service providers giving better impressions as expected) and level of youth centers (those providing more services apparently receiving better ratings).

It was noted that although the existing instabilities in the country may take the lion's share in negatively affecting the situation of youth centers, we may generally conclude that youth centers are inadequately performing at the moment and, therefore, require lots of intervention.

KII participants from Sidama have acknolwdeged activitis done to expand youth centers, "We established many organizations to empower the youth. For instance, youth centers have been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs and to be able to answer the questions of all young people" (KII with Top Policy Implementers, Sidama; KII with implementers, Sidama).

Youth centers were reported to provide a lot of useful services to young people including different skills trainings for the youths, provide free of charge internet services, Library services, ICT Centers, physical strength works like GYM, Tekwando, shower services and general Youths issues advocacy and awareness for creating a healthy, confident and free of addictions Youths (KII Harari Youth Center Manager). According another key informant, there is a bright side regarding the expansion of youth centers. Works are being done to protect the youth from bad habits and addictions. More libraries, gymnasiums, other sport venues are being built. These are good beginnings *(KII, AA; KII, AAU Associate Dean)*.

However, the functionality of youth centers as per the originally set objectives to build and promote the youths overall personality is still left to the individuals, and not to the institutional systems. Some of the venues are being used for other purposes. They are being used as political centers. Some are rented out. Others are being used as meeting halls. In addition to this, the youth centers are being overcrowded by adults and the

elderly. The problem is there is lack of recreation centers for the elderly as well *(KII, AA; KII, AAU Associate Dean)*. Another key informant from Oromia states:

> *From my long experience working on youth-related issues, the attempt made by different partners to establish a youth center is better than other practices. It might give a chance for youth to come together and recreate themselves, discuss their affairs, read, play indoor games. But well-established youth center might not exceed 20%. So many youth centers have been constructed, but many of them had been left without serving the purpose they were established for. Currently, many youth centers look like where cattle, such as donkeys are grazing. This implies the government sectors at grass root level might lack the commitment; they might act only in response to fear of punishment from the higher officials, or for reporting purposes. On the other hand, I found few youth centers that are properly serving the purpose. Thus, it is possible to conclude that the youth center work did not progress much after construction. I observed that some of them are the place where youth smoke a cigarette and eat khat* (KII from Oromia)**.**

The center managers are in most cases volunteers except in few cases that have relatively better income generating means (KII, Harari; KII, different groups-Somali). They are not paid and, therefore, consider the assignment as secondary to the work they do for generating income (KII, different groups-Somali). Although this gives youth an opportunity to participate in leadership and learn to manage their own affairs, the problem is some cases is that there is problem of accountability in using volunteers. This in turn would jeopardize the functionality of youth centers.

According to a youth center manager in Harari, there were only two centers giving proper services and the rest were almost dysfunctional and this is specially the case of the rural youth centers. The Harar town Youth Center was relatively organized and better compared to the one in rural areas of the region. According to a youth center manager such dysfunctional centers even serve purposes that are counterproductive. This key informant explained taking the case of one center as an example, *"it is a nominal youth center, the youths come to the center and stay there for long hours to 'chew chat' and tak take other associated things like smoking in the center because there are no other services which could win the mind of the youth like internet services, youth-focused education, sport equipment, and many others which a certain standard youth center need to have.* Thus, it could be said that the youth centers' actual and objective were counterproductive. The manager of this rural youth center further added that the youth centers are physically present, but the actual original purposes were not achieved (Center Manager, Harari).

The name 'Youth Character Building Center' is misnomer for the youth centers as they are not functioning in the way it is expected. The same comment came from participants from Somali region, 'The phrase, *Character Building Center' is a term which is left only to the name and not working, youths are left to themselves to manage their life in their own way and, therefore, you can see youths involved in undesirable things including chewing chat and taking other addictions* (KII, different groups, Somali).

Originally, they were good, but currently, they are not in good condition. The other issue which was reflected was that the youth center standards need to reflect the context, culture and ecology of the Somali region. The participants have mentioned that the

centers should be equipped with better technology and fast internet services with affordable fee (KII, different groups, Somali).

Other reflections of the roles and functions of youth ceners include the following:

- There is a big gap. This is because although some youth centers have been established, there is a gap in terms of ensuring the participation and benefit of the youth; They do not contribute significantly (KII with implementers, Amhara).
- In the youth centers, there were problems like electricity, water and road, fear of return of the available credit services, scarcity of logistics supply due to large number of kebeles, complexity of getting credit services (difficulty of meeting criteria of securing credit) to start business (KII with the Stand for Integrated Development Ethiopia, Harari).
- No budget is allocated for the youth centers and youth affairs except general budget of the bureau and woreda level of the women, children and youths offices (KII Harari).
- There is no youth center in the countryside (KII with implementers, Amhara)
- A very small number of youth centers are established but do not provide full services. The participation of the youth and the contributions of the centers are not significant. Because there is a gap in the youth centers in terms of ensuring the participation and benefit of the youth (KII with implementers, Amhara)
- The contribution of the centers is not so significant (KII with Top & middle level leaders, Amhara). This is because although some youth centers have been established, there is a gap in terms of ensuring the participation and benefit of the youth (KII with implementers, Amhara)
- Occasionally, they have no facilities. The center does nothing more than pretend. Because the centers are not able to meet the universal needs of the youth; They are also not designed to meet the needs of all young people with special needs (KII with Top Policy Implementers, Amhara)
- They are not designed to meet the needs of rural and urban, special needs and all young people; they do not provide services. The center does nothing more than pretend (KII with implementers, Amhara)
- Youth Center a long time ago, rural kebele areas and small kebele areas were fenced off, but no model workplaces were built. Most of the youth centers were established with the support of regional and local institutions, so the role of the youth was small *(KII with Top & middle level leaders, Amhara)*
- No, there are no organizations or structures that extends from the central government to the kebele and the final structure of the youth center (eg, school-building) (KII with Top Policy implementers, Sidama)
- Yes, there are organizations or structures that extends from the central government to the kebele and the final structure of the youth center (eg, school-building) (KII with Top Policy implementers, Sidama)
- The youth center is not currently generating income (KII with Top & middle level leaders, Amhara)
- There are youth centers that do not provide any services (KII with Top & middle level leaders,Amhara)
- As a religious organization, we have no adequate youth centers that have been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs and to be able to answer the questions of all young people (KII with Top Policy Implementers, Sidama)

- As associations for people with disabilities, we have no adequate youth centers that have been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs and to be able to answer the questions of all young people (KII with Top Policy Implementers, Sidama)
- We do not believe enough number of youth centers have been established. Even those available are being used for other purposes. There are good beginnings and we hope things will get better in the near future. The access to information and communication technologies in the youth centers is poor. We try to share plans and reports with other offices but there is no continual follow up *(KII AA Youth Association).*
- There are youth centers which were meant to work on developing youths' personalities but they have ended up as meeting halls. There are efforts. For example, similar sectors have been organized together. So, there are some initiatives *(KII AA Youth Association)*
- Occasionally there are youth centers in urban and rural areas. However, the center does nothing more than pretend. Because the centers are not able to meet the universal needs of the youth, they are also not designed to meet the needs of all young people with special needs. They have no facilities (KII with implementers, Amhara)
- Youth centers have not been set up in all areas to meet the needs of all people (KII with implementers, Amhara)
- We have several youth centers in the region. Whereas, these centers have not been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs. In my opinion, they will not be able to answer the questions of all young people in the region (KII with implementers, Sidama)
- Though not adequate, youth centers have been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs and to be able to answer the questions of all young people (KII with Top Policy Implementers, Sidama)
- Our association has no adequate youth centers that have been set up to meet the overall needs of the youth, both in rural and urban areas, with special needs and to be able to answer the questions of all young people (KII with Top Policy Implementers, Sidama)
- Although it is not enough, plenty of youth centers have been set up to meet the overall needs of the youth, in urban areas, with special needs and to be able to answer the questions of all young people (KII with Top Policy Implementers, Sidama)

We may generally say against the background above that there is a need to revisit the entire youth center development processes and practices to ensure effectiveness and manage for impact. As per the study conducted earlier by MWCY reported earlier, this may include the need to steer up program interventions towards sustainable and longer-term impact along a continuum (from short- to long-term) and make it adapt to changing circumstances so that it has more chance of achieving its intended objectives. The major recommendations given to overhaul the youth centers were organized under seven major themes: reconceptualization of youth centers, establish operational framework (design and tools), address infrastructural and resource issues, improve administration and governance, monitor activities and services, establish networking and collaboration, and conduct assessment and reporting. These seven domains of action points were delineated for performance in the short-term, intermediate, and long-term plans along with the actors taking charge of their implementations (MWCY, 2019).

Character building by religious institutions

Ethiopia is a nation replete with lots of religious institutions that are expected to contribute in the character building process of young people. As it is known, all the dominant religious denominations (Orthodox, Catholic, Protestant, Muslim) reportedly have one form or another kind of program for youth socialization and services. Many give space for youth not only to be served but also to actively engage in religious services to others. Although such engagements were not coordinated and aligned with other youth services to ensure the holistic development of young people, it appears that the youth services in the various religious settings is something highly commendable particularly in this present Ethiopia where a lot of crisis and instability is observed in the different realms of functioning. Participants (representatives from religious centers) were asked to inform us about activities being done to build the personality of young people, especially in terms of the four faiths. Responses seem to be divided; some endorsing and others being skeptical:

> I do not understand the other faith, but according to mine (Orthodox), at different times in the church, at various ceremonies, in the Sunday school, there is an effort to make the youth accessible. This has the best effect. Of course, as I said at the outset, I do not understand the beliefs of others, but none of them promote bad things. Therefore, a better youth, a better society, if everyone pays attention to their beliefs. And we can build a better country (KII with implementers, Amhara).

Knowing the greater role expected of religious institutions in this regard, participants felt that services in this regard were inadequate in many ways:

- There is not much work being done by religious institutions to build the personality of young people. If all the religious institutions were to pay attention, we would be able to build a better youth and a better country (KII with implementers, Amhara)
- Not much is being done. But a better youth, a better society, if everyone pays attention to what he teaches. And we may be able to build a better country. Because most beliefs teach good morals (KII with Top Policy Implementors, Amhara)
- Nothing is being done to build the character of the youth, especially in terms of the four faiths (Orthodox, Catholic, Protestant, Muslim) (KII with implementers, Amhara)

**Sports
Facilities**

Access to sport facilities is another critical factor in the healthy development of youth. The government of Ethiopia seems to pay attention to raise the sport facilities in different areas. The former Ministry of Youth & Sport, now renamed as "Sport Commission", has graded sports facilities at three levels specifying the requirements for each grade[43]. Table 5.17 presents data on the number of facilities built until 2018.

Table 5.17:   Status of Sport Facilities Development as of 2017/18

Types of Facilities	2015/16	2016/17	2017/18	Total
First Grade Sport Facilities Built	5	5	-	10
Second Grade Sport Facilities Built	7	16	-	23
Third Grade Sport Facilities Built	14	70	5	89
Paved Playing Fields Having Land Ownership Certificate	1,469	3,861	3,740	9,070

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[43] *Officials of the Ministry informed that there is not yet a national standard that shows how many sports facilities are required for specified number of youth.*

The Mid Term GTP II Performance Report of the Ministry of Youth and Sports states that Ethiopian Youth Sport Academy (located in Addis Ababa) and Tirunesh Dibaba Athletics Sport Training Center (located in Arsi Zone) were constructed by the Federal Government. There were other Athletics Sport Training Centers in other regions that were either under construction or have started operation including those in Debre Berhan, Feres Bet, Beqoji, Agere-selam, Ambo Goal Project, Maychew, Sululta, and Wenbera Athletic Sport Training Centers. Similarly, the performance report revealed that, 237 million Birr was mobilized in the year 2017/18 to support youth in sports. Reports also showed that a total of 794 youth (346 females and 448 males) were trained in the sports training centers as of June 2018. Twelve stadiums were constructed mainly for the benefit of youth in Nekemte, Mekelle, Harari, Somali, Kaliti, Hawassa, BG, Gambella, DD, Afar, and one more nationally. The Sports Commission was designing and implementing adolescent and youth sport projects in all regions and city administrations in which about 12,270 elite sport persons were targeted to be produced while over 50,000 adolescents were to receive different professional and scientific athletic training and exposure that would assist them to further enhance their professional career in the sport and related fields (MWCY, 2018). It is expected that this plan must have been fully realized by now.

Data from discussions with representatives from WCYA and other line Ministries indicated major activities carried out for the youth that includes:
- Formulation and inclusion of sport policy in education curriculum
- Strengthening and supporting sports centers and organizations with budget

According to these participants the following achievements were also recorded as the result of these interventions. These include:

- Sport graduates/ professional teachers made available
- Sports curriculum has been designed and implemented up to higher education institutions
- The role of sport in acknowledging one's country became popular
- The role of sport in linking and bringing people from the different cultural background has been well understood
- The role of sport in generating incomes, peacebuilding, and development
- Youth sports centers have been expanded and increased in number (Representatives from WCYA and other line Ministries at both Federal and Regional Levels)

Similarly, the above participants in the discussions have pinpointed the following challenges:

- Lack of enough inputs to support different sport projects
- Declining attention towards sport, especially, after the recent political reform

A key informant from Addis Ababa also has this critique on youth and sports issues:

In my view, there is no comprehensiveness in the policy nor is there in its implementation. But the Ethiopian youths do not look Ethiopians in many ways. We do not promote cultural sports. Even at the university level there is only one undergraduate course on cultural sports. There is a lot of influence of globalization. The curriculum also has nothing specifically regarding the youth. I have read the ten years strategic plan of MoSHE and there is nothing in it regarding the youth. For example, sport issue is missing. You cannot separate the youth from sport be it in terms of practicing sports or entertaining themselves. Sport science courses are being omitted and slashed from high schools. We have some initiatives at the dean office to give trainings for the youth on different problems facing the youth in the country but this is far from enough. Our students take active part in tree

plantation and cleaning. We also work closely with campus police and the peace club on security issues pertinent to the university and its surrounding. However, I want to reiterate that what have is far from adequate (KII from Addis Ababa).

Adolescent and Youth Voluntary Services

Volunteerism is an act of providing time and skills for the benefit of other people and causes rather than for financial benefit. Evidences indicate that youth volunteerism in particular has a number personal and community benefits to those engaged in the process. Most widely spoken personal benefits include the following:

- Develop Transferable Skills: Youth who volunteer regularly practice skills—like collaboration and problem solving—that are vital to succeed in academics, the workplace, and their personal lives.
- Reinforce Social Capital: Teens who volunteer build relationships and strengthen their support network, or "social capital." Research shows [volunteerism] can serve as an effective conduit to positive educational and career outcomes for low-income youth."
- Improve employability: increases the likelihood of finding employment for those out of school aged 16-24 and not previously unemployed.
- Facilitate prosocial behavior: participating in activities like caring for the elderly or addressing homelessness from an early age helps to develop empathy and altruistic/ prosocial behavior
- Support Academic Success: teens who volunteer are less likely to:
  - feel disconnected from school and work
  - increased positive feelings about attending high school
  - develop motivation to work hard
  - reduce high-school dropout and increase achievement among at-risk students.
  - score higher in social studies, writing, and language arts subject tests than non-participating students
  - demonstrate deeper cognitive engagement and greater motivation to learn.
- Introduce Fresh Perspectives: Between the ages of 12 and 25, when their brains are fast and sophisticated, teenagers and young adults are especially wired to:
- Seek new experiences and take risks.
- Adjust easily, are naturally inquisitive, and are more likely to discover creative solutions.
- Foster Lifelong Engagement: those who volunteer when they're young are more likely to:
  - become philanthropic adults invested in their communities
  - instill empathy, inspire a sense of citizenship, and responsibility

Until recently, youth voluntarism is being promoted and coordinated by the Ministry of Women, Children, and Youth by mobilizing adolescents and youth in both the summer and winter schedules starting from 2004. There is also a national volunteerism standard guideline endorsed by the then Ministry of Youth & Sport (now Ministry of Women, Children, & Youth) that incorporates the areas of engagement for delivering voluntary community outreach services, the process and recruitment of volunteers, the accountability and coordination mechanism as well as monitoring and evaluation frameworks for the national volunteerism program. Youth Federation and associations also took part and collaborates with the ministry in mobilizing and deploying adolescent and youth volunteers for community resilience and outreach activities. Furthermore,

cross boundary youth service programs that allow youth volunteers from one region/city administration to serve community service activities in another region/ community. This program mainly targets the enhancement of peace building, building a sense of patriotism, and fostering social cohesion among youth volunteers as well as sharing of cultures and experiences from another locality whom they did not know previously. This program is gaining a strong momentum and leadership among high – level government officials. In addition, the youth/adolescents that were involved in cross boundary volunteer service programs were 120 in 2016/17 and scaled up to 1,000 volunteer youths in 2017/18 (MWCY, 2018).

Youth voluntary services are now being conducted in Ethiopia throughout the year and quite a large pool of youth is being deployed. In a report presented at the International Voluntary Day Organized by Ministry of Women, Children, and Youth in partnership with VSO Ethiopia, Addis Ababa Hilton on 7th December, 2020, the Youth Directorate Office reported that a total of over 12 million youth had participated in the previous years in such areas as extending tutorial and adult education, blood donation, cleaning sewage and waste in urban areas, renovating old and rugged houses, planting trees, denouncing harmful traditional practices, assisting farming, facilitation of election campaigns, and supporting of elderly people among others.

VSO Ethiopia has been a leading organization in promoting, supporting and guiding youth volunteerism in Ethiopia together with the Ministry of Women, Children and Youth and various other youth volunteerism coordination offices. A Rapid Assessment of the Contributions of Youth Volunteering in Response to COVID-19 Pandemic in Ethiopia (VSO & MWCY, 2020). Findings have indicated that nationally an estimated number of 10,210, 241 youth volunteers (37% females), implying that nearly 1 in 4 young people, were involved during the first 8 months of COVID-19 pandemic in Ethiopia. Nearly 93% were from Oromia (73%) and Amhara (20%); rest ten regions making up only 7% of the proportion. Educationally, ranged from 10th grade to first degree holders; the latter covering the bigger share (44%). About 81% were with ages from 18 to 30 years, while the remaining were either lower (9.63%) or higher (5.5%) than this age. Oromia and Harari reported involvement of youth with disabilities; but in other regions either youth with disabilities were not involved or data were not disaggregated to show participation of this group. Only about 4% of volunteers were trained either before COVID-19, during COVID-19 or both; but nearly all VSO volunteer were trained about three times during COVID-19. Major findings of this assessment include the following:

Youth volunteers' engagement in different COVID-19 activities: Youth volunteers were engage in a variety of direct and indirect activities about COVID-19. Engagements that were most common were the direct COVID-19 activities (i.e. awareness creation, assist in hand washing, ensuring distance while people line up for transport and other services), followed by fund raising/ resource mobilization, identifying and supporting vulnerable groups because of the lockdown and those having less relevance to COVID-19 (blood donation, city/ environmental cleaning). There were also some activities that were pursued but may need to be seen with precaution if they are in tune with the principles of volunteerism. There were variations in the length and amount of workload ranging from a minimum of 2 hours to a maximum of 8 hours/ day nearly for seven months; workload was heavy towards the beginning where a lot of awareness creation activities were done and then became thinly spread afterwards. The approach was mainly group-based and in some cases blended with e individual work.

Readiness of youth volunteers for service: Though a greater majority didn't claim to have received any official training, youth volunteerism was initiated with a good intention that went beyond self-benefiting to benefiting others. Despite the training issue, volunteers also seemed to have a grasp the fundamentals of volunteerism. They were basically engaged with utmost passion, sense of responsibility, commitment, and ethicality. Obviously, this commitment can't continue with the same vigor across time and would possible reduce if they stay longer into the assignment.

Key informants and FGD participants have also shared that youth voluntarism has become common with lots of contributions from youth to the community including keeping environmental hygiene, tree plantation, supporting destitute by mobilizing resources from the community, providing academic support to students with lower grades etc. In the wors some KIIs:

- The young volunteers are mobilizing the community and support the community who needs help by energy and resources (KII with implementers, Amhara)
- A lot of work is being done on youth volunteerism and public participation. By the way, the youth has a better relationship with the community than the government (KII with implementers, Amhara).
- There is a good relationship of the volunteers with the community. The youth volunteer their resources to help the community (KII with Top Policy Implementors, Amhara)

Safety measures about COVID-19: Volunteers engaged in COVID-19 response were very well aware of the risks involved in COVID-19 and the safety measures. Furthermore, youth volunteers practiced personal safety measures during service delivery. However, in some very few cases, it was indicated that both knowledge and practice were not to a satisfactory level. Problem with practice of safety measures was in fact more than the knowledge problem. With respect to volunteers access to any personal protective equipment and working guide before or during voluntary service, irregularities were observed in the sense that some complained about adequacy of access to the required safety ware.

Quality of services delivered by youth volunteers: Interviewees reported to follow procedures that ensure quality (planning, participatory, collaborative and community-based work). However, supervision and follow up were not in good shape. Documentation and reporting were also inadequate, if any. Interview data were also unable to warranty that quality of services were to the required level. However, receptivity and recognition of communities and general clientele satisfaction were found to be encouraging.

Contributions of youth volunteering in response to COVID-19: Youth volunteers' engagement were need-based and irreplaceable in any other ways, youth volunteerism was becoming a culture with much desired attitude among youth, positive behavioral changes were observed in safety practices in the communities following awareness creation campaigns by youth volunteers as well as youth volunteers' exemplary conduct. Furthermore, community initiatives were observed in some cases to provide informal awareness training as well as material and financial provisions to the needy around them. While interview results showed that a total of 1,276,005 persons were benefited from services, general regional reports put the estimate to a total of about 26,129,125; implying generally that at least one in four persons in Ethiopia have benefited from COVID-19 voluntary services and that one volunteer has served at least two to three persons on the average. Services were more focused on vulnerable groups: persons with

disabilities, the disadvantaged, elderly, the homeless and those in street, households with destitute background. The reports secured from ten regions shows that an estimated total of Birr 420,079,413.30 were mobilized only during the first few months into the virus. Furthermore, if volunteers contributions were estimated in monetary terms at the rate of minimum monthly wage in Ethiopia (i.e. about Birr 2000.00), then the conservative estimate only for a month would be nearly 5% of the country's annual budget (i.e. 20,420,482,000.00) and this would raise into a 15% share if the life span of voluntary service is kept as brief as 3 months. A lot of contributions were also drawn by youth volunteers themselves: hard work, team work, patience, persuasion and community mobilization skills, coordinating and organizing work, problem solving and interpersonal skills and decision make skills, positive attachment to their communities etc.

Strengths and barriers encountered and measures taken: In addition to the many strengths indirectly mentioned earlier, youth volunteerism   was shown to have different strengths; that it is becoming a culture, improving a culture of solidarity among community members, challenging many of the misconceptions about the virus through awareness raising, volunteers working hard to serve their community with a strong sense of morality, partisanship, and sincerity, loyalty, and determination. Two critical issues that need to be addressed here are the sustainability as well as some negative impacts of engagement in youth volunteerism. While sustainability of changes noted on the part of youth volunteers were considered to have a lasting effect (some even argued that they will continue in this kind of engagement in the time ahead), positive changes observed in the communities about safety practices, however, seemed to decline over the last few months mainly following the lifting up of the lockdown; suggesting that the changes were not deep-rooted. A lot of other problems were also identified: misconceptions about the virus and voluntary services, transportation problems, lack of training, lack of support and encouragement, and lack of self-protective materials, attrition of volunteers, lack of financial and material resources, lack of coordinated efforts. Some of the measures taken to manage the challenges included, among others, using cost-effective activities, patience, calmness, experience sharing with colleagues, help seeking from relevant stakeholders.

Some best accomplishment from volunteers' experiences include personal intervention in a company, a daily lunch feeding program, identifying the needy and supporting the elderly, various innovative methods of awareness creation, innovative technologies introduced during COVID-19 (touch-free handwashing technologies, ventilators, face masks of different qualities), multilevel monitoring system to coordinate and monitor implementation of COVID-19 prevention efforts, community-based approach in real terms, mobilization of resources and effective distribution to the needy, and young peoples' motivation, commitment, passion and effective service to the communities.

The major recommendations drawn from the assessment included the need to conceptualize it in a manner that it is beneficial both to the society as well as themselves (goal), conduct it in a more coordinated and sustainable manner than as a campaign to reposed to a crisis (approach), need to put in place a strong administrative, supervisory, and monitoring system (governance) that would ensure accountability, documentation of work, and establishment of data base. More refined and customized tools of operation also need to be employed while pursing youth volunteerism. Other takeaways that emerged from the interviewees and are worthy of mentioning are the need to set up a fund to permanently help vulnerable and disadvantaged sections of society, and the need

to maintain handwashing techniques, learning to maintain physical distance, and wearing masks as life's important lessons.

Qualitative data via FGDs indicate that youth often engage in volunteer services like building and repairing residents for the poor (especially, during the summer season), environmental protection, controlling traffic and collecting money to support street children and the poor, planting trees (during summer season). However, due to the lack of anything benefiting youths, they are retreating. Job opportunities may be in place for those who have relatives in government organizations and those who have the financial capacity (TVET, high school, and university students, Oromia).

Another advantage of youth engagement in voluntary services has been described by a key informant from Oromia as follows:

> *To make youth understand one another across different culture and promote living together, the government have been using media, and has been arranging a tour entitled 'hagerihin iweq". For instance, the volunteer service organized last year was made by assigning youth outside their region. For instance, youth from Oromia were sent to Amhara region. For me that was productive. In addition, there was a sports festival that brought youth from different regions but it was interrupted because of the outbreak of the COVID19 pandemic (KII from Oromia).*

In addition, the FGD participants underlined that:

> *The youth centers have now been demolished (currently not functional). The earlier youth clubs are now in existence. No one has recalling youths. There is increasing rural-urban migration. There is neither a youth center for recreation nor income-generating (TVET, high school, and university students, Oromia).*

While similar stories are recorded on youth volunteerism, discussions with representatives from WCYA and other lines Ministry at both Federal and Regional Levels mentioned the following results of the program as follows:

- Youth voluntarism has become good sources of income
- Enabled problem solving
- Improved youth and community participation in voluntary services
- Increasing spending of time, money, energy, and blood to voluntary services
- Increasing social organizations at local levels
- Youth voluntarism has been shifted from seasonality to permanent activities
- Youth voluntarism has to play pivotal roles in reducing wastage of resources and enhancing social benefits
- It has also brought attitudinal changes (it has played a great role in personality development) (Representatives from WCYA and other lines Ministry at both Federal and Regional Levels)

In addition, this group of participants under scored the following challenges of the program:

- Lack of policy and road maps for youth volunteerism
- Absence of coordination (e.g. Ministry of Women, Children and Youth Affairs and Ministry of Peace)
- Lack of strong organizational structures
- Lack of enough resources supply (Representatives from WCYA and other lines Ministry at both Federal and Regional Levels)

In a similar vein an informant from Oromia described below some of the shortcoming of the current modality of youth voluntary services.

> *In Oromia region, the youth are involved very much in offering volunteer services. However, the volunteer services, which the government called, "citizenship service' lacks consistency. The youth voluntary services seem limited to the summer season. But it should not be this way, for students, it is ok, but there is a huge number of youths unemployed or out of school, whom you can involve them in voluntary services. But they have hardly been involved in other social affairs such as fighting against corruption, political and economic problems (KII from Oromia).*

5. 6. Adolescent, Youth and Technology/Social Media

Exposure of adolescents and youth to information plays detrimental role in enabling them make informed, evidence-based, timely and accurate decisions on matters affecting their life. This can only be possible if young people have access to different media sources. The 2016 EDHS revealed that the level of exposure to mass media was low in Ethiopia with changes in patterns of media use from print and audio (radio) to those providing a more interactive platform (social media). It was found that among both women and men, radio was the most frequently accessed form of media in the past week (17% and 29%, respectively) data were collected, followed by television (16% and 21%, respectively); but gradually decreasing from 2011[44]. Print media was not popular among both woman (4%) and men (9%). The majority of respondents didn't have access to any of the three media at least once in a week (74% of women and 62% of men). The Internet was also a critical tool through which information is accessed (see Table 5.18). Overall, 4% of women and 12% of men age 15-49 have used the Internet in the past 12 months.

Table 5.18: Internet usage: Percentage of those aged 15-49 who have ever used the internet

Background characteristics			Ever used the Internet	Used Internet in the past 12 months	Number of women Number	Among women who have used the Internet in the past 12 months, percentage who, in the past month, used the Internet					
						Almost every day	At least once a week	Less than once a week	Not at all	Total	Number of women/ men
Women		**Age** 15-19	7.1	6.4	3,381	22.8	49.8	22.9	4.5	100.0	217
		20-24	8.1	7.2	2,762	36.7	38.1	17.3	7.9	100.0	200
		25-29	5.8	5.2	2,957	45.2	31.1	19.8	3.9	100.0	153
		Residence Urban	18.8	17.5	3,476	35.6	42.5	17.8	4.1	100.0	609
		Rural	1.0	0.7	12,207	18.8	30.2	36.6	14.4	100.0	84
M		Age 15-19	14.5	13.5	2,572	32.9	32.0	33.4	1.6	100.0	347

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[44] *When we see the trends, it can be noted that since 2011, women's and men's exposure to mass media has changed. For example, the proportion of women who listen to the radio at least once a week has decreased from 22% to 17% (MoH, 2016).*

e n	20-24	19.0	17.2	1,883	34.2	30.4	31.9	3.5	100.0	325
	25-29	20.0	18.6	1,977	39.5	28.1	30.0	2.4	100.0	368
	Residence Urban	46.9	44.9	2,303	41.6	27.7	28.7	1.9	100.0	1,034
	Rural	4.8	4.0	9,302	21.8	37.5	36.0	4.7	100.0	373

Source: MoH, 2016; MWCY, 2018.

In another study, it was found that despite increased access to internet-enabled mobile phones, the most commonly used source of information for news and current affairs was television (84 per cent), followed by radio (72 per cent) and social media (54 per cent). Family and friends also remain an important source for half of young people (51 per cent) (British Council, 2019).

According to this same study above (British Council, 2019), a key change under Abiy Ahmed's leadership has been increasing access to information and technology, as well as modernizing a telecommunications network that had fallen behind other African nations, and lifting censorship bans and freeing journalists and other political prisoners. These changes were experienced positively by youth in the study to have changed over the last five years. Two-thirds of young people thought that access had improved (66 per cent), and more than three-quarters (79 per cent) expected it to continue improving over the next five years (British Council, 2019). According to this study, two-thirds were found to report having access to a mobile phone (67 per cent) and to the internet (65 per cent), and just under two-thirds had access to a smartphone (59 per cent). Young people told that mobile phones have become an integral part of daily life and were heavily relied upon for social networking and access to news. Despite increased access to internet-enabled mobile phones, the most commonly used source of information for news and current affairs was television (84 per cent), followed by radio (72 per cent) and social media (54 per cent). Family and friends also remain an important source for half of young people (51 per cent) (British Council, 2019).

Given that technology and social media are assuming an increasingly crucial role in this globalization era, one of the strategic points of the Ethiopian youth policy is to enable youth have better access for information through improved use of ICT and social media. Within the proliferation of this globalization and technology, many adolescents and youth in Ethiopia, too, are increasingly using the web and social media; despite the mounting evidences, worries and complaints of citizens about the risks and undesired influences these media poses on the youth in many respects. In a qualitative study with street connected youth (YOUR World Research, 2019), participants have, while underscoring the need of ICT to complement youth learning (the use of Audio Visual materials in teaching and learning) and self-development, expressed, however, that the role of ICT in youth life and development was also seen as relatively negative (seem to encourage such destructive behavior as alcohol use, sexual activity and engagement in different violence). However, ICT could also be valued and utilized in approaching youth related matters and recommended that the law enforcement agencies should therefore give high emphasis to both the negative and positive aspects of ICT usage among the youth in order to move towards better outcomes.

In a study conducted by British Council (2019), it was also found that overall, most young Ethiopians had some trust in the media, with 74 per cent having some trust and

ten per cent stating they trust it a lot. Young people expressed that since Abiy Ahmed came into power, levels of trust in the media have improved (British Council, 2019). According to this study report despite relatively high levels of trust, fake news was seen to be a big issue with Ethiopia's media, with almost three-quarters of young people thinking this was an issue (72 per cent). This was largely driven by a heightened media narrative around 'fake news' (particularly on social media channels such as Facebook) as an issue and thus a heightened national awareness of the problem (British Council, 2019).

One of Youth-ICT interventions in Ethiopia is the School-Net project established to integrate national educational resources and help ensure the availability of education all over the country. However, attention is still needed for ensuring the effectiveness of the project; it becomes a major helping hand for access to quality of education especially in the rural part of the country (MWCY, 2018).

Using technology and the social media is becoming common among the youth to share or exchange current national and international information. Accordingly, one of the FGD participant from Oromia states the following:

> The accessible source of information for me is social media (Facebook, and telegram), TV, and radio. But these sources are not always reliable and thereby I have been using them consciously. I rarely get information from TV, otherwise, I had not been attended any other source of information. I have been trying to access all available sources such as TV, and Social media. However, I found that the issue of youth has hardly been addressed. Often times the information they disseminate is distractive (FGD Participant from Secondary School Students in Oromia).

Some participants from Sidama expressed adequacy of ICT services to young people:

> Yes. There is sufficient information technology provide services to understand national, international, developmental, political, economic, social and cultural activities (KII with implementers, Sidama)

> There is sufficient information technology provide services to understand national, international, developmental, political, economic, social and cultural activities (KII with Top Policy Implementers, Sidama)

Contrary to the above, some participants from Sidama expressed that such services were insufficient:

> There is no sufficient information technology service provided to help understand national, international, developmental, political, economic, social and cultural activities (KII with Top Policy Implementers, Sidama)

Participants from other regions shared the opinion above:
- Information communication technology service is not provided to help youth to understand national, international, developmental, political, economic, social and cultural activities. But young people are finding information using technology on their own (KII with Top & middle level leaders, Amhara, Oromia, DD, Somali; KII with implementers, Amhara)

- There is a lack of information exchange technologies to understand national, international, developmental, political, economic, social and cultural activities. Even government agencies use computers sent from other institutions for the benefit of the youth youth *(KII with Top & middle level leaders, Amhara)*
- The youth is not going directly to the relevant body to exchange information, except to the kebeles to the districts *(KII with Top & middle level leaders, Amhara)*
- There is no competent and integrated information exchange system between various youth-focused organizations (KII with implementers, Amhara)
- Information technology does not provide services to understand developmental, political, economic, social and cultural activities taking place in all areas at the national and international levels (KII with implementers, Amhara)

Young people were asked as to how they access information in general. FGDs with secondary school students in the Amhara region yielded the following responses:

We get information from different media. However, most of them are misleading. So if we use honest media. We usually get information from TV. The media has different uses. We are learning a lot from the media. For example, "I found many benefits from the mindset TV program". Many programs improve our academic knowledge. Tick talk technology program is one of the best source knowledge

When I was a rural student, I had no information. There is nothing in the countryside. Currently, social media, the internet, and so on. I get information using these sources of information

I often get information using radio and telegram. I especially listen to radio

I get information from social media: I do not watch radio and television. Now I can find the information I need using mobile social media

I started using social media when I entered university. I used to get information on the radio. Now I get information on Facebook and Telegram (FGD with Secondary School Students, Amhara).

FGD participants from Addis Ababa secondary schools have also expressed their sources as follows:

I use the internet mostly to read and gain knowledge about my subjects. I am not into social media that much because my parents cannot afford the cost and it is also time-killing. I watch TV to gain information and there are some dramas that I really like. But most importantly, I follow TV because I have a dream to be a journalist one day. I also flow radio programs like '*yegna*' program. I learn a lot about Ethiopia and the love for my country and the people. I also learn how to work hard and become successful amid the problems. But there are bad media outlets which we have to be wary of. In this regard, parents and teachers should actively help the youngsters to separate the good from the bad. The media also have a responsibility to build generations.

I watch TV for entertainment. Listen to the radio when there is no electricity. I love *yegna* program. The *yegna* team is a model for me and many other young girls. I use the internet to get knowledge about courses at school. I log into Facebook to watch videos that make me happy. I use telegram to follow school-related things

I am not that much into media. But I sometimes watch TV for entertainment. There are programs focusing on questions and answers, which I follow to improve my general

knowledge. *Yegna* drama is the best in terms of building the character of the youth and educating them about life skills and assertiveness (**FGD with Secondary School Students, AA).**

Participants from Oromia also shared their views as follows:

I do not trust social media, but I attend TV programs, FM radios consistently. I grasped several things that are valuable for my life. To tell you what I learned from these media, it encouraged me to engage myself in reading. As a result, I read more than 60 books (in audio format). These books in turn helped me how to lead my life and live with others.

Though there is limited access to media in Afan Oromo, I attend those available in TV and radio format. It has brought significant change in my life. I get impaired after I completed grade 12. I did have no idea prior I get visually impaired. I remember I was disappointed much, and I thought as if no life after that. But I accidentally access media that teach about disability. Since then, I start thinking about life. It is that media that changed my life.

The media itself lack fairness. The TV and radio programs are dominated without youth having visible disabilities (FGD with Disabled Youth, Oromia)**.**

5.7. Civic and Political Participation

Considering Ethiopian youth only in terms of vulnerabilities as some scholars do is just like sliding over the civic and political participation of this group and consequently undermining the role of Ethiopian youth in the making and development of Ethiopia as a nation across historical periods. Civic participation has been defined as individual and collective actions designed to identify and address issues of public concern (American Psychological Association, 200 cited in MWCY, 2018).

A cursory inspection of the history of this Country depicts that, above and beyond their vulnerabilities, the Ethiopian young people have indeed been the pioneers of change[45] in Ethiopia by mobilizing themselves and the society at large, especially from 1953 E.C. In some occasions with their initiatives, at other experiences with the initiative and support of others (government, NGOs, individuals), the Ethiopian young persons (students, workers and farmers) have assumed a uniquely important role in shaping the Country's political, economic, social, and cultural development. Therefore, some attempts were made to examine the role of Ethiopian youth in nation-building by presenting data in three different regimes: before, during, and after the socialist regimes.

As regards the period before the socialist revolution, notable experiences were the upper primary and secondary school students' participation in the then popular club, "***Young***

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[45]*For further reference, please see Bahru Zewdie (2002), "Pioneers of change in Ethiopia: The reformist intellectuals of the early twentieth century", Belay Tefera and Yekoyealem Desie (2015), "Exploring Youth Development in Addis Ababa: An Alternative Strength-Based Perspective" and Dechasa Abebe (2019), "University Students' National Community Services in Ethiopia: A Historical Glance (1964-1985)".*

Persons' Christian Association Ethiopia", as well as the university students' (of the former "Haile Sellassie University) early political movements allegedly initiated to readdress unfair land distribution, bad governance, oppression of the masses, and the backwardness of their Country. The year 1965 was particularly marked as year for the birth of the Ethiopian student movement; for this was a time when students came out onto the streets with the popular slogan ("Land to the tiller") and revolutionary (Marxist-Leninist ideological) transformation of society as a political agenda (Bahru, 2002). The popular Ethiopian University Service (EUS) initiated in 1974 was another participation marking the first formal voluntary service in the country before the revolution.

The early students' political movement had gradually gathered momentum and eventually resulted in an overthrow of the Monarchy and its substitution by the Provisional National Military Council. Although the political scenario thereafter was in fact saddening, Ethiopian youth has continued to be the backbone of the revolution. The proliferation of political parties that came to the scene following the revolutions, the national campaign (known as "Development through cooperation") where young people moved into different near and remote areas to facilitate rural development initiatives, the 1985 resettlement programs in which university students went for a campaign to construct houses for resellers from famine stricken areas of the country in 1977 E.C., the subsequent 'literacy campaigns' by secondary school students to teaching basic literacy to adults, the Revolutionary Ethiopia youth Association (REYA) and the "The National Military Service" in which young people were mobilized to fight against the then rebel groups who later on overthrow the socialist regime were all impossible without the active participation of the youth.

The scenario after the fall of the socialist regime was also marked by civic and political participation of youth. Notably among these are participation in improving environmental sanitation as in Gashe Abera Molla campaigns, HIV/AIDS clubs, and youth leagues are the commonly mentioned events[46].

Participation in improving environmental sanitation: Concerns over the growing degradation of environmental health in the cities have recently become a source of concern among individuals, associations, and young people as well. GAMA was an association founded sharing this concern and to enhancing improvement of urban environmental health and sanitation through awareness raising and implementation of pilot environmental activities with job creation opportunities for the jobless especially for street youth of both sexes in Addis Ababa and regional towns (cited in Tekahun, 2004, P. 37). GAMA applied artistic approach (music, drama, literature, poems) as a strategy in awareness creation campaigns; which in fact was best for winning the heart of young people and to allow them demonstrate their interests and abilities. That was possibly the reason why it was able to mobilize more than 13, 000 students from various schools in Addis Ababa. This same movement, firstly observed in Addis Ababa, was instantaneously extended to other regional cities thereafter.

Many more young persons, particularly those in the streets, were awakened with the environment management ideas, went to their communities and begun implementing the objectives of GAMA in their villages in groups and in collaboration with their communities. They played decisive role not only disseminating but also creating clean and green project ideas. The achievements were so remarkable that stunned not only the residents but also the international media. For example, on 8th May 2001 BBC News

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[46] The section that elaborates issues under this topic were taken from *Belay Tefera and Yekoyealem Desie (2015), "Exploring Youth Development in Addis Ababa: An Alternative Strength-Based Perspective".*

reported that hundreds of Ethiopian schoolchildren have been helping transform Ethiopia's capital, Addis Ababa, turning litter filled public places into beautiful spaces full of art in a project called Gashe Abera Molla (cited in Tekahun, 2004, P.36). In fact, some of the artistic paintings in the streets, corners and villages of Addis Ababa and other cities are still living witnesses of this venture. This project was not sustainable and short-lived but has many important implications to offer for other projects targeting young persons in Ethiopia. First, not only that the Ethiopian young persons have far more serious concerns for the well-being and development of their Country than other groups but still that they possess the capacity and commitment to effecting their will. Second, hence, young persons in Ethiopia are huge resources to transform the Country if their engagements are voluntary rather than imposed. Third, they need to be empowered with necessary skills to effectively discharge their energies not only for personal living and development but also for assuming societal responsibilities at large. Fourth, the methods to be used for empowering them with these skills need to be interesting, participatory, related and applicable to daily living. Last and yet more important, the coordinator, mobilizer, campaigner, or trainer himself/ herself must have personal stake and genuine concern in the issue so that he/ she can persist with the goals in the face of hardships. This concern still needs to be demonstrated in action so that others would identify themselves with the actor. Moreover, he/she needs to identify, build, and capitalize on the strength of the target group and exploit this potential for materializing one's goal. In this connection, the founder of GAMA was a prominent musician who, upon his return from 23 years of residence in USA, felt seriously saddened with the environmental and social crisis of the city and wept over the issue during a live TV interview held with him sometime before the commencement of his campaign. Feeling restless about the problem, he then decided to do something about it with all the determination to sacrifice whatever is needed to achieve his objective.

HIV/AIDS and participation of the youth: Young persons with AIDS-orphaned siblings are still observed becoming heads of households. Substituting their deceased parents they assume all the responsibilities of caring and supporting their siblings, managing the household chores, and generating income to cover material needs. With a deep sense of concern and responsibility, they usually prioritize the needs of their siblings over that of their own the way parents do. Many dropped out of school and go for paid work mainly to cover material and financial expenses necessary to keep their siblings in school. Many envision that they will rejoin school only when their siblings graduate. Although these responsibilities are costly and challenging to them in many ways, evidences indicate that orphaned children living under the headship of older siblings are less exposed to abuses, are more resilient, and better adjusted than those staying with such other forms of guardians as relatives, grandparents, adopting parents (Belay & Belay, 2005).

Many young persons have also been participating in different anti AIDS clubs in the different towns of the Country to offer voluntary services in awareness raising campaigns, peer education activities, and caring for persons with HIV/AIDS**.** These clubs were formed by the Ministry of Education in collaboration with the Ministry of Health in high schools throughout Ethiopia to raise awareness of HIV/AIDS, and little is known about their coverage and effectiveness (Damen & Kloos, 2000). Anti-AIDS clubs have been working to encourage young people to learn about HIV and STD, but most importantly, to change their behavior (SNNPR RHAPCO, "n.d."). In 2002/03 there were 8360 Anti-AIDS Clubs (7600 in primary and junior high school, 360 in high schools and 400 out-of-schools). These clubs have been engaged in mass media campaigns, school-based AIDS education and peer education programs, which aim to bring about changes

in knowledge and behavior that reduce the risk of HIV exposure and infection. They have also provided home-based care and support services (HAPCO, 2006). According to SNNPR, RHAPCO ("n.d."), the purpose of anti-AIDS clubs is to:

- educate and raise awareness about HIV /AIDS
- encourage and support behavior change among members and the wider community
- provide alternative social opportunities for young people
- campaign against and challenge stigma and discrimination against people with HIV
- care for and support people with HIV or AIDS

The tremendous political activism and struggle that young people waged against the EPRDF government in different regions of the country that eventually became unified and coordinated was the cornerstone for overthrowing this regime and instituting a reformed version that brought Dr Abiy Ahmed into the premiership.

A more legitimate and official civic and political participation of youth can be seen in their participation in national elections, youth organizations, and youth participation in parliament.

National elections
As regards national elections, although statistical data are yet to come, evidences seem to suggest that adolescents have been increasingly participating in the past elections as candidates, voters, voluntary workers for ushering elections on election days and mobilizing communities and providing civic education to improve election turnouts. The report draws attention to the need for mobilization and reorientation of the youth on the virtues of patriotism, and ethical values while at the same time allowing more space for accommodation of adolescent and youth issues. It is suggested that a holistic and strategic study be made on the challenges faced in civic and political participation and youth empowerment.

Ethiopian Youth Federation
As per the national youth policy for youth to be organized freely, Ethiopian youth have been organizing in various forms such as the youth league, youth associations, youth forums and youth development groups. Youth Federation is the umbrella youth organization that was established in 2008/09 to bring the fragmented youth organizations under one umbrella thereby coordinating them to struggle for economic, social and political participation of youth and associated youth benefits therein. It is is a non-profit organization operating in nine regions and two city administrations and has 9-member organizations: Ethiopian Scouts Association, Ethiopian Circus Association, Regional Youth Associations, EPRDF Youth League, Youth Forums, Young Male Christian Association (YMCA), Young Women Christian Association (YWCA), Ethiopian Young Volunteers Association, Higher Education Students Association, and Ethiopian Young Women Forum. The federation is estimated to have a total over 8.3 million youth member. State agencies and ministries now invite representatives of youth federations during approval of youth-related policies, strategies, and programs (MWCY, 2018). According to MWCY (2018), the Federation has been working to enhance the full participation and benefit of the youth in collaboration with the Ministry of Women, Children, and Youth intensively. A remarkable contribution of the Federation was the registration of millions of young people for voluntary activities that fostered development of the culture of volunteerism in Ethiopia.

Youth Representation in Parliament

Parliamentary membership puts age of 22 as a minimum requirement. Ethiopia's youth policy on its part, favors the unreserved participation of youth in the political process. Age disaggregated data are not available to show the proportion of youth in the parliaments. According to data compiled by the House of Peoples' Representatives in 2017/18 for MWCY (2018), the representation of youth in the Federal parliament at the time of joining the House was 61 (11.2%) in 2015 (Table 5.19). It is hoped that this figure must have improved in this 2021 election.

Table 5. 19: Youth representation in the Federal Parliament by region, and sex (2014/15)

Region	Youth (22-29 years old at entry to Parliament)			Members aged between 22-29 currently
	Male	**Female**	**Total**	
1. Tigray	0	2	2	0
2. Afar	0	1	1	1
3. Amhara	3	7	10	1
4. Oromia	2	13	5	0
5. BG	1	1	2	0
6. Somali	0	8	8	8
7. SNNPS	5	15	20	4
8. Gambella	1	0	1	0
9. Harari	0	0	0	0
10. AA	1	1	2	0
11. DD	0	0	0	0
Total	**13**	**48**	**61**	**14**

Source: Data compiled by the House of Peoples' Representatives, 2017/18

Political opinions of youth and measures to be taken

In a study conducted by British Council (2019), young Ethiopians were optimistic about their own futures (77 per cent) and the future of Ethiopia (64 per cent think Ethiopia will improve in the next five years). Reflective of recent changes in Ethiopia, two-thirds of young people reported feeling more positive about their futures now, compared to 12 months ago (65 per cent). More than half of young people also felt that their role in Ethiopian society has improved over the last five years (54 per cent), and a similar proportion (55 per cent) felt they have more of a role in the community compared to their parents' generation. They expressed that they had more of a say on issues that matter to them compared to the previous generations and that they feel more in control over decisions, like whether to stay in education and whom to marry (British Council, 2019). When considering 'voice' at a national level, there was an appetite for greater youth engagement in politics, with young people expressing a desire to be more aware of what is happening in their country. Thirty-six percent of young people stated that they have open discussions about politics with friends and family, and a similar proportion reported consuming political content via television or radio (32 per cent). However, they felt that there is still opportunity for things to progress further. For example, they expressed that speaking up at community meetings was frowned upon, with some even fearing retaliation from other community members for speaking up. They indicated that their role and status in the community was conditional on factors such as age, employment status, marriage status and behavior. In other words, having a voice is earned by

meeting certain standards and fitting into specific norms; it is not a guaranteed right (British Council, 2019).

They were with positive attitude over the political reforms initiated in the country citing series of positive changes and improvements they have witnessed in the past five years, including freedom of speech, press freedom, gender equality, access to sexual and reproductive healthcare, and improved educational opportunities. However, younger participants (15–18) and young women tended to be more positive about the political reform discussed in this report, whereas older participants (25–29), youth in Tigray and young men reported feeling more negative. Some important differences were also observed in the views of urban and rural youth across major themes, reflecting their highly varied daily realities (British Council, 2019).

While they have mixed attitude toward the existing government, they expressed supportive attitude towards the prime minter's intentions. In April 2018, Abiy Ahmed became Prime Minister and immediately instigated a series of radical political reforms, including freeing the press, unbanning political parties, freeing political prisoners, ending the border dispute with Eritrea and promising fair and democratic elections in 2020. This young, charismatic, ethnically and religiously mixed leader has laid out a new vision for Ethiopia, which has been met with excitement and hope, but also considerable amounts of fear and uncertainty about what the future holds (British Council, 2019).

Political corruption was another concern expressed as a top issue experienced by young people in the past five years (36 per cent), something they were currently experiencing (36 per cent) and one of the top three issues they wanted to overcome (30 per cent). Young people felt corruption impacted their lives both at a societal level (i.e. it has impacted Ethiopia's development opportunities and economy through misappropriation of funds) and a personal level (i.e. it has thwarted their opportunities to get government loans to start their own business and has impacted the funding that goes to local communities) (British Council, 2019).

This study also noted that in addition to corruption, increased ethnic conflict emerged as a political issue facing youth. It was noted that ethnic conflict/discrimination was one of the most pressing issues facing young people and has become more of a concern over time, with 38 per cent of young people stating they were experiencing this issue at the time of data collection and 54 per cent stating it was a priority issue to overcome in the future. Young people made a direct link between Abiy Ahmed's reforms and the increase in ethnic conflict. Views were divided as to whether the new Prime Minister was stoking the flame of ethnic conflict or trying to quell it with a message of peace and unity, but most young people agreed that the situation has declined as a result of the pace of change in the country. Young people fear that ethnic conflict will never be resolved unless the political structures fundamentally change and cease to be organized along ethnic lines. Young people were eager to see changes that will lead to a more united Ethiopia (British Council, 2019). It was interesting to note in this study that despite being an ethnically and religiously mixed, and politically divided, country, it is interesting to note that in terms of young

people's values and pride points in their country, there is more that unites than divides young Ethiopians. Across the locations we visited in our qualitative research, young people espoused the same values of faith, family, education, work and peace. There was also a high degree of consistency in the things that made young people proud to be Ethiopian – the food, coffee ceremonies, rich history and other cultural and religious traditions that make Ethiopia a unique place to live. Young people were also in agreement about the main issues that affect Ethiopia and impact youth. We summarize the findings for each of these below (British Council, 2019).

The participants of this study has proposed three interesting recommendations as solutions to the existing political instability in the country

The first one pertains to political engagement and voice. Youth called for political information to be more accessible and easier to understand to help drive engagement with politics. They asked for more formal and informal platforms (e.g. community centers to discuss politics and political clubs at schools) to aid political discussions about issues that matter to them. There was also a desire to tackle perceptions that the Ethiopian government is not transparent by creating more direct lines of communication between young people and politicians and encouraging increased representation of young people in government posts (British Council, 2019).

The second issue pertained to management of corruption. Youth wanted government spending to be more transparent and reassurance that policies will be properly enforced and published online to increase accountability. In line with this, they wanted reassurance that those who engage in the misappropriation of government funds would be appropriately punished (British Council, 2019).

The third suggestion pertained to the need to addressing ethnic conflict/discrimination in the country. One of the pillars of the youth policy was about building unity through diversity. However, in the name of promoting ethnic diversity in Ethiopia, actual practices in the last three decades turned out to be accentuating ethnic differences and ethnicization of politics in the country. This has created anti-unity mentality and polarized ethnic relationships causing lots of displacement and killings of citizens in areas where they don't belong to the major ethnic group. Participants also held that ethnic conflict would not be overcome unless the ethnicity of the individual in power ceases to influence economic advantage and/or disadvantage (British Council, 2019).

The participants in the street connected youth (YOUR World Research, 2019), also suggested that the ethnic-divide has also affected life in streets and, therefore, they recommended that there is a need to address ethnic-based division among youth that is also negatively affecting the life of street connected youth causing ethnic-based group clashes among them.

Young people in the British Council's study felt that schools and universities need to play a role in shifting the mindset of Ethiopia from one of ethnicity to one of unity. For example, they felt that universities need to take responsibility for the conflict that is currently being experienced on campus, and primary and secondary schools should teach students to celebrate diversity from an early age

(British Council, 2019).

On top of concerns above, the following problems need to be addressed to improve the civic and political participation of adolescents and youth.

First one pertains to improving political engagements. The findings from the British study (2019) has indicated that despite expressing interest, formal youth engagement with politics was low: 14 percent claimed to be personally engaged with politics, while 53 per cent claimed to be unengaged. Issues like corruption, ethnic conflict and limited awareness of platforms or avenues through which to get involved were holding youth back from speaking up about political issues (British Council, 2019).

Secondly, ethnic conflict and rapid political changes are causing anxiety and uncertainty for young Ethiopians. The biggest challenges experienced by young people at the time of this research included lack of employment opportunities (38 per cent), lack of access to housing or poor-quality housing (38 per cent), ethnic conflict and discrimination (38 per cent), political corruption and violence (36 per cent) and a lack of financial security (31 per cent) (British Council, 2019).

Thirdly, according to the interview made with the chairperson of the youth federation (see MWCY, 2018), the burning youth problem is that of employment/economy which is intertwined with political matters. On the social front, youth was threatened by emerging cultural invasion and addiction. As per opinion of the federation leaders, youth issues were not being addressed with respect to structures. There was no clarity on the enormity of youth issues for proper placement in government structures. Abrupt restructuring denied youth the right to be led responsibly and sustainably. The federation further contended that there should be a compelling policy stance that determines youth representation levels in executive, legislative, and judiciary organs if the youth is to contribute its share in nation building and at the same time derive benefit.

Some of the benefits the participants got from youth organization include awareness about peace, engaging in beautification and cleaning of the environments, how to create own jobs. Some participants of FGD reported that youths have not benefited from youth organizations except attending the meeting. "I already stopped even attending any meeting organized and invited by youth organization because the meeting has no any benefit for youth other than talking and discussing without action on the ground." (unemployed Youths and youth in Small Scale Enterprises).

According to some FGD participants, benefits received from youth organizations by TVET students were vocational training opportunities. TVET students got this vocational training opportunity through competition. The opportunity is facilitated each year by the TVET office. The duration of the training opportunity ranges from 1 year to 4 years (FGD with TVET students).

These FGD participants, however, state that the available participation is very low. But sometimes youth participates in voluntarism like:

- Digging latrine
- Cleaning the environment

- Rising public awareness on contagious diseases
- Social participation like morning and happiness.
- Urban cleaning were very few to mention as reported by respondents.
- Hand washing and use of a mask to prevent COVID-19
- Peace and stability
- Helping people in different harsh conditions in supplying and washing their clothes, building and repairing residences (houses), helping and supporting each other during the wedding, mourning, and other social issues.
- Participating in youth league and federation were among the areas youth participates as reported by these respondents.

According to discussions conducted with representatives from WCYA and other line Ministries at Federal and Regional levels activities such as: youth organizations were devolved down and established even at kebele level; successive works have been done to change youth attitudes; widening evidence-based youth discussion forums; and works have been done to improve youth love to own county (Representatives from WCYA and other line Ministries at Federal and Regional levels). As a result, as explained by these participants, the following major achievements were exhibited:

- Increased participation of youth in different organizations through planned activities
- Increased number of youth clubs and participation
- Creation of model youths in entrepreneurship/ creation of influential youths
- Youths were made to conserve, follow and strengthen their cultures

However, the following gaps were also encountered in the process:

- Youth issues do not receive equal attention among various stakeholders like the community, the government, family, religious leaders, and youth themselves.
- Non-governmental organizations/ civic organizations were inefficient in working on youths
- Lack of discussion forums considering youth feelings and needs
- Declining roles of civic and ethical education in strengthening and developing youth personality
- Neglecting issues related to youth by sector ministry and stakeholders
- Lack of proper implementation of youth policy (lack of coordinated performance management) (Representatives from WCYA and other line Ministries at Federal and Regional levels).

The participants added that, lack of engaging all youths, lack of coordinated organizational procedures, guidelines, and rules; lack of continuity of youth personality development activities; and sovereignty were problems encountered.

VI. EVALUATION OF THE YOUTH POLICY IMPLEMENTATIONS

This section attempts to compile evaluative (quantitative and qualitative) data along with the (first 21) standards developed. The data on the impactifulness stanrdas are discussed along with the outcome of the policy implementation later in the chapters.

Standard 1: Evidence-based youth policy

A national youth policy is expected to be evidence-based. An evidence-based youth policy, in turn, requires that all stages of youth policy development (design, implementation, and evaluation) employ reliable, relevant, independent, and up-to-date information so that the policy can reflect the needs and realities of young people (see Table 6.1. for the responses of participants). This requires, among others, the need to:

- formulate and monitor the policy based on up-to-date evidence; 9.6% agreeing that this was observed in the Ethiopian policy development and implementation
- conduct research regularly on the living conditions, aspirations, and perceptions of representative groups of young people (with 7.99% of the participants endorsing it),
- establish an integrated information system to enable stakeholders to get access to the database and research findings (6.8% of participants responding that this was fully observed), and
- Youth enabled to participate directly and benefit from the research and data collection activities carried out (11.6% of them agreeing that this was the case)

Table 6.1: Responses of participants on the extent to which the national youth policy is evidence-based

Indicators of the evidence-based nature of the policy	Responses						
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing	Total
The National Youth Policy of Ethiopia (2004) is formulated and monitored based on up-to-date evidence	2	161	129	456	82	21	851
Research is conducted on representative groups of young people to identify opportunities, factors impacting youth, share results, and take practical remedial measures	1	115	252	394	68	21	851
An integrated information system was established to enable stakeholders to get access to the database and research findings.	4	130	324	312	58	23	851
Youth enabled to participate directly and benefit from the research and data collection activities carried out	5	103	227	392	99	25	851
Evidence-based approach to the youth policy total	**12**	**509**	**932**	**1554**	**307**	**90**	**851**

Aggregating all these responses, it can be said that only 9.02 % of them were with the view that the youth policy is evidence-based; the more significant majority (45.65%) believed that it is partially evidence-based while the meaningful majority (27.38%) believed that it is not evidence-based at all. An insignificant number of them (2.9%) either failed to respond or chose to give "other responses."

Participants in the qualitative study were asked about their participation during the design and implementation of the policy during the field survey via key informant interview. Some of the respondents indicated that they did not get the chance to participate and had no idea about it, while still others believe that they are ignorant until

lately about the policy. The following quotations from respondents vividly showed these facts. One of the respondents stated that:

> No, I did not take part. I had no idea about it at the time. I learned about the presence of the policy very lately. I never got the chance to engage in policy development back then. In fact, I had no idea about it until recently. The youth were ignored in the previous regimes (KII, AAU Associate Dean).

Still, another participant stated, "I did not participate in the national youth policy formulation process"(KII with Top & middle-level leaders, Amhara). Another respondent also cited, "In my opinion, there is no involvement of the stakeholders on the implementation of youth. We have never participated in the implementation and ratification of the youth policy" (KII with Top Policy Implementers, Sidama).

However, other respondents indicate that they have been involved in youth policy design and implementation. For instance, a respondent from Addis Ababa Youth Association stated that:

> I remember taking part in policy designing when I was in a sub-city. Our association is the forerunner in this regard. It took part in the study and designing of the existing policy. The current policy was designed 17 years ago, but if you take the youth association, it was formed 23 years ago. The youth association plays a vital role in influencing decisions and practices at different levels.

Some respondents also indicated the status of stakeholders' participation during policy design and implementation. One of these respondents from Amhara explains that stakeholders were not involved in the policy design and implementation. This respondent commented, "I don't think stakeholders have participated; because relevant stakeholders have not been involved in implementing the youth policy" (KII with implementers, Amhara). The same respondent further went on and discussed that:

> Not all youth representatives (youth associations, unorganized youth, organized youth, young women, rural youth, disadvantaged youth, and youth with disabilities) participated in the policy implementation. Because attention is not being paid to these sections of the community, I think there may be a lack of skills and attitudes among those involved in policy implementation, though not completely. However, I do not believe so because attention is not paid to these community sections (KII with implementers, Amhara).

Another respondent also agreed with the above respondent, but the stakeholders' level of participation was shallow for him. He stated that stakeholders' involvement is superficial due to capacity problems.

> It exists to some extent, but there are gaps because various capacity-building pieces of training do not support it. Therefore, I think the parties involved in the policy implementation may have limited skills and attitudes. They do not participate because attention is not paid to these community sections (KII with Implementers, Amhara).

Yet, most of the study participants underlined the participation of stakeholders and youth beneficiaries during policy design and implementation. For example, according to one of the key informant interviewees:

Relevant stakeholders are involved in the implementation of the youth policy. All youth representatives are involved in policy implementation. Most young people desire to serve as a servant, an executor, and a helper, but few young people have a sense of dependency (KII with implementers, Amhara).

One of the interviewees further detailed that:

I participated in the review process. The policy did not benefit many young people, and I often participated in the discussion on the need for consensus, but after much debate, I realized that nothing was different. Yes, there is the involvement of the stakeholders in the implementation of youth. Our institution has several youth associations, unemployed youth, young women, rural youth, disadvantaged youth, youth with disabilities, and other related associations in the region. Yet, there is no practical way of addressing the issues (KII with implementers, Amhara).

Still, some respondents complain that some government organizations designed to serve the youth do not play their roles. For instance, one of the study participants deliberated that:

Our bureau, the organization where I work, does not serve young people as clients or helpers. Neither are they considered mediators, executors, and long-term careers. Nevertheless, there is no denial that optimistic attempts in volunteerism, environmental protection, and social services such as mending and painting old houses had been carried out in our zone (KII with Top Policy Implementers, Sidama).

Other respondents do not deny the participation of stakeholders in the design and implementation of the policy. As mentioned by one of the policy implementers, for instance:

I can not say there is no involvement of the stakeholders in the implementation of youth. Our office does not serve young people as clients and helpers; they are neither mediators, executors, nor long-term careers. But, of course, there are some attempts in volunteerism, environmental protection, and social services (KII with Top Policy Implementers, Sidama).

According to one of the police commissioners who participated in this study:

The commission was supposed to participate in the drafting and implementation of the youth policy. However, there is no involvement of the commission and other stakeholders in the implementation of youth policy. Up until now, there is no functional relationship with the police commission to meet the intended aim. The primary focus of the police commission is to prevent crime. Thus, we serve young people as clients, helpers. Neither are they considered mediators, executors, and long-term careers. Of course, there are some attempts in capacity building training, volunteerism, environmental protection, and social services (KII with Top Policy Implementers, Sidama).

Still, some respondents stated that the participation of different stakeholders was very high in the policy design and implementation. For example, according to one of these respondents:

In my view, there is high involvement of the stakeholders in implementing youth policy in our area. We understand that the youth is the driving force for our

development. Several youth associations, unemployed youth, young women, rural youth, disadvantaged youth, youth with disabilities, and other related associations have been established in the past. We have begun to utilize this force to ignite these associations/organizations to fuel regional development. However, in my opinion, our organization does not serve young people as clients, helpers. Neither are they considered mediators, executors, and long-term careers. (KII with Top Policy Implementers, Sidama).

Another interviewee also elucidated the participation of stakeholders as follows:

There is tremendous participation and involvement of the stakeholders in the implementation of youth policy. We are working very hard to establish formal and informal institutions to meet the needs of the youth. (KII with Top Policy Implementers, Sidama).

This respondent further detailed that:

In essence, our organization serves young people as clients and helpers. We consider them as mediators, executors, and long-term careers. Of course, there are several examples of how hard we have been working. Areas of intervention include volunteerism, environmental protection, and social services such as mending and painting old houses (KII with Top Policy Implementers, Sidama)

Contrary to the above respondents, another interviewee elaborated that:

There is no involvement of stakeholders in the implementation of the youth policy. Therefore, many of the poor and needy people in the association have no information about this. As a result, many youths are in a severe tribulation. In my perception, there is no participation of youth. (KII with Top Policy Implementers, Sidama).

The above respondent further discussed that:

In general, our organization does not serve young people as clients, helpers. Neither are they considered mediators, executors, and long-term careers. Of course, there are some volunteerism, environmental protection, and social services such as mending and painting old houses. (KII with Top Policy Implementers, Sidama)

Still, other respondents indicated a lack of stakeholders participation in the design and implementation of the policy as follows:

The responsible government organizations have never called us on youth conferences and other important implementation issues. Thus, I believed there is no involvement of the stakeholders in the implementation of youth. There is no involvement of stakeholders in the implementation of the youth policy. Many of the disabled youth in the association have no information about this. Disable youth are in a severe dilemma. In my perception, there is no participation of youth. (KII with Top Policy Implementers, Sidama).

In general, some respondents feel that little heed has been paid to the youth in the country. The following statements from respondents guaranteed this fact. "There is a bad saying about the young generation. "*Lij deresse, bet feresse*." The challenge is immense (KII with Top Policy Implementers, Sidama). Again another respondent states that: "Generally, it is challenging to say the policy was designed based on the youth interest and desire (KII, AAU Associate Dean) "I do not think youth issues are fundamentally

included in various important policies. Because if it were included, youth issues would not be forgotten"(KII with implementers, Amhara). "There are gaps in the inclusion of youth issues in various bilateral relations and collaborations"(KII with implementers, Amhara).

In short, although some respondents stated that there was stakeholders participation, including youth beneficiaries through their associations, during youth policy design, formulation, and implementation, most of the respondents discussed that they had never participated in the design, implementation, and evaluation of the policy.

Standard 2: Participatory nature of the youth policy

Effective youth policy must be participatory enough to include all key stakeholders, at all stages of the policy cycle, from creation and implementation to evaluation. These key stakeholders include young people themselves, youth organizations, civil societies and government organizations, and individuals who influence and are influenced by the policy. Participation also requires bringing vulnerable and marginalized groups on board in all youth services, support, and opportunities. Therefore, mechanisms need to be implemented to ensure that the policy development, implementation, and evaluation are participatory and transparent. Table 6.2 summarizes participants' responses regarding the extent to which the youth policy development and implementation initiatives were participatory.

Table 6.2: Responses on the participatory nature of the national youth policy of Ethiopia

Indicators of the participatory nature of the youth policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Relevant stakeholders were involved in the design and implementation of the youth policy	3	221	147	349	102	29
All youth group representatives (youth organizations, unorganized youth, unemployed youth, female youth, rural youth, youth with fewer opportunities like out of school youth, and youth with disabilities, etc.) were involved in all phases of the policy act	3	206	210	358	58	16
Youth engagement beyond service using as actors, service providers	2	94	169	436	63	87
Participatory Nature of the National Youth Policy of Ethiopia (total)	**8**	**521**	**526**	**1143**	**223**	**132**

The data presented in Table 6.2 shows that the involvement of relevant stakeholders and mainly the youth groups were perceived to be nil or partial; only a few responding full participation be available. Moreover, a reasonable proportion did not even have information about the issue.

Qualitative data were also gathered from different respondents about youth participation if youth were organized and inclusive. Consequently, some respondents indicated that they have no information on youth associations. For instance, a respondent from Amhara states that:

> I have no information about youth-based organizations. Because the youth organizations I know are based on the interests of the government. Even though there are youth unions and federations, they act on behalf of the government and not on their initiative. Youth organizations are based on the interests of the government rather than the interests of the youth. As a result, there is a considerable gap (KII with Top & middle-level leaders, Amhara)

Still, some respondents indicated that: "organizations set up to protect the rights and interests of young people are not founded on their initiative" (KII with Top & middle-level leaders, Amhara). The other respondent further stated that: "I have no information about the existence of organizations to protect the rights and interests of young people. But there are different youth organizations - for example, clubs and associations (KII with Top & middle-level leaders, Amhara).

Different respondents had similar perceptions with the above respondents. Another respondent, for instance, indicated that:

> I don't know any youth organizations that protect young people's rights and interests and support others. However, youth organizations are somewhat involved in environmental care, such as sanitation, development, and respect for the elderly and the sick (KII with Top & middle-level leaders, Amhara)

However, other respondents believed in the youth associations with limited services provided to the youth group. According to one of these respondents:

> Although there are youth associations and federations established in each area, there are still many gaps in terms of sustainability. There are few youth-based organizations. Because the government does not want to meet the needs of the youth. However, there are some small businesses that the government has set up, but they are not using the revolving fund properly (KII with Top & middle-level leaders, Amhara)

Another respondent further stated that:

> There are (youth associations) working with environmental protection and social support to protect the rights and interests of young people and others. (KII with Top & middle-level leaders, Amhara)

Yet, most of the respondents underlined the absence of genuine youth organizations established to serve the youth in the country. For instance, the following respondents showed that:

> There is no such organization to protect the rights and interests of young people. On the contrary, they are set up by the government. Not much work has been done to ensure that young people protect their rights and interests and support others. Regarding youth associations and clubs, even in our city, some centers are closed. Young leaders are leasing others (KII with Top & middle-level leaders, Amhara). Not much has been done to encourage young people to participate in international youth movements, associations, and councils at the national and regional levels (KII with implementers, Amhara).

Similarly, other respondents mentioned that:

> "Most youth organizations are based on the government's interests rather than the needs of the youth" (KII with implementers, Amhara). "Therefore, young people work as clients and helpers and as servants, executors, and assistants. For example, volunteers help the community, participate in environmental development, and participate in various social services" (KII with Top Policy Implementors, Amhara).

Some respondents, however, emphasized the active participation of the youth in their associations as well as in their communities. According to some of them:

Young people are actively involved in youth-initiated organizations. But there are very few organizations that are interested in young people. There are small and micro-enterprises that are financially supported. They are so limited that they do not involve most of the youth. Young people are very small. There is a considerable gap in youth participation because most of the outreach is based on the government's interests rather than the needs of the youth. Youth-based organizations are limited but available in the city. But they are not in the countryside. Youth participation in youth-initiated organizations has a positive effect: for instance, in youth clubs (KII with implementers, Amhara).

While some respondents acknowledge the existence of youth associations, they underline the gaps in these associations. For example, according to a respondent:

Although there are youth associations and clubs at different levels, there is a massive coordination gap. The establishment of a youth organization such as youth associations and youth leagues is theoretically to serve and promote youth benefit in terms of social, economic, and political activities. But, as far as my observation is concerned, these youth organizations often serve the political interest of the state, not their own. For me, they have been used as a political tool (KII with implementers, Amhara).

Other respondents also believed in the establishment of youth associations, but the attention given to them by the government was not enough. According to one of these respondents:

There is an attempt at establishing youth-related organizations, federations, and associations. But this has happened without the supply of the adequate resource, at least to run their affairs. Moreover, the budget allocation seems not equivalent to officials' commitment during public discussion forums (KII from Oromia).

Other respondents list down some benefits of organizing the youth in associations. For instance, according to one respondent:

Some of the benefits the participants got from youth organizations include awareness about peace, engaging in beautification and cleaning of the environments, how to create own jobs. However, some participants of FGD reported that youths have not benefited from youth organizations except attending the meeting. "I already stopped even attending any meeting organized and invited by youth organization because the meeting has no any benefit for youth other than talking and discussing without action on the ground." (Unemployed youths and youth in Small Scale Enterprises, Oromia).

The other respondent also extended the relevance of youth association as follows:

The youth association stands for the youth. But contributing to the citizens' overall betterment is part of the job for the youth to not live in isolation. Hence, we facilitate conditions for the youth to support the disabled, the elderly, and those facing economic and social crises by providing clothes, food, and the likes. We do this in collaboration with all sub-cities and woredas. There are seven clubs in each woreda; through them, we recruit members for the association. In addition, there is a council with 30 members to oversee these clubs (KII Addis Ababa Youth Association).

Some respondents further mentioned that these associations stand for the benefit of the few. For instance, a respondent had the following to say:

Some youths get organized, but mostly they are business-oriented. They come to our office to get recognition for their business plan, but we reject them. Instead, the university works with the city administration. We send a list of students with financial needs to the city administration to be given opportunities to volunteer service during the Kiremt/summer seasons (KII, AAU Associate Dean*).*

However, some respondents further provide the benefits received from these associations. For example, a respondent states that "We have clubs on HIV/AIDs, peace, GVB, organized under the students' dean. They take training for trainers and then give training to others in the university and the community" (KII, AAU Associate Dean).

In addition, another respondent designated that:

Organizations set up to protect the rights and interests of young people are themselves founded by young people. Government-sponsored organizations do not pay attention to the rights and interests of the youth. There is a wide range of opportunities for young people to work for their rights and interests. In terms of environmental protection and social support, young students need to serve the community by volunteering during their free time (KII with implementers, Amhara).

From the discussions with different respondents, it was understood that there are conflicting views on the relevance of the youth associations. According to some of these respondents:

Youth councils have been established at the regional level to organize and coordinate various youth associations, clubs, and movements. However, no action has been taken to facilitate the work of the concerned parties and protect the youth's rights and interests (KII with implementers, Amhara).

Some of these respondents added that:

As far as I understand, there is no youth organization based on the needs of the youth. Almost all of them are set up by the government. There is a wide gap in working to protect their rights and interests. In addition to other activities, young students are occasionally volunteered to serve the community during the summer. Youth councils are established at the regional level. However, they did not do anything to protect the rights and interests of young people. Because they only do government politics. The government set them up for political gain (KII with Top Policy Implementors, Amhara)

Moreover, a respondent stated that:

As far as I know, nothing is based on the interest of the young person. Almost all of them are based on government interests. There is a wide gap in working to protect youth interests. However, young university students occasionally volunteered to serve the community during the summer to get them to do other things. Young people in urban areas ask the government to organize their initiative, but the government has not paid attention. Occasionally they were organized by the government (KII with Implementers, Amhara).

Although youth associations are expected to protect the rights and interests of the youth, some respondents indicated that this couldn't happen. According to some of these respondents:

Government organizations are established to support young people in protecting their rights and interests and carrying out other activities. But there is a wide gap in working to protect their rights and interests. Therefore, youth councils have been established to harmonize and coordinate various youth associations, clubs, and movements. This has helped protect the rights and interests of young people (KII with Implementers, Amhara).

Other respondents emphasized the relevance of a coordinated effort among institutions to strengthen youth councils and associations. According to these respondents, for instance:

To the best of my knowledge, there may be cooperation and coordination between various institutions and ministries, and other bodies. But I don't think it is as it should be. First, policy needs to be explored to address the inclusion of youth issues in various essential policies. Therefore, I cannot provide information without knowing the policies. Second, institutional-centered information is needed to report on institutions' review of youth policy and its use as a learning tool. Therefore, I cannot provide information because I have not seen any institutions. The task is being reviewed and conducted by various institutions, but not all institutions work as owners. While some change is being made to provide experience for young people who have made a difference, it has been neglected to give the experience for most young people. Not only that but there is no significant amount of work done at the institutional level to make the public see and learn from the banner (KII with Top & middle-level leaders, Amhara).

In addition to different government institutions responsible for implementing youth policy, some respondents indicated the establishment of committees to strengthen the implementation of youth policy at different levels. According to some respondents, for example:

A committee is set up at all levels, but it is weak to find and implement a project that will benefit the youth. There is a task force at the city administration level, but there is a gap in the focus of work. In addition, they are not supporting the regional/international relations and partnerships they are building to ensure young people's international participation and benefit(KII with Top & middle-level leaders, Amhara).

Some respondents further mention the existence of youth movements but with different challenges. According to some respondents:

There are youth movements, but there are many challenges to seeing. As our country recognizes the contribution of the youth movement to the country's development, they are not being made to do their part to sustain the country as a nation. For example, working based on civic associations has limited access to better leadership positions (KII with Top & middle-level leaders, Amhara).

A considerable number of respondents further questioned the existence of youth associations and their contributions in their area. A respondent stated that:

Youth participation is not sufficiently organized in our area, and the fundamental issues we address here are not youth inclusive. The country never considers youth an essential partner for development (KII with TOP Policy Implementers, Sidama).

Another respondent also stated that:

There is no established system for youth-initiated organizations to protect the rights and interests of young people in our bureau. In my opinion, the existing youth associations, clubs, movements, etc., are paralyzed. Not enough has been done to establish for coordinating youth councils. More importantly, facilitating stakeholders and supporting the rights and benefits of youth is not as per the sector's expectations (KII with implementers, Sidama).

Other respondents further indicated complain the existing associations as follows:

The existing youth associations, clubs, movements, etc., are crippled. There were attempts to establish for coordinating youth councils. Yet, facilitating stakeholders and supporting the rights and benefits of youth is not undertaken. Youth-initiated organizations are not doing their homework to protect the rights and interests of young people. To me, the existing youth associations, clubs, movements, etc., are not discharging their responsibilities. There were attempts to establish for coordinating youth councils. Yet, facilitating stakeholders and supporting the rights and benefits of youth has not been carried out. The commission supposes that youth participation is not sufficiently organized, and the key issues we address here are not youth inclusive. There are no established youth organizations to protect the rights and interests of young people and support them in other activities (KII with Top Policy Implementers, Sidama).

Contrary to these statements, some respondents had positive impressions about the youth associations. Some respondents indicated that:

Youth-initiated organizations were established to protect the rights and interests of young people. There is a well-established youth organization to protect young people's rights and interests and support them in other activities. There are strong youth associations, clubs, movements, etc. In addition to this, they attempt to establish coordinating youth councils. However, in my view, facilitating stakeholders and supporting the rights and benefits of youth is not full-fledged (KII with implementers, Sidama).

The existing youth associations, clubs, movements, etc., are good enough to address the current problems. However, our attempts to establish coordination of youth council is far beyond expected (KII with Top Policy Implementers, Sidama).

Another respondent also had a similar view. According to him:

Here, in our region, youth participation is sufficiently organized and addresses different key youth-related issues. We consult with the youth to address their issues. Thus, we are youth-inclusive. We have several youth-initiated organizations to protect the rights and interests of young people. There are established youth organizations to protect the rights and interests of young people and support them in other activities. In our organization, there are no established youth-initiated organizations to protect the rights and interests of young people (KII with Top Policy Implementers, Sidama).

In short, although the above discussions with respondents proved that there are youth associations established to serve the interests of the members; the majority of these respondents in their responses agreed that the government created these associations not to address the needs and interests of its members instead to serve as political entities established to satisfy the political interests of the government.

Standard 3: policy provisions for all-rounded youth participation

Participation is meaningful to the extent that it is all-rounded, multi-faceted, and balanced. Yet, the responses summarized in Table 6.3 generally suggest that holistic participation was partially available (53%) or not available at all (19%).

Table 6.3: Responses on the extent to which the policy has been organized and encouraged all-round youth participation

Indicators of the policy provisions for all-rounded youth participation	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Youth provided with professional, technical, and leadership capacity building supports to enable them to get organized to ensure their rights and benefits	4	93	142	489	117	6
Youth organizations established initiated by the youth themselves to ensure their rights and benefits	2	111	151	432	130	25
Youth organizations engaged in mobilizing and leading youth to ensuring their rights and benefits and to benefiting others (physical environment and community) through voluntarism	1	96	170	445	124	15
Youth Councils established and operated to coordinating and integrating various youth associations, clubs, movements, etc., and serving as bridging with stakeholders aiming at ensuring the rights and benefits of youth as well as make them fulfill their d	5	117	190	428	95	16
To what extent the Ethiopian 2004 youth policy has been organized and encouraged all-round youth participation (total)	12	417	653	1794	466	62

Standard 4: Policy provision for youth capacity building

A key aim of youth policy is to ensure capacity building of young people and thereby enable them to develop resilience under risk conditions and achieve a healthy transition to adulthood. Capacity building initiatives can be gauged against indicators (Table 6.4) that include a provision to young people of professional, technical, and leadership capacity building supports to enable them to get organized and ensure their rights and benefits, mainstreaming such initiatives for youth groups with special needs, and assistance provided for youth, youth policy implementing bodies, civic societies and other social institutions to enable them effectively execute the policy. This being the case, Table 6.4 below suggests an understanding among the participants that capacity-building initiatives were fully available only to 6% of the participants. In the remaining greater majority, either it was not available (23%), available partially (55.5%), or no information about it (14%).

Table 6.4.: Responses on policy provision for capacity building

Indicators of policy provision for capacity building	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Youth provided with professional, technical and leadership capacity building supports to enable them get organized to ensure their rights and benefits	2	107	131	493	104	14
Various capacity building and technical supports provided to youth with special needs (entrepreneurs and those with special talents and capabilities, youth with disabilities., and those with fewer opportunities)	2	118	233	421	57	20
Assistance provided for youth, different youth policy implementing bodies, civic societies and other social institutions to enable them effectively execute the policy	1	120	221	419	60	30

To what extent the Ethiopian youth policy provided capacity building for the youth	5	345	585	1333	221	64

Qualitative data were also collected from different groups of respondents on youth capacity-building activities. As observed from the data, some respondents indicated various capacity-building activities to empower youth were conducted in their respective areas. On the other hand, others mentioned that the capacity-building activities were minimal. Yet, some respondents stated that no capacity-building activities were conducted for youth in their localities. The following statements indicated some of the efforts put in place to develop the capacity of the youth. For instance, according to a respondent:

> Yes, we are doing everything to support professional, practical, and leadership capacity building to enable young people to organize and protect their rights and interests. But we agree that we didn't do enough to make it better. The bureau has undertaken several capacity-building pieces of training for youth organizations and youth. Yet, I am not sure about the adequacy of economic and human resource development training programs and the participation of youth leaders in such initiatives. Vocational and capacity-building training for young people with special needs is meant to ensure employment opportunities for the majority of the citizens. To my knowledge, this service is not adequate. To the worst, vocational business training, special skills, and abilities for the disabled have not been forwarded to the leadership's attention (KII with implementers, Sidama).

Another respondent also had a similar impression of capacity-building activities. He specified that:

> Yes, our office supports youth and provides training to various youth policy enforcement agencies, civic associations, and other social institutions to effectively implement youth policy. Professional, practical, and leadership capacity buildings enable young people to organize and protect their rights and interests. Yes, there are several capacity-building activities for youth organizations and youth. But the adequacy of these economic and human resource development training programs and the participation of youth leaders is not big enough to address the issues of the youth. Yes, there is vocational and capacity-building training for young people with special needs. However, vocational business training, special skills, and abilities for the disabled are not satisfactory (KII with implementers, Sidama).

Still, another respondent from top policy implementers described the situation as follows:

> Many institutions support youth and provide training to various youth policy enforcement agencies, civic associations, and other social institutions to effectively implement youth policy. They helped professional, practical, and leadership capacity building enable young people to organize and protect their rights and interests. Capacity building for youth organizations and youth, such as adequate economic and human resource development training programs, participation of youth leaders, etc., are given. Provide support to youth and train various youth policy enforcement agencies, civic associations, and other social institutions to effectively implement youth policy (KII with Top Policy Implementers, Sidama).

Contrary to the above statements, different respondents denied the availability of capacity-building activities. For example, a respondent had the following to say:

They are not supported to build professional, practical, and leadership skills that enable young people to organize and protect their rights and interests because the government does not want young people to manage and protect their rights and interests. (KII with implementers, Amhara).

Another respondent further described the situation as follows:

Capacity-building support for youth organizations and youth is extremely limited. Because not enough economic and human resources are being built. Much has been done to produce and engage young leaders. Occasionally, vocational and capacity-building training is provided for young people with special needs but not employed (KII with implementers, Amhara).

Still, other respondents replied that capacity-building activities did not exist for the youth in the past. For example, the following respondent explained the situation as follows:

None, because the government does not want young people to be organized and protect their rights and interests. The government only engages them in politics. Occasional training is offered but not put into action. Not given at all, we do not have anyone who has created an awareness of the policy for government employees, let alone anyone else (KII with Top Policy Implementors, Amhara).

Another respondent also had a similar view. For him:

Occasionally we participate in capacity-building activities. However, the government is often involved in politics. Sometimes but limited in scope and training is not provided. Support for vocational, practical, and leadership capacity building for young people to organize and protect their rights and interests has not been provided in rural areas. Still, youths in urban areas have been provided (KII with Implementers, Amhara).

Some respondents believe the relevance of youth capacity building and explained it as follows:

Youth organizations and youths need capacity-building support. Therefore, even if they are not consistent, they occasionally participate in training. Vocational and capacity-building training have been given for some urban youth with special needs. But it is not given to young people in rural areas. Support for youth, training for various youth policy enforcement agencies, civic associations, and other social institutions is not adequately sustained. But occasionally, the training is given (KII with Implementers, Amhara).

Other respondents emphasized the efforts in place to develop the capacity of youth as described below:

Efforts are being made to develop young people's participation, cultivate a proper upbringing, and eliminate harmful traditional practices. For example, awareness creation works. However, I do not think there is much work to enable young people to play a constructive role in peace, justice, and good governance (KII with Top & middle-level leaders, Amhara).

Still, others pronounced the need to strengthen capacity-building activities as follows:

They are not done. Much work needs to be done to raise awareness of the rights of young people. Many young people are not aware of their rights and responsibilities. It is minimal. This is because little is being done to increase youth participation and prevent them from engaging in harmful traditional practices. Therefore, it is good to give the youth a broad understanding. It is known that the youths working for peace, justice, and good governance at the national level are doing well while doing good deeds. Therefore, youth awareness should be strengthened (KII with Top & middle-level leaders, Amhara).

Some respondents underlined the lack of government support for activities aimed at youth capacity building. Let's see some of these responses:

I don't think the concerned bodies support youth and provide training to various youth policy enforcement agencies, civic associations, and other social institutions to implement youth policy effectively (KII with Top Policy Implementers, Sidama).

According to a few respondents, different capacity-building schemes exist, but these are very limited for the youth group. For instance, a respondent stated that:

Capacity building is manifold. But for the youth organizations and youth, I don't think we provide adequate economic and human resource development training programs. In other words, the participation of youth leaders needs to be simplified. Yes, there are Vocational and capacity-building pieces of training for young people with special needs. However, the initiative is not yet influencing people's lives regarding vocational business training, special skills, and abilities for the disabled. Moreover, we have no adequate means for supporting professional, practical, and leadership capacity building to enable young people to organize and protect their rights and interests (KII with Top Policy Implementers, Sidama).

Another respondent agrees with the above respondent and expounded the following:

We are running several capacity-building projects for youth organizations and youth. But the adequacy of each of these projects in ensuring the economic and human resource development training programs and enhancing the participation of youth leaders demands more action (KII with Top Policy Implementers, Sidama).

Other respondents delimit the youth capacity-building to vocational training activities. The following statements from respondents proved this:

Vocational and capacity-building training for young people with special needs is adequate. But, more importantly, vocational business training, special skills, and abilities for the disabled are sufficient too. Therefore, most of the time, we provide support to youth and provide training to various youth policy enforcement agencies, civic associations, and other social institutions to effectively implement youth policy (KII with Top Policy Implementers, Sidama). But, unfortunately, vocational and capacity-building training for young people with special needs is not adequate. Yet vocational business training, special skills, and abilities for the disabled are insufficient (KII with Top Policy Implementers, Sidama).

Some respondents further stated that these capacity-building activities were not inclusive. For example, according to one of these respondents:

The youth could not receive any vocational and capacity-building training for young people with special needs. On the contrary, vocational business training, special

skills, and abilities for the disabled are insufficient, and it is not adequate. Additionally, vocational business training, special skills, and skills for the disabled, even if inadequate. Therefore, we provide support to youth through training on entrepreneurship. We also offer various youth policy enforcement agencies, civic associations, and other social institutions to effectively implement youth policy (KII with Top Policy Implementers, Sidama).

Another group of respondents emphasized the existence of capacity-building training, but the outcomes were minimal. According to a respondent:

> Several capacity-building training was given for youth organizations and youth. However, the training programs could not enhance the participation of youth leaders due to a lack of trust and poor attitude. There is vocational and capacity-building training for young people with special needs. However, we have no adequate means for Supporting professional, practical, and leadership capacity building to enable young people to organize and protect their rights and interests (KII with Top Policy Implementers, Sidama).

Based on the discussions with different groups presented above, where few of them agreed that there are capacity-building activities designed for the youth group, for the majority of these respondents, however, emphasized that the capacity building activities were either very limited in scope to vocational and technical training or not available at all. Besides, it was understood that they were not inclusive.

Standard 5: Awareness creation and advocacy

Stakeholders working on youth need to be aware of the national youth policy to show focus areas and guide their actions. However, the two indicators employed to check on this awareness creation and policy advocacy work (Table 6.5) suggest that awareness creation and advocacy activities undertaken to stakeholders on the rights and duties of youth as well as their participation and proper upbringing and measures taken to enable youth to develop knowledge and experience about fairness, to and actively participate in building a system of peace, justice, and good governance were fully realized only for 13% while, in the majority of the cases, such initiatives were either partially done (56%) or not at all done (18%).

Table 6.5: Responses on policy awareness and advocacy

Indicators of policy awareness and advocacy	Responses					
	Others (0)	Don't know (1)	Not availabl le (2)	Partially availabl e (3)	Fully availabl e (4)	Missin g
Awareness creation and advocacy activities undertook to stakeholders on the rights and duties of youth; their participation and proper upbringing, modern and traditional harmful practices	2	102	149	473	112	13
Measures are taken to enable youth to develop knowledge and experience about rights, to and actively participate in building a system of peace, justice, and good governance	0	80	157	477	105	32
To what extent the Ethiopian 2004 youth policy created awareness and advocacy	**2**	**182**	**306**	**950**	**217**	**45**

Qualitative data were also collected on the awareness creation and advocacy efforts from respondents. According to most respondents, there are different awareness creation and advocacy efforts carried out to stakeholders. For example, one of the respondents said the following:

Awareness is being created in various government institutions, schools, women, children and youth, and religious institutions, but more work is needed. Attention is being made to ensure that the power of the youth guarantees the country's development and that the youth are expected to play a significant role in ensuring good governance (KII with Top & middle-level leaders, Amhara).

Some respondents further added that: "Awareness-raising activities on youth rights and responsibilities are available. But it cannot be said to be strong" (KII with Top & middle-level leaders, Amhara).

Another respondent emphasized that:

There has been a lot of work in the area of awareness-raising and advocacy. We work from the city administration level to each wereda. We carry out continuous campaigns and training. There are three critical areas of work for the youth association: Economic aspect, campaign and awareness creation and organizing, and social aspect. Working towards protecting the youth from harmful practices is under the social part of the youth association's key area of work. We work with food and drug control offices in the city administration. We have an intact working relationship with the attorney's office concerning peace and security issues. We closely follow the developments in the city and work accordingly (KII with AA Youth Association).

Some respondents still indicated the relevance of awareness-raising for the youth and had the following to say:

Many things have been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with implementers, Sidama).

Awareness-raising for the stakeholders are there to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama).

The following respondents had also forwarded their positive perceptions toward the awareness-raising activities conducted in their localities as follows:

There is awareness-raising and promotion of youth rights and responsibilities to stakeholders. Much effort has been endorsed to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama).

Work has been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama).

We focus on awareness-raising and promotion of youth rights and responsibilities for stakeholders. That is why we are here for. Youth participation is good in our region.

Additionally, we train them to culminate harmful traditional practices around youth in our area (KII with TOP Policy Implementers, Sidama).

We think our work has been done by helping the youth develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama).

Still, another respondent indicated the magnitude of these activities that are being considered on the awareness creation activities and stated the following:

Plenty of work has been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama)

Some respondents do not deny the availability of awareness-raising activities, but these activities are minimal. For instance, these respondents replied that:

Occasionally awareness is created for some young people. Our office provides training to ensure awareness-raising and promotion of youth rights and responsibilities to stakeholders. Even if we are not doing anything in this globalized world, youth involvement in modernization is inevitable. Conversely, harmful traditional practices around youth are not up to the anticipated level. Therefore, we embarked on awareness-raising and promoting youth rights and responsibilities to stakeholders (KII with Implementers, Amhara).

Limited work has been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with TOP Policy Implementers, Sidama)

Other respondents mentioned that awareness-raising activities are confined to urban areas and ignored the rural settings. The following statements from respondents attested to this fact:

Raising awareness among government officials and the city community about youth issues is given to some extent. However, awareness has not been created for the rural community. Although awareness-raising activities enable young people to participate, develop a proper upbringing, and avoid harmful traditional practices, awareness is designed for urban youth but not for rural youth. Urban youth are given knowledge and experience in establishing peace, justice, and good governance. But young people in rural areas are not understood (KII with Implementers, Amhara)

Yet, some respondents stated a lack of awareness-raising activities. For instance, one respondent discussed that: "stakeholders efforts to raise awareness of youth rights and responsibilities have not been established" (KII with implementers, Amhara). Still, other respondents reacted in a similar vein:

There is no work done to promote youth participation, upbringing, and the elimination of harmful traditional practices. However, there are occasional experiences at the school level and in non-governmental organizations. Moreover, no work has been done to help young people develop knowledge and expertise that will

enable them to play a constructive role in establishing peace, justice, and good governance (KII with implementers, Amhara).

Not much. At the school level, we try to include informal education. Apart from this, occasionally, no one is working unless they are non-governmental organizations. Sometimes, I do not think there is awareness in schools other than civics and ethics education (KII with Top Policy Implementors, Amhara).

Not much has been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance. As a result, they barely understand their rights and share experiences (KII with implementers, Sidama).

In short, it was understood from the above discussions with respondents that the majority of them believed that different awareness-raising and advocacy activities had been conducted for the youth and the stakeholders. However, many of these respondents had also cited no such activities, and even those activities were not suffient and were limited in scope.

Standard 6 and 7: Cooperation and collaboration among different institutions and ministries working on youth issues

Collaboration among the different actors (institutions, ministries, etc.) implementing youth policy is critical for achieving its objectives. Therefore, data were also collected qualitatively from respondents and presented here.

According to most of these respondents:

As far as the coordination between different sectors from the Federal to the Woreda level is concerned, we are often trying to do that, but I can say that it has not been that successful. For instance, the positions in the established structure to implement youth policy had not been occupied by committed and competent employees who could shoulder the responsibility. The reason is that the compensations that are assigned to positions are not attractive to deploy well-trained individuals. As a result, those who assumed those positions now lack the competency and required level of education. As a result, experienced individuals have left the organization searching for better payment; hence, the staff turnover rate had been the highest. Thus, for me, the implementation of the youth policy had not been well organized, and the coordination is lacking. Furthermore, the office and its activities had not been supported by the allocation of budget (KII with Policy Implementers, Oromia).

Another respondent also had the same impression with the above res[pendent. According to him:

Most institutions have not mainstreamed the issue of youth in their policies. Moreover, they do not carry out the pair-wise evaluation in a group. There is no inclusion of youth issues in various bilateral and comprehensive relations, and collaborations are too insignificant (KII with Top Policy Implementers, Sidama)

Another respondent also has a similar impression with the above respondent and stated the following:

The culture of working together on the youth issue among different offices is also poor, if not nonexistent. It is highly politicized. They do not come to the youth. They

want the youth to go to them. Even in my capacity as an officeholder and professional, people at the top do not want to involve us to talk about youth-related things from the beginning. They only invite us after decisions are already made. We have a peace club and other clubs that are youth-oriented here at the university. But the clubs do not have the capacity required to function up to the expected level because of different shortcomings, including lack of budget and expertise. They get the attention from the higher bodies only if they are of political interest (KII, AAU Associate Dean).

Still, another respondent replied that:

It (my office) closely works with the ministry of youth and sport, which has been reorganized as youth and voluntarism. The association also works in the area of job creation with concerned offices. We have an MOU among different sector offices in the form of a collaboration document. We exchange our plans at the beginning of the year and work in light of each others' plans. Yes, there's a lot more that needs to be done. We evaluate each others' performances as per the annual plans and give marks accordingly. There is an evaluation form with a checklist that is circulated among different offices. We take the feedback and incorporate it during the planning for the coming year and so on. We believe volunteerism is a borderless pursuit. Mainly, we have been working on blood donation and cleaning the environment. We have a command post that oversees the youths' issues. In addition, we are board members of Addis crediting and saving cooperative and the general attorney. The main reason is we want to be the voice of the youth in every decision that these bodies make. The association works with the Addis crediting and saving cooperative to facilitate a loan for youths who organize themselves for small-scale enterprises.

Similarly, the association works with the attorney since the youths play a significant role in the peace and security of the city administration and the country. I do not know much about the association's international linkages but, I heard that a team went to South Korea once on an experience sharing trip. I do not know much about the association's efforts on the international level (KII AA Youth Association).

Still, the following quotations taken from respondents indicated a lack of coordination and collaborations between different organizations and institutions in the Implementation of the policy:

There is a lack of substantial cooperation and coordination between various institutions, ministries, and other stakeholders. Most institutions view youth issues as women, children, and youth issues. In addition, there is a significant gap in monitoring and evaluating the Office of Women, Children, and Youth, which has led to a lack of coordination and cooperation between offices (KII with implementers, Amhara).
There is a lack of support for the regional/international relations and partnerships they will establish to ensure the international participation and benefit of the youth. Because there are no connections and collaborations, not even internationally or even at the district and regional level. For example, a youth association in one region does not have relations with a youth association in another area or another zone (KII with implementers, Amhara).

Very few of the respondents further mentioned the lack of a framework for the collaboration and coordination among the different entities in the Implementation of the policy. According to a respondent:

There are gaps in developing appropriate frameworks for coordinating youth-led activities in various institutions, offices, and organizations (KII with implementers, Amhara). In addition, there is a large gap in monitoring and evaluating the Office of Women, Children, and Youth, which has led to a lack of coordination and cooperation between offices (KII with Top Policy Implementors, Amhara).

Interestingly enough, some respondents indicated practical examples for lack of collaboration and coordination at different levels. For example, the following statements from a respondent justify this fact:

There are no connections and collaborations, not even internationally or even at the district and regional level. For example, which Amhara Youth Association has relations and partnerships with the Oromia Youth Association? Which Oromo Youth Association has connections and collaborations with the Amhara Youth Association? When I asked the young man in the area what it was, it did not matter. Without it, continentalism; How to think internationally, is a dream come true for political purposes. Not organized at the zonal and regional levels, even internationally (KII with Top Policy Implementors, Amhara).

Contrary to the above discussions on the coordination and collaboration mechanisms perceived negatively by respondents, some respondents highlighted coordination and collaboration among the different policy implementers. For example, according to one of the respondents:

Yes, we have excellent trends in which different institutions cooperate to evaluate their performances following youth policy /programs/ or implementation results. In other words, the stakeholders evaluate a group. The bureau has created mechanisms for supporting regional/international relations and partnerships. However, I don't think our youth has established a system to ensure the international participation and benefit of the youth. Although our record has not indicated a successful mobility exchange of youth in the region, we encourage the involvement of global youth movements, associations, and councils (KII with implementers, Sidama).

Some of these respondents further underlined the availability of appropriate frameworks to promote collaboration and coordination between different institutions. According to a respondent, for instance:

There are appropriate frameworks, such as a council, and committee to curb the problem. However, these task forces are not permanent. Moreover, many works have been done through a joint central government and state government bureaus committee; NGOs never maintain the intended objectives. The National youth council, the central and regional youth counseling offices are not closely working with the neighboring youth. The development o appropriate frameworks, such as Council, Committee, and Task Forces, is not up to the standard. Besides, they do their work at all levels through a joint committee of the central government and state government bureaus, NGOs and the National Youth Council, the central and regional youth counseling offices (KII with Top Policy Implementers, Sidama).

Some respondents specified that the issue of youth is considered the sole responsibility of the Ministry of Women, Children, and Youth, and no collaborations and cooperations are observed among different groups. For instance, the following statements prove this fact:

At the very least, the issue of youth is focused on the Office of Women, Children, and Youth and is not considered a priority by other agencies. In addition, there is a significant gap in enumerating, monitoring, and evaluating the work of the Office of Women, Children, and Youth, which has led to a lack of coordination and cooperation between offices (KII with Implementers, Amhara).

Still, some respondents agree with the absence of collaboration and coordination. According to these respondents, "there is no such thing as essential inclusion. Because, at the policy level, we would see it at least in practice". Another respondent also stated that "occasionally there may be frames, but most institutions have gaps in coordination"(KII with Implementers, Amhara). "There is no cooperation. Bilateral relations and collaborations may occasionally exist between institutions" (KII with Implementers, Amhara).

Some respondents further indicated that there is limited cooperation among the different stakeholders. According to these respondents:

It is limited in facilitating all governmental organizations to benefit the youth at the national, regional, and local levels. I have seen that it is an institution that has been neglected from the foundation in terms of managing the affairs of the youth and making them work properly up to the kebele level. There is a gap because young people at the national, regional, and local levels need to participate in youth policy and strategy actively. From top to bottom, there is a massive gap to coordinate youth policy at the national, regional, and woreda levels (KII with Top & middle-level leaders, Amhara).

Additional respondents indicated that they don't know the coordination and collaboration among the different implementers. The following statements from these respondents show this fact:

I'm not sure because you need to look at the policies. There may be frameworks, but there is a gap in how most institutions coordinate and work. International relations and cooperation are not familiar, except in the case of bilateral relations and cooperation (KII with Top Policy Implementors, Amhara).

I find it challenging to provide information on integrated national, regional, and district levels. Because it requires a review of the current system, and I have no information (KII with Top & middle-level leaders, Amhara).

I do not have information on the implementation process and who is involved in implementing the Youth Policy. I can't give any information because it requires research, not just answering the question of how many young people will be servants and leaders (KII with Top & middle-level leaders, Amhara).

The availability of coordination and collaboration among different institutions is challenging as frameworks, such as task forces. But it is not institutionalized, and everything happens in campaigns. Significant issues are left for the senior citizens. Many institutions don't believe in including youth issues in various bilateral and comprehensive relations and collaborations. The same applies true here.

The current practices to work on youth policy issues for working together with different institutions are not worth mentioning. The cooperation and coordination between various institutions and other relevant bodies on implementing the youth policy are insignificant (KII with Top Policy Implementers, Sidama).

> Although there is an attempt to work on youth issues in collaboration and coordination, there are still many unsatisfactory practices in terms of working and coordinating with the realization that youth issues are our business. However, institutions are pushing with one another (KII with Top & middle-level leaders, Amhara).

As opposed to the above respondents, a handful indicated collaboration and coordination among the different units. For example, the following statements from respondents stated this fact:

> There is an appropriate youth-based framework. The facility has a committee and Task Forces are that work on behavioral change. Above and beyond, they do their work at all levels through a joint committee of the central government and state government bureaus, a group of NGOs and the National Youth Council, the principal and regional youth counseling offices (KII with Top Policy Implementers, Sidama)

> For me, there is an appropriate framework, such as Council, Committee, etc. Yet, these Task Forces are not institutionalized. Once established, they do their work at all levels through a joint committee of the central government and state government bureaus, NGOs and the national youth council, the primary and regional youth counseling offices. Therefore, I believe that they create a poor impact on the livelihood of the youth (KII with Top Policy Implementers, Sidama).

> There is the inclusion of youth issues in various bilateral and comprehensive relations and collaborations. There are supporting regional/international relations and partnerships. On the other hand, they haven't established a system to ensure the international participation and benefit of the youth. We encourage international youth movements, associations, and councils (KII with implementers, Sidama).

> The facility embarks on including youth issues in various bilateral and comprehensive relations and collaborations with several youth-based organizations. We support the regional/international relations and partnerships to establish and ensure the international participation and benefit of the youth (KII with Top Policy Implementers, Sidama).

> The South police commission has appropriate frameworks. Several associations, such as council, committee, and task forces, are not budgeted. Besides, they do their work at all levels through a joint committee of the central government and state government bureaus, a group of NGOs and the national youth council, the central and regional youth counseling offices (KII with Top Policy Implementers, Sidama).

> Our primary *motto* is the inclusion of youth issues. Thus, we have included them in various bilateral and comprehensive relations among their peers. There are institutional collaborations among the youth clubs and organizations. Yes, there are cooperation and coordination between multiple institutions and other relevant bodies to implement the youth policy (KII with Top Policy Implementers, Sidama).

As understood from the responses from study participants, youth policy lacked committed and competent staff who could create collaborations and coordinations among the different institutions embarked on the implementation of the policy. On top of this, it was understood that most institutions did not mainstream youth in their policies. Besides, some of these respondents indicated the implementation of the policy was

considered the only responsibility of the Ministry of Women, Children, and Youth that resulted in poor coordination among the different implementers. On the other hand, while the majority perceived negatively, some respondents indicated coordination and collaboration among the policy implementers.

Standard 6: Multi-level nature of the policy

The principle of subsidiarity undergirds the multi-level youth policy approach underscores that this national youth policy is put in place at the level it is likely to be most effective and closest to the relevant stakeholders. It relates to the fact that the policy is developed, implemented, and evaluated coordinated among all relevant public authorities from kebele, regional, to national levels. This, in turn, calls for examining (Table 6.6) the extent to which the national youth policy initiatives and activities at different levels (national, regional, local):

- acknowledged the existence of policy frameworks at other levels.
- employed a body dealing with youth issues at each level of the public authority with a clear division of competencies and responsibility
- were coordinated and monitored
- reflected diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area)

Table 6.6: Responses on multi-level nature of the policy

Indicators of the multi-level nature of the policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
National youth strategy acknowledges existence of policy frameworks at other levels (or refers to the thematic priorities of the relevant national and global strategies)	2	169	141	364	158	17
Youth strategy/policy objectives and activities of different levels (national, regional, local) are coordinated and monitored (there is a body dealing with youth issue at each level of the public authority with clear division of competences and responsibility	2	124	202	378	127	18
Youth policy measures reflect diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area)	2	112	213	427	85	12
Youth policy measures at national, regional, woreda levels coordinated	5	129	194	403	82	38
To what extent the policy has been multi-level youth policy (total)	**11**	**534**	**750**	**1572**	**452**	**85**

As it can be referred to Table 4.6, responses obtained from participants shows that these indicators of the multi-level nature of the national youth policy were least observed particularly with respect to coordination among levels and youth diversity measures. The greater majority were with the belief that the indicators were either partially observed (46%) or not observed at all (22%).

Standard 7: Cross-sectorial youth policy

Youth issues can't be put in the monopoly of a single authority like MWCY because they are multi-colored and, therefore, need to be mainstreamed across regional and sectoral ministries. Once they are cross-regionally and sectorally instituted, coordination is required within and among these divisions. However, the data in Table 6.7 shows that

the mainstreamed youth issues throughout different relevant policy areas might be done as shown previously, but participants considered it as least available. It was also revealed that appropriate frameworks (forum, committees, workforce, etc.) were less at work at different levels (e.g., inter-regional government offices' committee, a consortium of non-governmental bodies, national youth forum, federal and regional youth bureau…).

Table 6.7: Responses on cross-sectorial nature of youth policy

Indicators of the cross-sectorial nature of the policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully availabl e (4)	Missing
Appropriate framework (forum, committees, work force.) at work at different levels (e.g. inter- regional government offices' committee, consortium of non-governmental bodies national youth forum, federal and regional youth bureau…)	3	145	223	393	72	15
Effective and coordinated collaboration across sectors, ministries, and other relevant entities exists	2	144	148	435	110	12
Youth issues are mainstreamed throughout different relevant policy areas	1	178	224	351	72	25
Evaluation of youth policy done, results shared and used for peer learning in different sectors	3	154	167	371	123	33
To what extent the Ethiopian 2004 youth policy has been cross sectorial youth policy	**9**	**621**	**762**	**1550**	**377**	**85**

A little better was, though still inadequate, the existence of collaboration across sectors, ministries, and other relevant entities and evaluation of youth-focused programs, sharing of results, and using them for peer learning in different sectors.

Standard 8: Strategic youth policy

Policy items in the broader sense need to be built around some overarching strategy or a legal framework that reflect long-term visions; which in turn embrace a set of measurable, resourced, and time-lined objectives, identified target groups, and a clear division of responsibilities amongst the different public authorities for its implementation and evaluation.

Table 6.8: Responses on youth policy as a strategic youth policy

Indicators of the policy as a strategic youth policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missin g
Youth policy has an overarching youth programs and strategies, and implementation plans	2	144	148	435	110	12
Objectives of the youth strategy/ implementation plan are measurable, resourced and time-lined	1	178	224	351	72	25
Legal framework, relevant manuals and guidelines for implementation of different strategies, objectives, programs, and goals	3	154	167	371	123	33
Ethiopian youth policy as a strategic youth policy	**6**	**476**	**539**	**1157**	**305**	**70**

Data summarized in Table 6.8 indicates that although the youth policy has overarching youth programs, strategies and implementations (for 13% of the participants) and legal frameworks and guidelines for implementation of the different goals, objectives, strategies, and programs (for 15% of the participants), such initiatives were partially

observed for about 40% of the participants or not even observed at all for over 15% of the participants. In addition, different tools of operation (strategies and guidelines) were developed as shown under 'international, regional, and national frameworks, but it seems that the key stakeholders involved in implementing these instruments were not aware of them.

Standard 9: Asset-based youth policy

An asset-based youth policy capitalizes on the internal and external youth assets than liabilities within and outside the youth groups. Capitalizing on these assets, then attempts were made in our assessment to understand how far the policy envisions to optimally exploit these assets and then develop young people through them (Table 6.9).

Table 6.9: Responses on asset-based nature of the youth policy

Indicators of the asset-based nature of the youth policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Youth-focused centers constructed and, strengthened to provide for the holistic needs of young people at both urban and rural settings for all groups youth including those with special need	4	82	245	439	61	20
ICT services provided for youth to have closer access to the ongoing 'political, economic, social and cultural; development activities both at national and international levels	0	90	303	372	69	17
Efficient and integrated information network set up to facilitate an exchange of youth-focused information amongst various youth-focused stakeholders	3	107	301	352	68	20
Different festivals, national youth day, exhibitions, contests, tours and camping programs organized to enable the youth build knowledge, attitude, and skills of cultural values of nationalities and build partnership, solidarity, and unity based on divers	5	98	236	398	100	14
Various competitions organized at different levels to enable youth develop a spirit of competitiveness and to score better results in their participation and achievement…	2	96	223	443	63	24
Various awards and encouragement programs organized for model youth in job creation; scoring outstanding achievements in production…	2	98	197	456	82	16
Suitable and motivating competitions organized for youth who need special attention, to enable them participate in and benefit from such competitions.	2	113	224	385	65	62
Ethiopian youth policy being an asset-based youth policy (encouragement and support)	**18**	**684**	**1729**	**2845**	**508**	**173**

However, data from participants in Table 6.9 suggests that the external assets were partially exploited at best or not even recognized at worst in youth-focused center construction and strengthening, ICT service provision, and efficient and integrated information network set up. It was also shown that initiatives were partially available or not even available at all in organizing:

- different festivities, national youth day, exhibitions, contests, tours, and camping
- Suitable and motivating competitions organized for youth who need special attention,
  programs
- various competitions at different levels
- various awards and encouragement programs for model youth in job creation; outstanding achievements in various spheres

Qualitative data were also sought to check if the youth policy was based on national values or asset-based policy. The majority of the respondents indicated that the policy was not youth-based. According to some of these respondents:

> The policy was not designed to organize youth events, national youth days, shows and competitions, tours, and campaigns to raise awareness among young people, promote cultural skills and values, and promote unity and solidarity. It is not strong. Extensive work needs to be planned and planned to ensure that the next generation is well versed in its cultural skills and values (KII with implementers, Amhara).

Another respondent had also said: **"c**ompetitions to promote youth participation and success by fostering youth competitiveness are not uncommon outside of sports (KII with implementers, Amhara). Still other respondent mentioned tha**t "v**arious awards and incentive programs were not provided for exemplary young people who have achieved outstanding results in promoting job opportunities" (KII with implementers, Amhara). **"**There are no comfortable, stimulating competitions that provide opportunities for young people with special needs" (KII with implementers, Amhara).

Some respondents mentioned that:

> Occasionally there are no competitions other than school and sports from the outset, who will give them a job. There are huge gaps. This is one thing that needs special attention because the younger generation can better understand its cultural skills and values (KII with implementers, Amhara).

The other respondent also agreed with the above respondent that:

> There are no exciting competitions that will allow young people with special needs to participate, encourage, and benefit. No tours and campaigns are organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through alliances. Moreover, there are no competitions organized at different levels to enhance the participation and effectiveness of young people except the great run held once in our institution financed jointly (KII with Top Policy Implementers, Sidama).

Still, other respondents also mentioned that:

> We do not celebrate National Youth Day. Yet, we undertake performances and competitions, tours and campaigns organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through partnerships. There are no exciting competitions that will allow young people with special needs to participate, encourage, and benefit. National Youth Day is not officially celebrated here. However, there are performances and competitions, tours and campaigns organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through partnerships(KII with Top Policy Implementers, Sidama).

The following respondents mentioned the following :

> I have never seen a system of incentives for young people who have created jobs. However, there are incentives for individuals who have achieved high scores and high performance. But I do not believe it is at all levels (KII with Top & middle-level leaders, Amhara).

Convenient and stimulating competitions that provide opportunities to engage, encourage and benefit young people with special needs are not available in all areas. But there are beginnings in big cities (KII with Top & middle-level leaders, Amhara)

Some respondents didn't deny that the youth policy is based on national values and asset-based, but still with limitations. For instance, the following information from respondents attested this fact:

There are limitations, but there are experiences. A project is underway to engage people with disabilities and young talent. Unfortunately, it is impossible to organize various festivals, national youth days, performances and competitions, tours, and campaigns to raise awareness, create a positive attitude for all young people, develop cultural skills and values, form partnerships, and promote unity and solidarity. However, attempts have been made to raise awareness in urban areas. Competitions for young people in urban areas to increase their competitiveness and effectiveness are available, but not all. Provides some incentives for exemplary young people with high performance by expanding employment opportunities. But rural areas are marginalized (KII with implementers, Amhara).

There are no comfortable, stimulating competitions that provide opportunities for young people with special needs. Many years have passed since the national and international festivals that connected young people ceased to be celebrated. Competitions to increase youth participation are limited to sports. It is not observed in other types of competitions (KII with Top & middle-level leaders, Amhara).

Some respondents claimed that the policy is based on national values and is asset-based. Therefore, the following quotations were directly taken from these group of respondents:

Convenient and stimulating competitions have been developed that provide young people with special needs opportunities to participate, encourage, and benefit. But it is not consistent (KII with implementers, Amhara). For example, we have not celebrated National Youth Day. Still, there are performances and competitions, tours, and campaigns organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through partnerships (KII with implementers, Amhara).

There are adequate competitions organized at different levels to enhance the participation and effectiveness of young people. I don't know about National Youth Day. But there are performances and competitions, tours and campaigns that are organized to raise awareness among the youth, to give them a positive perspective, to develop cultural skills and values, to establish partnerships and unity through partnerships Thanks to several athletes of Ethiopia; there are several competitions organized at different levels to enhance the participation and effectiveness of young people(KII with implementers, Amhara)

National Youth Day, performances and competitions, tours, and campaigns are organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through alliances. This is an area where we did best. There are lots of competitions organized

at different levels to enhance the participation and effectiveness of young people. We have tried to award exemplary young people who have achieved outstanding results by expanding various job opportunities. In addition, there are incentive programs developed for the implementers of the policy (KII with implementers, Amhara).

Yes, exciting competitions will allow young people with special needs to participate, encourage, and benefit (KII with Top Policy Implementers, Sidama). We celebrate National Youth Day with our youth. Additionally, performances and competitions, tours, and campaigns are organized to raise awareness among the youth, give them a positive perspective, develop cultural skills and values, and establish partnerships and unity through partnerships. There are several competitions organized at different levels to enhance the participation and effectiveness of young people (KII with Top Policy Implementers, Sidama).

So many awards are given to exemplary young people who have achieved outstanding results by expanding various job opportunities. However, there are no incentive programs developed for the implementers (KII with Top Policy Implementers, Sidama).

Some competitions encourage young people to participate and are successful by increasing their competitiveness, for example, in sports, music, and dance. But I'm not sure if they are prepared at different levels (KII with Top & middle-level leaders, Amhara).

Competitions are sometimes held in partial sports to promote the participation and success of young people by increasing their competitiveness. Furthermore, various awards and incentives programs are prepared for exemplary young people who have achieved excellent results by creating different job opportunities. (KII with Top & middle-level leaders, Sidama).

Although the responses gathered from respondents indicated that the youth policy was not based on national values, asset-based youth policy and was not accompanied by different initiatives to promote it. The policy was not designed to organize various youth events to raise awareness among young people, promote cultural skills and values, and promote unity and solidarity. It is not strong. Yet, some of these respondents indicated that there were some initiatives and activities conducted to make the policy based on national values and an asset-based policy.

Standard 10: A social justice-based youth policy

A social justice-based policy is needed to give visibility to all kinds of youth groups in the policy-making and implementation. It aims to ensure that no youth groups are left behind through the cracks of the policy process. Table 6.10 presents data secured from participants regarding support, services, and opportunities available for youth with special needs (youth with disabilities, youth with AIDS, orphaned youth in orphanages, troubled youth in rehab centers, street youth, unemployed youth), girls, and rural youth.

Table 6.10: Responses on social justice-based nature of the policy

Indicators of the social justice-based nature of the policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully availabl le (4)	Missin g

Support, services and opportunities available for youth with special needs (youth with disabilities, youth with AIDS, orphaned youth in orphanages, troubled youth in rehab centers, street youth, unemployed youth)	4	99	248	415	67	18
Gender-sensitive youth services, support, and opportunities	3	95	192	430	62	69
Rural youth services, opportunities and support	4	115	211	306	91	174
To what extent the Ethiopian 2004 youth policy has been social justice-based youth policy	**11**	**309**	**651**	**1151**	**220**	**261**

As indicated in Table 6.10, nearly 1 in four participants (25%) have indicated that social justice-based services, support, and opportunities were not observed in the implmentation of the youth policy. The greater majority (44%) have still endorsed that social justice delivery was observed only partially. Only less than one in ten (8.45%) have acknowledged that social justice was delivered fully.

Qualitative data were collected from respondents on social justice issues where different perspectives were combined in the study. Some of these respondents have positive thinking towards the matter while others are not. The following statements are directly from those with a positive attitude. For instance, a respondent stated that:

> Work has been done to help young people develop knowledge and experience that will enable them to play a constructive role in establishing peace, justice, and good governance to understand their rights and share experiences (KII with Top Policy Implementers, Sidama).

Another respondent emphasized the objectives of the youth association that aimed to bring social justice in his response as follows:

> One of the objectives of our association is to bring about social justice to the Ethiopian youth. On holiday occasions, we provide material support and meal to the poorest. We have a school – kindergarten – for street children. In addition, before the beginning of each academic year, we dispatch a letter requesting sponsorship from different private colleges up to master's degrees. They charge 50 percent of the tuition fee. Alpha University College is our usual sponsor. We also work with different organizations to facilitate job opportunities for the youth. For example, we work with the railway station. They hire youths based on our recommendation, and we do the follow-up (KII AA Youth Association).

Besides the positive thinking on social justice issues, other study participants had an unfavorable opinion. For instance, one respondent indicated that:

> This is the biggest weakness of the policy. Its implementation seems to miss the point. Different sections of the youth seem to be ignored. There is a lack of inclusiveness (KII, AAU Associate Dean). The other respondent added that:

Another respondent also had a similar view but focusing on youth with disabilities:

> There is a vast gap in accessing young people with special needs. There is a massive gap in accessing young people with special needs. There are gaps in reaching out to young people with special needs, such as young people with special needs (disabled people) and poor young people, in addition to helping them with learning materials (KII with Top Policy Implementors, Amhara).

Still, another respondent indicated that the policy lacked social justice and stated the following:

There is a considerable gap in accessing young people with special needs. Young people with special needs, such as young people with disabilities and impoverished youth, receive school supplies each year through volunteers and the Office of Women and Children (KII with implementers, Amhara).

Young people with special needs are not being supported, and when they ask for information, they do not respond appropriately. (KII with Top & middle-level leaders, Amhara). It is intermittent. There are no institutional mechanisms for supporting young people with special needs. There are no mechanisms for supporting young people with special needs (KII with Top Policy Implementers, Sidama).

Contrary to these respondents, one respondent indicated that there are strategies to consider the needs of the youth with disabilities as follows:

Yes. There are mechanisms for supporting young people with special needs: training, cooperatives, organizations, employment, loan services. However, there are no clear and perpetuating means and standardized tools for helping young people with special needs for training, loan, awareness creation, entertainment, etc. (KII with Top Policy Implementers, Sidama).

Some respondents further indicated that the policy partially served the youth where limited vocational training pieces were available. According to a respondent:

Most youth with special needs cannot be made available, but some young people with disabilities have access to vocational training. They are also provided with financial support that can be used after training. There are several mechanisms for supporting young people with special needs. But the effort couldn't bring considerable employment opportunities as demanded (KII with implementers, Sidama).

But still, another respondent stated that "education, health, and training services are provided, although most young people with special needs are not accessible" (KII with Top & middle-level leaders, Amhara).

From the above discussions, therefore, it was deduced that the policy had a deficiency to incorporate social justice issues where the most prominent weakness was observed in accessing youth with disabilities in the country.

Standard 11: The Youth policy ensuring unity through diversity

In a country with more than 80 ethnic groups with their languages and cultures, efforts to promote unity within diversity among the youth via policy are crucial. Therefore, the national youth policy had as one of its four pillars the need to ensure national unity through "recognition and respect of diversity." According to the policy, this principle created a common political and economic community by making the youth mindful of recognizing and respecting the differences inherent in nationality, gender, and beliefs in their activities, relationships, and participation. It was hoped that this principle would enable youth to view their differences with a sense of equality, nurture the culture of mutual tolerance and respect, and move forward with a spirit of a common objective.

Table 6.11: Responses on the policy ensuring unity through diversity

Indicators of the policy ensuring unity through diversity	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Youth policy measures reflect diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area)	4	127	209	432	62	17
Enable youth appreciate similarities among nationalities, groups	4	104	317	350	53	23
Measures taken to develop national unity	4	127	312	302	58	48
To what extent the Ethiopian 2004 youth policy has ensured unity through diversity	**12**	**358**	**838**	**1084**	**173**	**88**

According to the policy, this principle will also enable the youth to properly understand and realize the differences in the cultures and lifestyles of their communities and accordingly contribute their share towards the realization of the common vision and objective. Table 6.11 above captures participants' views concerning the realization of this principle, which was partial attainment on average. The data indicates that, on average, youth policy measures reflected diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area) only partially enabled youth to appreciate similarities among nationalities/ groups partly and still partially enabled youth to develop a national identity.

Qualitative data were also captured regarding the extent to which the policy promotes unity within diversity. The majority of study participants accentuated that no efforts had been made to encourage harmony within diversity. According to these respondents:

> No effort has been made to give the youth a balanced understanding. No outreach work has been done to make the youth realize the unity, the difference in diversity. Now it takes a lot of work to break this mindset. No work has been done to help young people appreciate the unity of different ethnic groups and groups. It now focuses on differences rather than unity (KII with implementers, Amhara).

According to some of these respondents, there is a massive gap in this regard. For example, the following statements from respondents showed this fact:

> There is a massive gap in enabling young people to develop a sense of national unity as a country. Building national unity requires a lot of work. Now, as young men, the youth have lost their balance. The opposite is happening. We now have a lot to do to break free from this thinking. The situation is much worse because it focuses on division rather than unity. As a nation, there is an enormous gap in terms of building national unity. Because what is being done seems to be destroying the country. So no work has been done to stop the country as a country. We have a lot of work to do (KII with Top Policy Implementors, Amhara).

Still, some respondents underlined the severity of the problem as follows:

> The situation is much worse because the division is more important than unity. I don't think that we, Ethiopians, have a balanced understanding of what it is like to have a young person. There is a poor outreach program to make the youth aware of the diversity and unity in diversity. Actions to help young people to appreciate the unity of different ethnic groups is insufficient. There is no balanced understanding of what it is like to have a young person. Shoddy outreach work was done to make the youth aware of the diversity and unity in diversity. Different measures have been

taken to help young people develop a sense of national unity (KII with implementers, Amhara).

Another respondent from an association from youth with disabilities stated the following:

> As associations for people with disabilities, we did not do our best to support disabled youth. Still, it is not enough to make the youth aware of the diversity and unity in diversity (KII with Top Policy Implementers, Sidama).

Still, another respondent from religious institutions had the following to say:

> Churches care about the coming generation. Yet, there is no balanced understanding of what it is like to have a young person. As a religious institution, we did our best. But it is not enough to make the youth aware of the diversity and unity in diversity. The purpose of religion goes beyond a single country or nation. As a religious institution, we didn't undertake different measures to help young people develop good citizenship for humanity (KII with Top Policy Implementers, Sidama).

Some respondents from youth associations openly discussed that they failed to play their roles to enable their members to appreciate unity within diversity. According to one of these respondents, "As an association for the needy people, we did not do our best to support the youth. Still, it is not enough to make the youth aware of the diversity and unity in diversity." (KII with implementers, Sidama).

Although some respondents replied that there are efforts put in place, these efforts were not conducted regularly. According to these groups of respondents:

> Irregular awareness-raising activities have been carried out in the city to provide a balanced understanding of the youth. But no work has been done in rural areas. Awareness-raising activities have been carried out to enable young people to develop a sense of national unity. However, shoddy outreach work was done to make the youth aware of the diversity and unity in diversity (KII with implementers, Amhara).

Yet, a handful of respondents mentioned that the youth is well-aware of the idea of unity within diversity. The following statements were taken from these group of respondents:

> Yes, special measures have been taken to help young people develop a sense of national unity—our organization collaborates with other governmental and NG institutions. In addition, various actions have been taken to help young people understand national unity (KII with implementers, Sidama).

Some of these respondents further mentioned different capacity-building activities to enable youth to understand unity within diversity. According to this group of respondents:

> Substantial outreach work was done to make the youth aware of the diversity and unity in diversity. We provide a lot of capacity-building pieces of training for the youth. The facility takes various measures have been taken to help young people develop a sense of national unity. Like any association for needy people, undertake different steps to help young people develop good citizenship for humanity (KII with Top Policy Implementers, Sidama).

The above discussions indicated a massive gap in the policy to create a youth that recognizes and appreciates unity within diversity among the Ethiopian community.

Different works that have been done so far to make the youth realize the unity within diversity via the policy was minimal. The situation is much worse because the division is more pronounced than the unity that calls for more actions to be considered to promote unity within diversity among the Ethiopian youth.

Standard 12: Stage-based nature of the policy

Policy development and implementation need to be viewed as a systematic process that unfolds itself overtime or through stages that may include pre-implementation (e.g., when systems are contemplating or exploring a change effort) and continue into a maintenance or sustainment phase; thus requiring stage-appropriate performance of activities for the full realization of the policy goals. These stages involve exploration to understand the policy contexts, installing the necessary structural and institutional machinery that engages in policy roll-out, and then partial implementation to learn lessons about implementation drivers from the ground and then full implementation based on lessons learned.

Table 6.12: Responses on stage-based nature of the policy

Indicators of the stage-based nature of the policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Exploration made to establish local fit of policy and implementation	0	261	210	285	48	47
Installation in which necessary offices, coordination units, and technical and administration setup are established, resources are put in place	0	187	236	356	44	28
Partial implementation in which policy items are tired out before full implementation	1	314	198	264	36	38
Full implementation in which the policy programs, strategies are put to practice at full scale	2	265	184	310	40	50
To what extent the Ethiopian 2004 youth policy has been stage-based youth policy	**3**	**1027**	**828**	**1215**	**168**	**163**

Data in Table 6.12 suggest that this stage-based approach to policy formulation and rollout was not adequately pursued. It can be seen in this table that, on average. At the same time, about 30% were not aware of what happened possibly because of joining their respective organizations recently, about 20% were with the opinion that such activities were not available at all while slightly over a third believed that it was 36% partially available; those endorsing full availability being an insignificant 4.9%.

Standard 13: Availability of resources

Sufficient financial and human resources need to be made available for youth organizations, youth work providers, and public organizations to develop, implement, and evaluate youth policy with required fidelity. In addition, supportive measures, from training schemes to funding programs, are supposed to be made available to ensure the capacity building of the actors and structures of youth policy. Table 6.13, however, presents data that cast shadows on the availability of such resources.

Table 6.13: Responses on availability of resources

Indicators of availability of resources for implementing the youth policy	Responses					
	Others (0)	Don't know (1)	Not availabl e (2)	Partially available (3)	Fully available (4)	Missing

There are sufficient financial resources made available by the government for young organizations to support the implementation of youth policies	2	121	274	374	52	57
Youth organization and young people supported with capacity building (there are financial means to ensure sufficient human resources and capacity building within youth organization, there are programs available to train youth leader in order to ensure cap	1	110	250	412	56	22
Sufficient financial and human resource available for public authorities working on youth policy to ensure the commitment to their work on youth	1	127	334	325	39	25
Appropriate resources allocated for an evidence-based youth policy	2	150	301	306	41	51
Extent of Availability of resources for the 2004 Ethiopian youth policy	**6**	**508**	**1159**	**1417**	**188**	**155**

As it can be seen in Table 6.13, participants have expressed that financial resources for supporting the implementation of youth policy, for building capacities of stakeholders, and for ensuring the commitment of public authorities working on youth policy to their work on youth were partially available (42%) or unavailable (34%) for a more significant proportion of the participants. In comparison, 15% of the participants were not familiar about the issue (15%).

Qualitative data were collected from respondents to capture information on the availability of these resources for the youth policy.

The majority of study participants indicated that the policy lacks resources backup. According to a respondent: "There are insufficient conditions for implementing the policy in schools, universities, and youth centers" (KII with Top & middle-level leaders, Amhara). The response from another respondent is terse," budget is another headache" (KII from Oromia). Still, another respondent complains that enough budget is not allocated for youth issues and described that" the budget issue is a problem. I think the government commitment, especially at woreda level, remains on paper" (KII from Amhara).

Another respondent complained higher officials failed to allocate enough budget to implement the policy and described the situation as follows:

> Officials working on youth policy issues have not allocated enough money and human resources to carry out their duties to the public. Sufficient resources are not given for the implementation of evidence-based youth policy. It is not a government issue, and it is not budgeted (KII with Top Policy Implementors, Amhara).

Other respondents also complained shortage of budget (financial resource) as a bottleneck in the implementation of the policy. According to these respondents:

> When it comes to genuine youth issues, the response is always there is no budget. Even at the federal level, the budget issue is stressed. My observation is that to get a budget, and the case has to be politicized. I do not know where the money comes from for politics (KII, AAU Associate Dean).

> I do not believe that enough money and workforce were allocated to youth policy officials. This is because not enough resources are available for young people. But sometimes, even resources from different sources are not available to young people because they are used by government institutions (KII with Top & middle-level leaders, Amhara).

We have houses given by the government, but we pay rent for the shops. We do not receive any kind of budget from the government. I am not aware of the budget allocation for the youth issues in other sectors (KII AA Youth Association).

Not enough resources are allocated to implement evidence-based youth policy (KII with implementers, Amhara). Still, insufficient resources are allocated to implement evidence-based youth policy (KII with implementers, Sidama).

Some respondents further indicated they don't have a shortage of human resources but lack enough budget in the policy implementation. For example, according to one of the respondents:

There is no shortage of manpower at the woreda level, but due to lack of budget, it has not been done to organize and benefit the youth in the kebele as much as it needs to be done (KII with Top & middle-level leaders, Amhara).

Another respondent, however, stated that there is no adequate human power to implement the policy, in addition to the shortage of budget:

I think that an insufficient budget is allotted for officials working on youth policy issues. As a result, there is no adequate human power to carry out their duties to the public. In general, insufficient resources are allocated to implement evidence-based youth policy (KII with Top Policy implementers, Sidama).

Interestingly enough, few respondents indicated that there are enough resources to implement the policy. However, according to a respondent, "There are sufficient resources allocated for the implementation of evidence-based youth policy" (KII with Top Policy implementers, Sidama).

As reflected by the majority of the study participants, the implementation of the youth policy had suffered from a lack of resources, mainly budget and qualified human resources. Besides, different resources were not available to young people because government institutions politicized the allocation of resources, and hence, enough resources are allocated to implement evidence-based youth policy.

Standard 14: Availability and quality of personnel for the policy roll-out

Policy implmentation requires installing a number implementation drivers to see to it that activities and responsibilities are effectively discharged to ensure policy roll out. Critical among these drivers are availability and quality of personnel involved in policy roll out. Data summarized in Table 6.14 presents the views of participants regarding adequacy, attitudes and competencies of personnel involved in the impmentation of the youth policy.

Table 6.14: Responses on availability and quality of personnel for the policy roll-out

Indicators of availability and quality of personnel for the policy roll out	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially availabl e (3)	Fully available (4)	Missing
Adequate staff (e.g. the program administrators, regulators, and implementers) are available at different levels to implement the youth policy	4	128	223	403	65	28
Awareness, attitudes (motivation), and skills required of personnel implementing the intervention.	4	107	237	424	51	28

Such competencies also apply for other non-core or non-primary stakeholders that are delineated to execute some responsibilities in the implementation process	4	111	215	434	57	30
Training workshops, orientation programs and other mechanisms given to personnel specifically related to the conduct of the intervention.	3	148	206	385	69	40
Extent of availability and quality of personnel for the 2004 Ethiopian youth policy	**15**	**494**	**881**	**1646**	**242**	**126**

As indicated in the table, over 25% of the participants that quantity and quality of personnel was minimal while the greater majority (48%) believe that this is only partially available. Only 7% believe that personnel put in place were of a desirable quality and quantity.

Qualitative data was also gathered from respondents on the status of the staff in implementing the youth policy. The majority of the responses congregated from respondents indicated that the implementation of the policy had suffered from a lack of appropriate staff. According to a respondent:

> There was not enough staff involved in policy implementation and supervision. The staffs that were participated are unskilled. Employees involved do not have the required understanding, attitude. There are no training, workshops, or introductory programs to facilitate staff participation (KII with implementers, Amhara).

Another respondent also agreed with the above statements. He stated that:

> It is hard to say for sure. However, there is a skill gap because the staff does not provide continuous capacity-building training. Staffs involved in policy implementation and supervision were insufficient. There is a severe shortage of manpower. Some of the staff involved in policy implementation are competent, but many are not. Staff participation training, workshops, introductory programs, and similar activities are held but only once a year (KII with implementers, Amhara)

In addition to the staff's lack of the necessary qualification, competence, and work experiences, some respondents indicated a lack of work ethics, motivation, and basic skills. According to a respondent:

> There is a shortage of staff involved in policy implementation and supervision, but the existing ones are not working properly. The staff involved in the implementation did not have the required understanding, motivation, and skills. This is because only planning orientation is provided, and no other awareness creation service is provided (KII with Top & middle-level leaders, Amhara).

Another respondent also agrees with the above respondent. He had the following to say:

> The workers involved were for the daily allowance, not for the attention of the youth. Participating staff also have limited capacity to participate. Moreover, the staff involved in the implementation does not possess the required perceptions, motivations, and skills (KII with implementers, Sidama).

Another respondent compared the capacity of staff engaged in policy implementation with other similar organizations and had the following to say:

> Conceivably, the level of staff participation at all levels of policy implementation is the least among the government organizations. There are few training, workshops,

introductory programs, and similar activities to facilitate staff participation. In our facility, the level of staff participation at all levels of youth policy implementation is negligible compared to the effect we expect. There is no enough staff involved in policy implementation and supervision. On top of this, there is no adequate training, workshops, introductory programs, and similar activities to facilitate staff participation (KII with Top Policy implementers, Sidama).

However, very few of the respondents indicated that there was enough staff involved in implementing the policy. For example, one of these respondents stated that:

There is enough staff engaged in the implementation of the policy. There were also adequate training, workshops, introductory programs, and similar activities to facilitate staff participation. To us, the level of staff participation at all levels of policy implementation is almost good (KII with implementers, Sidama).

The above discussions with respondents indicated that the policy implementation and supervision has suffered from a shortage of competent and committed staff at all levels. Besides, it has hurt from the skill gap of the team due to a lack of continuous capacity-building activities. Above all, it was understood that the low level of staff participation at all levels of policy implementation is the minimum among the government organizations.

Standard 15: Availability of leadership drivers for the 2004 Ethiopian youth policy

Policy and program planning, implementation, and outcomes are affected by varied factors, of which leadership practices in the process and the competency of administrators, regulators, and supervisors are the keys. It involves providing good leadership strategies for the challenges that emerge as part of the implementation process. Leadership requires guiding the entire process of implementation that encompasses a range of activities: making critical decisions, guiding and directing the process, providing support to personnel, coordinating, administering, and monitoring activities to ensure full implementation, adjustment to changes, and realization of implementation goals. This leadership applies to the core/ primary stakeholders and relevant others stipulated in the implementation process to assume specific delineated roles. Table 6.15 contains data suggesting effective leadership drivers were partially available (47%) or not available at all (25%).

Table 6.15: Responses on availability of leadership drivers for the 2004 Ethiopian youth policy

Indicators of availability of leadership drivers for the 2004 Ethiopian youth policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Online executive functioning and required changes are managed, coordinated, administered, and monitored to ensure full implementation, adjustment to changes, and realization of youth policy implementation goals	3	151	201	416	47	33
This leadership applies not only to the core/primary stakeholders but relevant others that are stipulated in the plan to assume certain delineated roles.	2	139	222	383	60	45
Availability of leadership drivers for the 2004 Ethiopian youth policy	**5**	**290**	**423**	**799**	**107**	**78**

Standard 16: Availability of organizational/ institutional structure and culture for the 2004 Ethiopian youth policy

Among the most critical determinants of implementation, success is the availability of organizational/ institutional structure and culture that involve the broader "outer context" (e.g., policy context, inter-organizational linkages) as well as specific organizational characteristics affecting implementation (facilitative/supportive administration, resources, calendars, and scheduling). It also includes mechanisms that create and sustain hospitable organizational and system environments for effective services and administrative support for creating a positive implementation climate characterized by clear expectations, positive reinforcement for implementing (e.g., social recognition), and consistent messages to support the implementation effort. Table 6.16 presents the indicators of this standard as well as the opinions of the participants about the availability of these indicators during the youth policy implementation process.

Table 6.16: Responses on availability of organizational/ institutional structure and culture for the policy

Indicators of availability of organizational/ institutional structure and culture for the policy	Responses					
	Others (0)	Don't know (1)	Not availab le (2)	Partially available (3)	Fully availabl e (4)	Missing
MWCY and regional youth-coordination offices have mechanisms to directly target youth groups(like for example schools) to implement the policy	2	171	220	379	56	23
Organizational structures allow addressing all kinds of youth including those with special needs	3	125	188	460	55	20
Institutional establishment/units/centers and mechanism available to support youth special needs	4	122	284	362	51	28
Organizational structure laid down from federal to kebele and to the last point youth can be reached (e.g. schools)	4	162	238	344	73	30
Youth coordination offices or responsible agencies established in other relevant line ministries than MWCY	2	198	239	319	68	25
Existing organizational structures are able to facilitate youth policy implementation at all levels	1	146	246	371	54	33
Existing youth policy implementation administrative structure helps meeting the target youth directly	5	113	233	393	74	33
Existing structures promote cost-effectiveness of youth policy implementation through involving voluntary services, fund raising, and different kinds of support from stakeholders	3	131	171	448	72	26
Specific organizational characteristics that affect youth policy implementation (facilitative/supportive administration, resources, calendars and scheduling) exist at the lowest level (school, university, youth center)	4	126	240	881	65	35
Extent of availability of organizational/ institutional structure and culture for the 2004 Ethiopian youth policy	**28**	**1294**	**2059**	**3957**	**568**	**253**

In all the indicators in the table, the responses consistently supported that the indicators were fully observed only for less than 9% of the participants. To the more significant majority, these indicators were either partially available (of about 52%) or not at all available (27%0, or not even known for availability (17%).

Qualitative data were gathered from respondents on the appropriateness of organizational structure in the implementation of the policy. According to most of the respondents, the existing structure was not appropriate in the policy implementation. According to one of these respondents:

> The way the youth affair is organized in the government sector is not appropriate. This means the issue of youth is hidden under the women, children, and youth

sectors. They give more emphasis to women. It should be separate (KII from Oromia).

Another respondent also indicated that:

One of the bottlenecks that affect the proper implementation of youth policy might be merging two offices. Previously youth affair is a different sector, but now it is integrated under Women, Children, and Youth Affairs. Unfortunately, this overshadowed the benefit of youth and the focus of various parties. In addition, the organizational structure organized under this sector often emphasizes issues related to women (a key informant from Amhara).

Still, another respondent underlined politics as the major problem. According to him:

Politics is the main hindrance. There seems to be a tradition where everything is politicized. There is a trend of assigning incompetent individuals to run the youth-related offices, especially at the top. This is because only their political position is considered. They assign individuals who fail to make grades at other ministerial positions. But the youth sector is a very complex area that requires competence. The Youths problems are problems of the whole nation. They do not want to put skeptical and robust individuals who stand for the overall benefit of the country's youth (KII, AAU Associate Dean).

Another respondent had the following to say on the organizational structure:

As for the structure, I believe the youth issue should go hand in hand with the children and sport in the form of ministry or office of children, youth, and sport. This is scientifically sports games concerns anyone from the age of 7 to 42. Lack of inclusiveness is a big problem. For example, there is no federation for the disabled. There is a tradition of not including the disabled unless the projects are from foreign sources (KII, AAU Associate Dean).

We do not work with the ministry of women, youth and children directly. We used to but not now. So I think the current structure is sound. The arrangement is the youth and voluntary service (KII AA Youth Association).

Other respondents further emphasized that the existing structure is not conducive to implement the policy. According to some of these respondents:

No youth organization structure that extends from the central government to the kebele and youth infrastructure. It is a fake, not a separate job for the youth at the state and woreda levels. Youth Coordination Offices or responsible consultants are not established by the relevant Ministries, rather than the Ministry of Women, Children, and Youth. Almost all youth-focused work is reserved for women, children, and youth offices. The current organizational structure does not allow for the implementation of youth policy at all levels. Because they see the youth's work as extra work or part-time work. Therefore, the work of the youth should be given to the organizations that take responsibility for it. The current structure of youth policy is not directly accessible to the youth concerned. Because it did not involve the youth involved in policy formulation to implementation, there is room for them to benefit (KII with implementers, Amhara).

Another respondent also had a similar reflection on the appropriateness of the existing structure. According to him:

I don't think the current structure allows for the implementation of youth policy in a cost-effective way. In addition, because there is currently no organized structure, it does not create a conducive environment for volunteerism, fundraising, and stakeholder support.

The government is not paying attention to supporting governance and budgeting to implement the policy at lower youth policy structures. Occasionally there are organizations at the educational level, but they do not go unnoticed because they are not supported (KII with implementers, Amhara).

Still, another respondent stated that:

It is not possible to say it is there. This is because the implementing body cannot make the user-accessible with the current policy objectives and implementation. Therefore, I do not think it is possible to reach out to young people in this situation (KII with Top Policy Implementors, Amhara).

Some respondents criticized the current organizational structure of bringing youth affairs or issues under the Ministry of Women, Children, and Youth. According to these respondents:

Youth Coordinating Offices in charge of the Ministry of Women, Children, and Youth Affairs are not established by the relevant office. If we work on the youth, the Ministry of Youth should be set up at the ministry level and go down. At the same time, women, children, and young people are busy with women and children and have forgotten about their work. The administrative structure of the current youth policy implementation does not enable to reach out directly to the youth concerned. This is because the implementing body does not understand the purpose and implementation of the current policy. I do not think it is possible to reach out to young people in this situation (KII with implementers, Amhara).

The following statement from a respondent also focused on the existing structure and its weaknesses in implementing the policy. According to this respondent:

The current structure of youth policy is not conducive to direct access to the youth concerned. However, it is accessed through representatives. Women, Children, Youth, and Youth Organizations do not have direct access to youth and groups. Due to the dismantling of the structure and the absence of the woreda administration, there is nobody to support the kebele at the city administration level. Therefore, the institutional organization does not meet the needs of all young people, including those with special needs. The current structure does not directly affect the youth. There are delays in the committee. The existing structure does not allow for the implementation of youth policy in a cost-effective manner. There is a system that costs young people and the government. Supportive management, facilitation, resources, timetables, and programs to implement the policy at low youth policy structures (schools, universities, and youth centers) are unknown (KII with Top & middle-level leaders, Amhara).

According to another respondent:

The Ministry of Women, Children, Youth, and the regional youth organizations had no direct access to youth. There are no youth liaison offices or responsible consultants set up in the relevant ministries rather than the ministry of women, children, and youth affairs. There should be a separate ministry that is responsible for the youth. The existing organizational structures cannot implement youth policy at all levels (KII with Top Policy implementers, Sidama).

Another respondent further stated that the existing structure is unable to reach youth at the grassroots level. According to him:

> The structure of the youth organization, which extends from the central government to the kebele and youth base, is on paper. But there is no practical work for young people in rural areas. Supportive management, facilitation, resources, timelines, and programs are insufficient to implement lower youth policy structures. Moreover, they were not intended for the school level (KII with implementers, Amhara).

Although most respondents replied that the existing structure is inappropriate for implementing the policy, very few respondents showed a proper structure exists. For example, according to one of these respondents:

> Yes, there is a top-down at the organizational level, but there is a massive gap in implementation. It is from top to bottom at the organizational level, but the process and implementation are not to the expected level. The Ministry of Women, Children, and Youth and the Regional Youth Organizations have a system to reach young people directly and benefit them. However, the work done to reach the lower-level youth (Woreda and Kebele) is minimal (KII with implementers, Amhara).

Still, another respondent had a similar feeling. According to this respondent:

> The ministry of women, children, youth, and the regional youth organizations have created a mechanism for direct access to youth. Our institutions made it accessible to all young people, including youth with special needs (KII with Top Policy implementers, Sidama).

Another respondent also replied that:

> The existing organizational structure is capable of implementing youth policy at all levels. So, yes, the current structure is adequate to implement through this voluntary service, fundraising, and stakeholder support to enable the implementation of the youth policy cost-effectively (KII with Top Policy implementers, Sidama).

> There are supportive administrations, facilitators, resources, schedules, and programs to implement the policy at the level of low youth policy structures (schools, universities, youth centers) (KII with Top Policy implementers, Sidama).

As one could infer from the discussions, the current structure of putting the youth affairs under the MWCY was inappropriate to implement the policy. The majority of respondents agreed that youth issues are concealed under the MWCY where most projects under the ministry pay little heed to the youth but focus on women and children. In general, the current organizational structure does not allow for the implementation of youth policy at all levels.

Standard 17: Political commitment and accountability in the youth policy

Political commitment and accountability are fundamentally critical for translating policy items into practice. Decision-makers must be taking the appropriate measures to implement the youth policy in a transparent way and in a way that ensures reporting on their actions in an objective manner. Furthermore, there has to be a system of

accountability so that leaders at the various levels of youth policy implementation can be held accountable for their actions.

Table 6.17: Responses on availability of political commitment and accountability

Indicators of availability of political commitment and accountability	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially availabl e (3)	Fully availabl e (4)	Missin g
Stakeholders take responsibility for their actions and held accountable for them.	2	161	297	320	47	24
Public reporting done by the government throughout all stages of the youth policy cycle on regular basis, information about these is accessible for youth through media, internet etc..	2	151	267	365	41	25
Youth organizations monitoring the youth policy implementation to ensure that the needs and interest of young people are met.	3	146	234	391	50	27
Conductive legal, policy, strategy and program environments created for enabling youth political, economic, social and cultural participation from federal to kebele and schools level in all sectoral offices.	3	111	187	376	49	125
Extent of availability of Political commitment and accountability in the 2004 Ethiopian youth policy	**10**	**569**	**985**	**1452**	**187**	**201**

Table 6.17 presents data suggesting that stakeholders' political commitment and accountability were either partially available or not even at all available, public reporting of the government throughout all stages of the youth policy cycle through media, internet, or other mechanism was less available, youth organizations monitoring the youth policy implementation to ensure that the needs and interest of young people are met were partially available or not at all, and also that conductive legal, policy, strategy and program environments for enabling youth (political, economic, social and cultural) participation from federal to kebele and schools level in all sectoral offices were still available partially or nil.

Data collected on the political responsibility and accountability were collected from respondents. According to most of the respondents who participated in the study, there is no commitment and accountability in implementing the policy. For instance, the following respondent stated that:

> There has never been a genuine concern for the youth. There have not been enough initiatives to work on the youth, be it youth personality or attitude. Most of the efforts to secure the youths' interests are individually motivated, even today. Generally, I can say the government has not given the youth issues appropriate attention. There are several gaps, especially in implementation, although the policy is there. Apart from being organized, there has not been a tangible benefit for the youths (KII, AAU Associate Dean).

Another respondent further stated:

> Look, there is a common performance evaluation that has been held quarterly for all government sectors. Nothing is special with youth-related organizations. This practice is there, but I did not find anybody accountable for their performance related to youth. The accountability scheme in government sectors is something loose. The youth organizations, leagues, and associations are there, but they are not strong enough to implement the policy. The level of understanding of these organizations is not similar. Few of them have been tried much; others are not (KII from Oromia).

Another respondent emphasized a lack of government commitment to implementing the policy, particularly at the lower echelon. According to this respondent:

I think the government commitment, especially at the woreda level, remains on paper. When the painful responsibility, resource issue, comes the share of youth-related office becomes the least. (KII from Amhara).

Another respondent also complained about the government's failure to regularly update the public on the activities carried out in implementing the policy. According to this respondent:

The government does not regularly inform the public about the cycle of youth policy activities at all levels. Information is not transmitted through the media, the Internet, or the like. Youth organizations' policy implementation is not monitored to ensure that the interests and benefits of young people are met. Existing youth organizations do not work for the benefit of the youth other than to protect the government's interests. There is a massive gap in legal and policy-oriented strategies and programs to ensure youth political, economic, social, and cultural participation (KII with implementers, Amhara).

Another respondent rests lack of commitment to youth organizations in the implementation of the policy. The respondent stated that:

The existing youth organizations are also involved in government politics. They do not work for the benefit of the youth other than to protect the government's interests. The policy and strategy may be on paper but not in action (KII with Top Policy Implementors, Amhara). Another respondent also agreed with the above respondent and stated that:

Youth organizations do not focus on implementing the policy to ensure the needs and interests of the youth. As a result, there is a gap in the existing youth organization and protecting the government's claims and working for the benefit of the youth (KII with implementers, Amhara).

In addition to youth organizations, some respondents complained lack of commitment from all institutions embarked on implementing the policy. A respondent, for example, stated that:

Institutions working on youth policy issues are not held accountable for their actions, and no one is held responsible. Youth Policy attempts to inform potential urban youth. But it is not enough. In addition, rural communities are not benefiting. There is no control over the implementation of youth policy to ensure the interests of young people. Occasionally the workaround for young people is for the sake of reporting. Legal and policy-oriented strategies and programs have been developed to ensure youth political, economic, social, and cultural participation. But it has not been fully implemented (KII with implementers, Amhara).

Some respondents accentuated accountability in the implementation of the policy. A respondent stated that:

I believe that those who work in youth policy issues are responsible for their actions and are accountable. It's not about blame; it's about covering up. The government does not regularly inform the public about the cycle of youth policy activities at all levels. For example, a conference will not be held unless the public attends it. Legal and policy strategies and programs to ensure youth political, economic, social, and

cultural participation have not been developed (KII with Top & middle-level leaders, Amhara).

According to one of the respondents, the implementation of the youth policy is considered the sole responsibility of the MWCY, where other organizations are not responsible and accountable on the matter of youth. According to a respondent:

> To a greater or lesser extent, in matters of youth policy, outside of the Ministry of Women, Children, and Youth Institute, the youth's work is seen as an overlapping activity, not their own. In the process, they see themselves as irresponsible and accountable. The government does not regularly inform the public about youth policy activities at all levels. No organization is founded on the interests of the youth. Although there are government-sponsored youth organizations, they are working to protect the government's interests, not the interests of the youth. Legal and policy-oriented strategies and programs have not been developed to ensure young people's political, economic, social, and cultural participation. We still have a long way to go. Most institutions view youth issues as women's, youth, and educational institutions (KII with Top Policy Implementors, Amhara).

Very few of the respondents indicated that "yes, there are legal and policy strategies and programs designed to ensure accountability in the implementation of the policy (KII with Top Policy implementers, Sidama). Besides, another respondent added that "there are youth organizations that monitor the performance of the policy to ensure the needs and interests of young people (KII with Top Policy implementers, Sidama).

One could deduce from these discussions that the implementation of the policy was affected by a lack of accountability from different bodies engaged in achieving the intended objectives. Besides, the youth organizations, leagues, and associations set for policy implementation were not strong enough as they are considered political entities than institutions established to promote and protect youth rights. On top of this, lack of commitment from all institutions embarked on implementing the policy was another challenge.

Standard 18: Encouraging youth democracy and good governance

Youthhood is a period of building democratic and good governance skills to be deployed appropriately while managing responsibilities in adulthood. Therefore, the youth policy is mandated to avail opportunities and encourage youth to exploit these opportunities to develop and practice these essential skills and behaviors.

Table 6.18: Responses on Indicators of the policy encouraging youth democracy and good governance

Indicators of the policy encouraging youth democracy and good governance	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Encouraging young people to understand the aims and principles of the constitution and create a common vision and belief in common national issues.	2	88	252	396	74	39
Youth organized freely and voluntarily for the overall political activities of the country creating favorable conditions for them to actively participate and protect their rights and interests	4	78	239	420	72	38
Enabling young people to fight corruption and promote transparency and accountability	6	79	271	390	57	48
Enabled youth to work for the development of democratic cultures of tolerance, respect, dialogue and patriotism	5	80	211	402	87	66

Encouraging youth democracy and good governance	**17**	**325**	**973**	**1608**	**290**	**191**

Table 6.18 shows that in all the four indicators of democratic and good governance experiences, opportunities were partially available (47%) or not available at all (29%). Such incidents were believed to be fully available only to about 9% of the participants.

Standards 19 & 20: Comprehensive youth policy, meeting different youth needs in a coordinated manner

Standard 19: Meeting developmental needs of youth

The entire purpose of the youth policy is to impact the development of young people positively. This standard and the two subsequent ones that follow focus on such policy contributions from the perspective of the primary stakeholders. Hence, with all the provisions thus far, we need to learn about the extent to which the developmental needs of the Ethiopian youth are addressed (Table 6.19) in a holistic and integrated manner (Table 6.20) and with a focus on economic conditions (Table 6.21).

Table 6.19: Responses on policy and implementation meeting developmental needs of youth

Indicators of youth policy and its implementation meeting developmental needs of youth	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Adequate services, support and opportunities accessed for participation in building democracy and good governance	5	76	250	427	64	29
Adequate services, support and opportunities accessed for youth character building,	2	78	283	410	52	26
Adequate services, support and opportunities accessed for youth talent development.	4	90	306	374	42	35
Adequate and quality recreational services, support and opportunities accessed for youth	4	74	333	360	46	34
Adequate services, support and opportunities accessed for youth mentoring and guiding in career and talent development	2	97	315	363	47	27
Adequate services, support and opportunities accessed for economic empowerment initiatives for youth, dealing with migration and displacement	4	109	221	320	64	33
Adequate services, support accessed for preventing and treating HIV/AIDS in youth	0	63	193	452	103	40
Adequate services, support and opportunities accessed for RH services and support for youth	1	86	189	461	78	36
Adequate services, support and opportunities accessed for preventing and treating substance abuse, alcohol, cigarette	2	103	338	315	58	35
Quality education services, support and opportunities accessed for out of school youth	2	102	315	338	53	41
Quality training services, support and opportunities accessed for building technical and vocational skills, entrepreneurship	0	81	230	446	53	41
Adequate services, support and opportunities accessed for managing social evils: violence and crime	3	89	300	372	53	34
Adequate services, support and opportunities accessed for eradicating HTP (e.g., GBV, abduction of girls, early marriage)	3	74	213	451	78	32
Adequate services, support and opportunities accessed for managing ethnic-based youth conflict	6	91	319	331	69	35
Adequate education services, support and opportunities accessed for sports and recreation services	1	75	275	417	46	37

Adequate and competent youth voluntary engagements in environmental protection and social services		3	90	201	435	78	44
Extent to which the youth policy and its implementation meets developmental needs of youth		**42**	**1378**	**4281**	**6272**	**984**	**559**

Table 6.19 contains data secured from participants indicating that services, support, and youth opportunities to ensure participation in building democracy and good governance, character building, talent development, recreational services, economic empowerment, mentoring and guiding in career and talent development, preventing and treating HIV/AIDS in youth, RH needs, preventing and treating substance abuse, quality education, building technical and vocational and entrepreneurship skills, managing social evils (violence and crime), eradicating HTP (e.g., GBV, abduction of girls, early marriage), managing ethnic-based youth conflict, sports, and recreation needs, and voluntary engagements in environmental protection and social services were either partially provided or not provided at all.

Standard 20: Meeting holistic/ integrated youth needs

In as much as young people are with diverse backgrounds, they still have various needs. Therefore, policy initiatives are effective to the extent that it envisions addressing these diverse needs in a holistic and integrated manner. Table 6.20 presents data on indicators of this holistic nature of the policy suggesting that such initiatives were partially available at best or unavailable at worst in different settings including, but not limited to, schools, universities, TVET colleges, residential care for orphaned youth, and youth centers.

Table 6.20: Responses on holistic nature of the policy

Indicators of the youth policy for meeting the holistic needs of youth in an integrated manner	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Academic services in schools are integrated with non-academic (character, personality, talent development)	4	102	269	387	72	17
University and TVET integrate vocational and technical skills development with entrepreneurial skills, micro financing, team work skills, etc.	4	104	209	431	82	21
Orphaned youth in residential care are given integrated services that empower youth for independent life	6	190	247	311	65	32
Youth centers service provision mechanisms ensure addressing the diverse needs of youth; not just one or two	4	106	288	369	56	28
Youth services treat youth both as actors/service givers as well as beneficiaries	4	107	240	381	62	57
To what extent the Ethiopian 2004 youth policy has been holistic/ integrated youth needs policy	**22**	**609**	**1253**	**1879**	**337**	**155**

As it can be seen in this table, the integration of non-academic with academic services in schools, vocational and technical with entrepreneurial skills at universities and TVET colleges, various skills to empower youth in orphanages for autonomous life outside the residential homes, and recreational and other non-recreational needs at youth centers were not to the desired extent.

The qualitative data on the comprehensiveness of the policy to meet the different needs of the youth in a coordinated manner was also gathered from study participants. According to most of these respondents, the policy was not comprehensive enough to accommodate the needs and interests of the youth. According to a respondent:

In my view, there is no comprehensiveness in the policy, nor is there in its implementation. But the Ethiopian youths do not look like Ethiopians in many ways. We do not promote cultural sports. Even at the university level, there is only one undergraduate course on cultural sports. There is a lot of influence on globalization. The curriculum also has nothing specifically regarding the youth. I have read the ten years strategic plan of MoSHE, and there is nothing in it regarding the youth. For example, a sports issue is missing. You cannot separate the youth from sport, be it practicing sports or entertaining themselves. Sport science courses are being omitted and slashed from high schools. We have some initiatives at the dean's office to train the youth on different problems facing the youth in the country, but this is far from enough. For example, our students take an active part in tree plantation and cleaning. We also work closely with campus police and the peace club on security issues pertinent to the university and its surrounding. However, I want to reiterate that we have far from adequate (KII, AAU Associate Dean).

Another respondent also had the following to say:

This (the comprehensiveness of the policy) is far from satisfactory. I do not think the youthfully understand the benefit of being organized in associations. Most of the members of our association are those who have come from regions. We have to work harder and be patient to convince the youth and create awareness. We give training to interested youths, although I feel this is not up to expectation. We also provide training on health-related issues; for example, we have arranged the training on the COVID-19 pandemic and how to control it. We also closely work with the national secretariat HIV/AIDs. We work closely with the police; we give them information relating to potential crimes. We organize the youth to actively work on environmental protection, tree planting, and care (KII AA Youth Association).

Still, some respondents stated that the policy could not satisfy the diversified needs of the youth. These respondents mentioned that:

There is a lack of services, support, and opportunities to promote democracy and good governance. There are no economic activities for young people who focus on displacement and migration. As a result, there is a massive gap in meeting basic needs. No special education and training services are available for young people. Youth health services are not available. HIV / AIDS prevention and care services for young people are limited. Awareness creation activities are declining. Appropriate action is not being taken on violence and crime, drug use, prostitution, and so on. Attention is reduced. Occasionally there are cultural, sports and entertainment services for young people. However, services are incomplete. No special environmental and social services support for young people (KII with implementers, Amhara).

There are significant gaps in the provision of education and training opportunities other than government-sponsored formal education and training. At the school level, it is not uncommon for clubs to provide services. Moreover, the services available are incomplete. Educational opportunities for young people through the educational institution are inconsistent; there are also huge gaps in terms of training (KII with implementers, Amhara). *No action is being taken on violence and crime, drug use, prostitution, and so on. Drug use is pervasive. Although they have set aside space for youth sports and recreation*

> *services, they have not been provided with entertainment and activities that build the overall development of the youth because they are not budgeted.*

Another respondent paid attention to youth with disabilities and if their needs are met or not. According to this respondent:

> *For youth with disabilities, no education and training services are available to young people, especially in religious issues. For associations for people with disabilities, there are attempts. But there are no separate youth health services for most cases. We hear such are attempts. Yet, the benefits and opportunities to promote democracy and good governance are insufficient* (KII with Top Policy Implementers, Sidama)

Very few of the respondents mentioned positive responses to the issue under discussion. According to a respondent:

> *Yes, but it is minimal. However, the services are not complete. Entertainment and football, in particular, are unresolved issues. Peer-to-peer training was occasionally provided for youth HIV / AIDS prevention and care services. But now it is not active. There are problems such as violence and crime, drug use, prostitution, and so on in our city, but there is no work on prevention. A minor cultural, sports and recreational service is being provided to urban youth. But it is not fully provided to rural youth. Occasionally there is support for youth environmental protection and social services* (KII with implementers, Amhara).

Still, some respondents indicated the availability of technical and vocational training programs to meet the needs of the youth. According to a respondent:

> *Education and training are provided by technical and vocational and other educational institutions but are not practical and based solely on design ideas. As a result of not making the young entrepreneur, the demand for education has greatly diminished when other young people are educated and unemployed. Infrequently there is a reproductive health service, but urban sanitation works are inferior. Sporadically HIV / AIDS prevention and care services are provided to young people, but there is a slowdown* (KII with Top & middle-level leaders, Amhara).

Other respondents mentioned the different opportunities available for the youth. According to one respondent:

> *Opportunities for Democracy and Good Governance if the youth can take advantage of them, many options are available through the kebele. There is a lot of discussions, especially when it comes to monthly talks and current affairs. If we can understand the current situation in our country, it is a time when many young people are displaced. However, instead of being sent to camps, these young people are employed in various fields to benefit the youth. Awareness of HIV/AIDS prevention for young people has been better in the past. But now that it has been completely forgotten, the young person's understanding of HIV/AIDS is shallow (ignored). When many young people graduate from various educational institutions and are unemployed, many young people are being robbed because they are addicted to drugs. When it comes to environmental protection and social services for young people, rural youth often work in the mountains and care for the environment* (KII with Top & middle-level leaders, Amhara).

Another respondent who was asked if the policy was comprehensive enough to accommodate the needs and interests of the youth described the situation as follows:

> There are various attempts in this regard. Yet, the benefits and opportunities to promote democracy and good governance are insufficient. Yes, good quality education and training services are available to young people. In our organization, there are adequate HIV / AIDS prevention and care services provided to young people. We took several vital measures have been taken to address issues such as violence, crime, drug abuse, and prostitution in the region. There are attempts. Yes, there are education and training services available to young people. But it needs serious interventions to enhance access (KII with implementers, Sidama).

In general, it was understood from the discussions that the policy was not comprehensive enough to accommodate the needs and interests of the diversified groups of youth such as youth with disabilities, rural youth, etc. For example, there are a lack of services, support, and opportunities to promote democracy and good governance, while no economic activities for displaced young people migrate from rural to urban. It was also observed that significant gaps in education and training opportunities are limited to government-sponsored formal education and training. At the same time, attention was not paid to other forms of learning. In addition, the benefits and opportunities to promote democracy and good governance are insufficient. As a result, there is a massive gap in meeting the basic needs and interests of the youth.

Standard 21: Economic empowerment

A more pervasive need of youth that the policy needs to address is to reduce youth unemployment by enabling them to create their jobs, encouraging the private sector to engage in creating new jobs, and providing opportunities for youth to organize themselves in micro and small enterprises and then get access to financial credit to start one's business. Table 6.21 is about these activities of economic empowerment. The operational policy package in terms of economic empowerment is no different from the previous policy initiatives because, to the more significant majority of participants, these initiatives were either partially available or unavailable.

Table 6.21: Responses on economic empowerment of the policy

Indicators of the economic empowerment of the policy	Responses					
	Others (0)	Don't know (1)	Not available (2)	Partially available (3)	Fully available (4)	Missing
Enabling young people to benefit by creating their own work based on their creativity	1	61	200	477	79	33
The role of the private sector in creating new jobs for young people	5	64	181	502	60	39
Addressing the problems of youth unemployment in the formal and informal sectors	1	66	238	446	65	35
Creating adequate employment opportunities for young people in urban micro and small packages	2	78	180	488	66	37
Economic empowerment oy youth	**9**	**269**	**799**	**1913**	**270**	**144**

Putting them all together

The data presented separately in the previous discussions were pooled up together and presented in Table 6.22. Data recording was done using the three responses (not available=0, partially available=0.5, and fully available=1) and treating the rest as

missing cases. The descriptive statistical values (mean) on each of the 27 standards and their total are summarized in Table 6.22. The grand mean for all standards is 0.3859, a value significantly lower than the value given to the response "partially available," which suggests that, on average, the standards mentioned were not even partially available.

Table 6.22: Aggregated responses on standards

Sub-themes	Number of items	Other response	Don't know	Not available (0)	Partially available (0.5)	Fully available (1)	Missing	Mean
1. Evidence-based approach to the youth policy	4	3	127	232	389	77	23	.4088
2. Participatory nature of the policy	3	3	174	175	381	74	41	.4508
3. Provision of capacity building for the youth	3	2	114	194	443	74	21	.4282
4. Youth policy awareness and advocacy creation	2	1	91	153	474	109	21	.4758
5. Encouraged all-round youth participation	4	3	104	163	449	117	16	.4791
6. Ethiopian youth policy as a multi-level youth policy	4	3	178	188	393	113	21	.4618
7. Ethiopian youth policy as a strategic youth policy	3	2	159	180	386	102	23	.4583
8. Ethiopian youth policy as a cross sectorial youth policy	4	2	155	191	388	94	21	.4121
9. An asset-based youth policy	7	3	98	247	406	73	25	.3864
10. A social justice-based youth policy	3	4	103	217	384	73	87	.3766
11. Ethiopian youth policy ensuring unity through diversity	3	4	119	279	361	58	29	.3493
12. Holistic/ integrated youth needs policy	5	4	122	251	376	64	31	.3763
13. A stage-based youth policy	4	1	257	207	304	42	41	.3697
14. Availability of resources for the Ethiopian youth policy	4	1	127	290	354	47	39	.3268
15. Availability of political commitment and accountability	4	3	142	246	363	47	50	.3641
16. Availability of organizational/ institutional structure	9	3	144	229	440	142	28	.3925
17. Availability and quality of personnel	4	4	124	220	412	61	32	.3944
18. Availability of leadership drivers for the youth policy	2	3	145	212	400	54	39	.3915
19. Meeting developmental needs of youth	16	3	86	268	392	62	35	.3604
20. Encouraging youth democracy and good governance	4	4	81	243	402	73	48	.4802
21. Economic empowerment of youth	4	2	67	200	478	68	36	.4203
Overall total	**80**	**3**	**146**	**277**	**479**	**85**	**40**	.3858

As indicated in this table, while the highest mean (0.4791) observed goes to "encouraging youth democracy and good governance," the lowest mean (0.3268) goes to "availability of resources for the Ethiopian youth policy." The perceived availability of these standards in the policy development and implementation efforts is also graphically displayed in Figure 1 for easier visual inspection. As it can be seen in this graph as well as in Table 6.22, encouraging democracy and good governance, participatory nature of youth policy, all-rounded participation, awareness, and advocacy seem better compared particularly to "availability of resources for the youth policy implementation" and "Ethiopian youth policy ensuring unity through diversity."
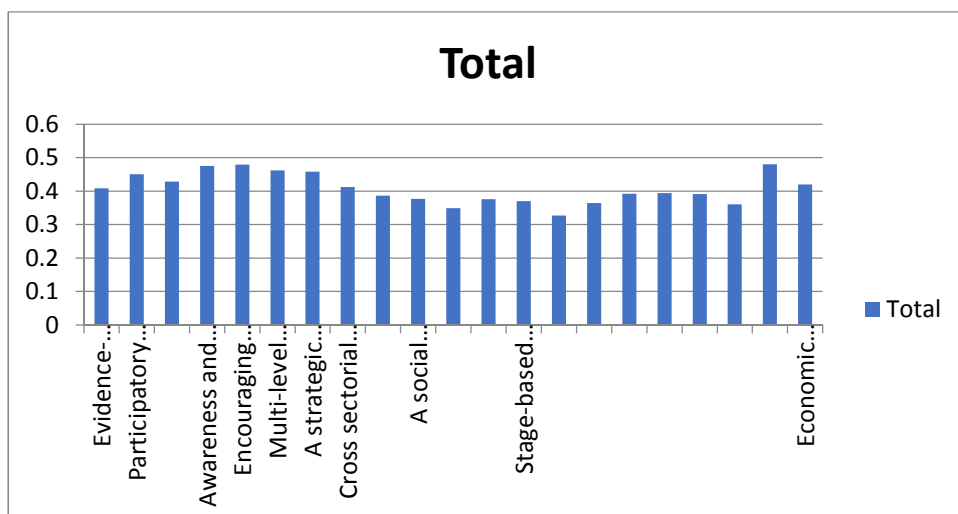
Figure 2: Availability of Youth Policy Standards in the Development and Implementation of the Ethiopian Youth Policy

Availability of Standards by Regions

Regional differences concerning the level of availability of the 27 standards across regions and city administrations were displayed in Table 6.23.

Table 6.23: Aggregated Responses on Sub-Theme Levels by Regions

	AA	Afar	Amhara	BG	SNNP	DD	Gamb	Harar	Oromia	Sidama	Somali	Total
Evidence-based youth policy	.4588	.2692	.3283	.4556	.3333	.4000	.4081	.4375	.4356	.3950	.4948	.4088
Participatory nature of the policy	.5195	.3333	.4180	.4296	.2879	.3403	.4032	.4744	.4684	.4314	.5385	.4508
Provision for capacity building	.4638	.3571	.3793	.3778	.3712	.5048	.3889	.4608	.4451	.3467	.5370	.4282
Awareness and advocacy creation	.4680	.4565	.4898	.4534	.4432	.5357	.4651	.5100	.4767	.3958	.5081	.4758
Encouraging all-round youth participation	.5409	.3203	.4436	.4701	.4338	.5189	.4470	.4342	.4740	.5341	.5350	.4791
Multi-level youth policy	.5741	.2961	.4478	.4792	.4141	.5081	.4875	.3125	.4352	.4348	.4471	.4618
A strategic youth policy	.5238	.1923	.4457	.4686	.4118	.4559	.4474	.4167	.4342	.5351	.5278	.4583
Cross sectorial youth policy	.4801	.2115	.3869	.4119	.2812	.3889	.4570	.4464	.4115	.3409	.4844	.4121
An asset-based youth policy	.4851	.1939	.3274	.4341	.3125	.4032	.3500	.4286	.3598	.3741	.5422	.3864
A social justice-based youth policy	.4509	.1875	.2778	.4595	.3182	.3793	.3214	.4259	.4065	.3864	.4083	.3766
Ensuring unity through diversity	.4098	.1071	.2304	.4271	.2018	.3131	.3153	.4259	.3929	.3542	.4136	.3493
Holistic/ integrated youth needs	.4281	.2375	.2606	.4089	.2882	.3615	.3469	.4722	.4116	.3750	.5313	.3763
Stage-based youth policy	.4688	.2321	.2828	.3507	.2679	.3807	.3836	.4219	.3546	.3162	.5375	.3697
Availability of resources	.4167	.2308	.2241	.3300	.3224	.3884	.3914	.4141	.2930	.3073	.5052	.3268
Political commitment and accountability	.4535	.1477	.2564	.4189	.3269	.3352	.4095	.4038	.3620	.3355	.4844	.3641
Organizational/ institutional structure	.4691	.1296	.2590	.4733	.3974	.3803	.4187	.4183	.4123	.2870	.6151	.3925

Availability and quality of personnel	.4559	.3125	.2949	.4239	.3355	.3917	.4155	.4716	.4048	.3424	.4800	.3944
Availability of leadership drivers	.4591	.2500	.3544	.3906	.3333	.3286	.4714	.4167	.3865	.2885	.4712	.3915
Meeting developmental needs	.4238	.1806	.2488	.3873	.3066	.3148	.3763	.4167	.3904	.2578	.4881	.3604
Encouraging democracy and good governance	.4901	.2188	.4057	.4728	.3864	.4032	.5338	.4886	.5864	.3889	.5905	.4802
Economic empowerment of youth	.4629	.2500	.3865	.3750	.3350	.3993	.4286	.3942	.4697	.3839	.4531	.4203
Total	.4720	.2432	.3381	.4262	.3387	.4016	.4119	.4348	.4171	.3714	.5070	.4072

Focusing on the grand mean alone, it can be said that the Somali region and AA fair are better, particularly compared to Afar, Amhara, and SNNPR. Although AA is expected to perform even better, the developments in Somali are unexpected but encouraging; there is a need to examine the regional dynamics at the root of this development.
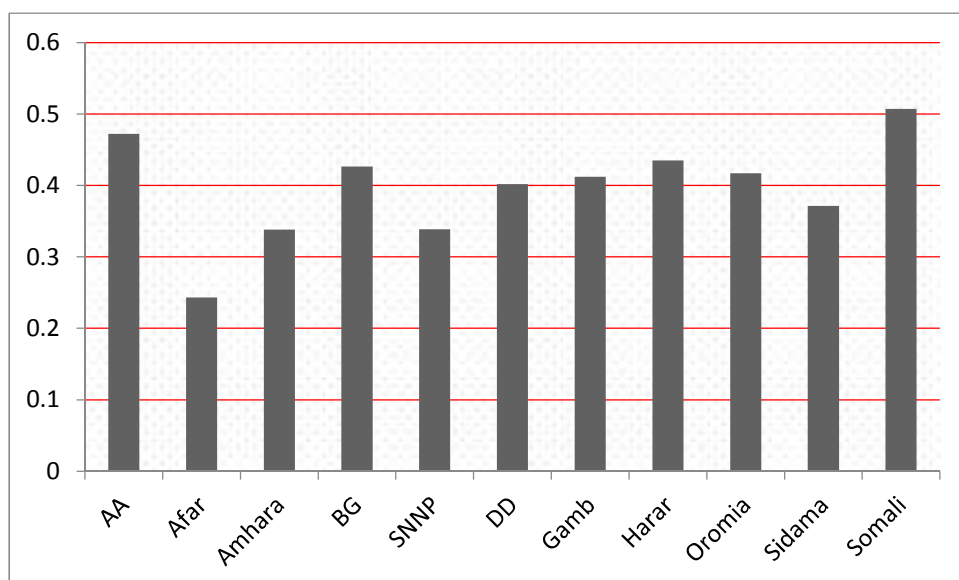

Figure 3: Availability of the youth policy standards by regions

Figure 3 clearly shows that while Somali and AA stand out higher, BG, DD, Gambella, and Harari appear comparable and take the second visibility. Afar appears the lowest among the regions.

VII. YOUTH POLICY STRENGTHS, GAPS AND CHALLENGES

This section of the report attempts to map out the strengths, gaps, challenges and impacts of the national youth policy of Ethiopia. It begins with strengths and then spells out the gaps, challenges and then impacts. In each of these four activities, attempts are made to discuss experiences with respect to policy crafting, implementation and evaluation. Primary and secondary data as well as relevant literature are kept closely in view in explicating the three core messages.

7.1. Youth Policy Strengths

Responses obtained from the open ended questionnaire as well as other sources of qualitative data underscored the attention given to youth in general as a strength. Some mentioned strengths like increasing attention to youth issues in governmental and non-governmental organizations, the government's focus on youth issues that includes policy formulation and implementation guidelines and packages as strengths that need to be praised. The very initiative taken in policy development was appreciated and considered as strength in different ways: issuance of a youth policy demonstrates the government's commitment to take the initiative to address the needs of the youth in all areas of development; youth issues have been formulated and implemented at the policy level; adoptions of youth policy at the national level in itself a sign of strength; having their own national youth policy by itself is a strength; preparation of documents promoting the policy is appreciated; having self-directed policy and strategy for implementation; preparation of youth development package etc.

A cursory inspection of the national youth policy development, implementation and evaluation indicates that a lot of strengths underscore the process and outcomes. These strengths can be looked at in terms of the three policy phases: Policy crafting, policy impmelementation, and policy evaluation.

7.1.1. Youth policy crafting: process and content

Process: Policy document that goes through critical policy development processes is likely to retain characteristics that ensure a vibrant policy document. To this end, many participants asked (see Standard 1) were with the opinion that the policy development process was not participatory and evidence-based. Obviously, many of these participants couldn't be around during the policy development time. However, documented evidences in the policy explanation manual contain a lengthy record of the consultations, research endeavour and validation efforts made to ensure that the youth policy is evidence based.

The policy formulation process was praised by respondents to the open-ended items of the questionnaire as well as participants of the qualitative study in different ways: policy encompassed the experiences of many countries in many sectors in a timely manner with the participation of various stakeholders and the efforts of youth; policy was participatory and set the direction for young people to be more involved in job creation; involving stakeholders in the formulation of youth policy and clarify the role of stakeholders; being able to expand from top to bottom in an organization that supports its implementation; trying to create institutional integration; the importance of various issues, the identification and placement of actors in a multi-sectoral response; the principle of the policy is universal; the fact that the policy is independent and strives to focus on the youth etc.

Content: Success of policy implementation is affected to a great extent by the characteristics of the policy material itself. These policy-related characteristics (also called internal drivers) that affect policy impmlementation success include, among others, issues like relevance, flexibility, and extent to which it is evidence-based[47]. A number of other policy characteristics themselves greatly affect implementation success including extent

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[47]Belay Tefera, Solomon Areaya (2020). Program Implementation in Ethiopia: A Framework for Assessing Implementation Fidelity, Ethiopian Journal of Behavioral Studies, 3(1), 1-25.

of clarity of policy objectives[48], instructional clarity[49] or availability of detail instruction manuals of implementation[50], feasibility (or plan- capacity compatibility or implementability within the given time, resources, conditions) or the extent to which the policy can be put to use within a given agency or setting[51]or whether it is easy to administer[52] or intervention complexity (if the description of an intervention is simple or complex, detailed or vague)[53]and facilitation strategies (support strategies used both to optimize and to standardize implementation fidelity).

Looking into the contents of the national youth policy document, evidences exist suggesting that the policy formulation was indeed evidence-based (context and age relevant). The core principles, implementation strategies and sectors/topics or priority needs selected for implementation genuinely captured the objective and subjective situations of the country and young people at that time. In fact, FGD participants and plenary discussions held in Adama with stakeholders have underscored that the policy content was relevant by then, "The relevance of the policy should be gauged against the time it was developed. If this is the case, then the policy was highly relevant at that time" (One participant from Plenary Meetings of Stakeholders held in Adama). Furthermore, when the principles, strategies and core areas of youth needs selected for intervention were gauged even against international and regional youth policy frameworks presented under chapter four, the national youth policy resonates with these documents in so many ways. Of course, lots of developments have inspired over the course of the past 17 years compelling that the youth policy revisiting is a matter of priority.

Lots of policy implementation facilitation tools were also developed to operationalize the implementation of the youth policy. The youth development packages for rural and urban youth, youth personality development centers' establishment and management standard and guide, the life skills training framework for young people and its implementation manual, and the most recently developed guideline for youth volunteerism in Ethiopia are cases in point.

It can also be said that policy missions and visions, goals and objectives, principles and strategies, and policy sectoral issues really had clarity and this is special evident when reference is made to the explanation manual. Many of the strategies also appear feasible for implementation if there is a political will and accountability.

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[48]Peters, D., Adam, T., Alonge, O., Agyepong, A. & Tran, N. (2013). Research methods and reporting- Implementation research: what it is and how to do it. BMJ, 347:f6753 doi: 10.1136/bmj.f675.

[49] Dusenbury, L., Brannigan, R., Falco, M. & Hansen, W. (2003). A review of research on fidelity of implementation: implications for drug abuse prevention in school, 18 (2 2003), 237–256.

[50] Luborsky, L., & DeRubeis, R. J. (1984). The use of psychotherapy treatment manuals: a small revolution in psychotherapy research style. Clinical Psychology Review, 4, 5–14.

[51] Karsh (2004) cited in Belay et al (2020). Program implementation in Ethiopia…

[52] Yeaton, W. H., & Sechrest, L. (1981). Critical dimensions in the choice and maintenance of successful treatments: strength, integrity and effectiveness. *Journal of Consulting and Clinical Psychology, 49*, 156–167.

[53] Carroll, C., Patterson, M., Wood, S., Booth, A., Rick, J., & Balain, S. (2007). A conceptual framework for implementation fidelity. Implementation Science, 2, 40.

In a plenary and small group discussions organized jointly by MWCY and CoRHA, the following strengths were outlined by FGD discussants from MWCY and representatives from Civil Society groups:

- There is a formal structure for inclusion of the youth
- Staffing for youth inclusion is good
- Youth center inclusion
- Existence of policy-related documents that guide and outline action points and steps for implementing youth policy; comprehensive documents that include health, education, youth centers
- The 10 priority issues mentioned in the youth policy including youth health and HIV addressed the timely needs and situation substantially
- Regional consultations were organized by the youth intensively
- The establishment of different youth organizations (youth federations, leagues, and associations) and the various engagements they make to ensure youth empowerment, participation and contributions to the youth, communities and the country at large
- Strong encouragement from the government in supporting youth engagement including the first National Youth Event with support from MWCY (FGD with representative staff from MWCY, FGD with Civil Societies, Adama)

Respondents to the open-ended items of the questionnaire indicated generally that the ideas and contents in the policy are useful for young people; policy covers key aspects of youth development and is comprehensive; has created a conducive environment for organizing and mobilizing youth. We may need to conclude this section by quoting a respondent who expressed one's views about the strength of the policy by raising an interesting argument, "The policy is good because if it had not been put in place, it would have been worse for the youth than it is now".

7.1.2. Youth policy implementation

In order to enable implementation of the national youth policy, youth-related offices and organizational structures were installed within the government structure all the way from the federal to the kebele levels. Youth agencies and organizations were also established with members that are estimated to count over 10 million youth. A total of about 3,000 youth centers were established throughout the country to promote healthy development of young people. A lot of initiatives were taken to create job opportunities, organize young people in micro and small enterprizes and provide them with seed money and financial credit to initiate their own jobs. The more recent 10 billion revolving fund that was allocated for creating job opportunities for young people was exemplary. Establishment of formal and non-formal educational facilities (ranging from pre-primary and primary to secondary as well as to TVET and higher education systems) have significantly expanded through out the nation over the last decades and these initiatives were able to improve educational access at all levels; though quality is yet to contend with. Despite the limiting factors observed in the process, it has also been observed that such other different facilities were put in place to address the various needs of young people as health facilities, rehabilitation facilities, mental health facilities, sport facilities that range from first to third grades, and facilities for technology and social media services. Despite the limited number of youth accessing these facilities given the large number of service seekers, the contributions these services were making to young people were tremendous as it was also mentioned by respondents of the open-ended items of the questionnaire: *Existence of initiatives to ensure the full benefit of youth; being able to implement the policy for*

young people; trying to make services accessible to youth; though to a moderate level; different efforts made despite implementation problems.

Major youth policy performances and achievements were also discussed among FGD participants in the consultative stakeholders' meetings at Adama organized jointly by MWCY and CoRHA. According to FGDs participants from MWCY staff, the following major achievements were mentioned as illustrative examples

- Successful dissemination of evidence or research outcomes and also correctly identifying & addressing policy gaps and forwarding policy recommendations.
- working with government agencies and social enterprises to open platform for youth entrepreneurship
- Availing capacity building, life skills training opportunities for different groups, on different issues at different levels and at various times
- Generate evidence on gender gaps at youth centers and institutions and suggest needs for intervention
- Improvements in youth participation (FGD with MWCY Staff, Adama).

FGDs with Civil Society representatives have expressed the following achievements in addition to those mentioned above:

- Successful dissemination of evidence or research outcomes and also correctly identifying & addressing policy gaps and forwarding policy recommendations.
- working with government agencies and social enterprises to open platform for youths entrepreneurship
- Generate evidence on gender gaps at youth centers and institutions.
- Increase youth participation (FGD with Civil Society, Adama)

The open-ended items of the questionnaire yielded specific responses that were thematized as here in below.

Institutional establishments: establishment of government structure that works for the youth led by the Ministry; establishment of an institution that monitors youth issues; existence of a youth monitoring structure such as MWCY; presence of government body involved in the youth case (MWCY), existence of uniform organization at every level; establishment of an organization that focuses on youth issues in all regions and city administrations; occasional talk in the media and an independent leadership at the ministerial level

Economic issues: The policy is aimed to lift the youth out of unemployment and to create jobs for the youth by organizing them in small groups, albeit limited in scope; a good deal of experience in putting young people to work; work was done to address economic problems of the youth to some extent; youth were involved in various job opportunities; providing youth access to credit, both individually and collectively, according to their needs; youth job creation and construction of youth recreation areas; job creation for young people, in an effort to make them self-sufficient; policy has created some jobs for the youth; job creation; strong emphasis on youth entrepreneurship and micro-organization; youth has benefited from jobs created although it is too limited, involvement, at least in part, in the plan that strives to address unemployment issues; measures taken to address the problem of youth unemployment…

Two quotes below taken from respondents may help summarizing these economic contributions:

In addition to answering the economic, social and political questions of the youth at the time, the National Youth Policy, formulated in 1997, is better designed to identify areas that will enhance youth entrepreneurship skills.

Many young people have benefited from the political, social and economic opportunities as well as in job creation

Establishment of youth centers: Establishing/having their own youth personality centers; organizing youth centers to create a platform for young people to exchange experiences and create recreational areas; existence of youth centers despite their shortcomings; work being done to organize and work on youth centers; engaging youth in youth centers.

Awareness creation: attitudes of young people were changed through various awareness raising activities; a variety of capacity building, awareness creation and experience sharing forums were organized for young people, albeit not extensively; plenty of awareness raising activities have been carried out; to a certain extent, the awareness creation works were done to motivate young people; policy is aimed at creating awareness among the youth and creating opportunities for the youth.

Participation: Policy has increased youth participation and benefit; youth participation in voluntary service; policy has benefited young people to participate in the political, social and other sectors of their country; focused on ensuring the socio-economic and political benefits of the youth at that time; encouraged young people to participate in education, health, economy and politics. Additional vignettes taken from respondents go like the following:

Creation of favorable conditions for youth to actively participate in the political activities of the countries as a whole, voluntarily and voluntarily, and to respect their rights.

Young people were equally involved in the country's socio-political and economic activities, but now there are many questions.

Being able to ensure the participation of women in education, especially from the past.

Establishment of youth organizations: youth organization that advance the needs of youth; addressing current youth problems by focusing on the creation of youth; organizations/associations; creation of various youth organizations to ensure the participation and benefit of the youth; establishment of Youth Forum (albeit too late); being able to create a youth organization.

In line with the policy direction, efforts have been made to strengthen youth organizations and address youth and economic problems; organizing the youth into associations; ensured the right to freedom of expression; efforts to ensure that women's rights are respected; making young people respect their rights and interests. The following quotes still illustrate how useful the policy implementation was in terms of getting youth organized for different services:

The work that has been done to organize and mobilize the youth in some way and the work done to ensure the economic benefit of the youth

In terms of mobilizing young people in the government structure this policy has played a brilliant role

Young people are organized and benefited from their political, social and economic life

It includes all youth groups, focuses on the rights and obligations of the youth, and provides strong support for the needs and training of the youth

Promotion of youth development: positive developments in young people through the national youth policy implementation were mentioned: Encouraged young people to develop their own skills and abilities; created qualified youth in environmental protection and social services; being able to read and have fun and even get together to discuss; work with rather than for young people in different ways contributed to the creation of a young inquiring community; trainings made widely available to youth; training and certification to cater for the needs of the youth. Others mentioned improving undesirable youth-related problems by implementing the youth policy: improved perceptions and attitudes of young people; adequate services and opportunities provided to eradicate harmful cultures, such as sexual violence, rape, and early marriage; paid attention to the release of the youth from drugs to prevent crime. The following two quotes still exemplify the contributions of the youth policy implementation:

Many young people noticed differences especially in the economic and political sectors being able to develop unity in diversity in all areas

By providing the necessary support to young people living with HIV / AIDS and providing services and support to prevent the spread of HIV / AIDS.

7.1.3. Youth policy evaluation

Although periodic formative evaluations of the national youth policy implementation were missing, some assessments were, however, conducted at different times, by different agencies and for different purposes. Some of these assessments that were also used as an in put in this rather comprehensive assessment and were already mentioned under the methodology (data sources) section include: Adolescent and youth status report (MWCY,2018), national assessment of the effectiveness of youth personality development centers (MWCY, 2020), the contribution of youth volunteerism in fighting against COVID-19 pandemic (MWCY and VSO Ethiopia, 2020), and the Ethiopian Education Student Support System (AAU, 2016), the next generation Ethiopia (British Council, 2019).

7.2. Youth Policy gaps

7.2.1. Gaps in the Existing Youth Policy: Policy Formulation Problems

Thematic analysis yields that concerns related to policy formulation include these themes: policy development gaps, content gaps, cultural sensitivity problem, policy itself being old, and exclusion of youth groups. Below is synthesis of responses from different sources along these themes.

Policy development process gaps: Limited participation in the formulation of the 2004 youth policy. The qualitative material shows that most of the study participants didn't take part in the formulation of the 2004 national youth policy. For example, FGD participant from Harari says:

We are young to initially take part in the youth policy preparation phase. In fact, I also have not come across a document which shows that my team took part in the preparation phase. However, we have been implementing the policy like creating youth

awareness about their role in the economy, in the nation building, and organize the youths through the political wing of the party.

These responses stand in contradiction to the reports in the youth policy explanation manual showing extensive consultations and needs assessment research conducted during youth policy crafting. In fact, this mayn't be a contradiction in the sense that those interviewed might not be around as it was expressed by the FGD participants.

Policy content gaps: Gender specific indicators and issues are not well addressed in the policy; gender specific policy including gender inequality, sexual and gender- based violence (SGBV) are not clearly delineated (FGD with Civil Society, Adama); absence of platform for encouraging indigenous knowledge; digital technology neglected in the policy; absence of clear category of youth cohort; the role of family neglected; absence of alternative policy pillars; policy not designed to enhance the leadership capacity of youth; does not take into account the needs of youth; it lacks focus; policy not being able to come out as part of a legal process rather than just a policy; supposed to amplify the public-private partnership in youth development programs; less space for engagement of the private sector in policy formulation and implementation. . The following vignettes taken from responses to open-ended items also further illustrate policy gaps:

> *The issues of patriotism, unity, tolerance and existence were not focused in the policy so as to enable shaping youth's national awareness, skills and attitudes.*

> *Unity has been snatched away and discredited by the media*

> *Despite the fact that the issue of youth has been formulated at the policy level, it has not been prepared to focus on the development of tolerance and respect from top to bottom.*

> *Youth issue was weak in all sector programs and monitoring systems.*

Policy was also critiqued as lacking cultural relevance: There is lack of valuing one's own culture to solve real problems; gap in the way the culture views seniority which has indirect connotation on fresh graduate youth and young minds on acquiring positions (FGD with Civil Society, Adama); need to check the context in which the rural youth operate as a beneficiary; policy not created for young people to know their culture; lacked indigenous solution/pays little heed to indigenous solutions; ignorance of Ethiopian culture and tradition; did not see the basic problems of Ethiopian youth.

Policy viewed to be old: It is slightly outdated and does not capture the essence of a dynamic world we live in; delayed revision of the policy despite youth demographic changes; policy too old and does not reflect current realities; policy outdated and not revised for many years thus failing to address many emerging issues; policy not revised in good time; policy revision long overdue; would be better if policy is revised; was reactionary policy to the riots in the country (FGD Conducted with Civil Society, Adama); would have been better if this national policy implementation assessment had happened earlier, you are too late. The youth policy was described by many study participants as too old to take into account the realities of today; didn't have alternative plans for emerging issues. For example, the impacts of the digital technology (media, social media, internet, mobile phone, etc.) on the lives of youths were not included in the policy. Furthermore, participants also indicated the failure on the policy in anticipating

emerging issues and including alternative plan for such anticipations as in the case of COVID-19 pandemic.

Exclusion of youth groups: Some participants provided a list containing groups of marginalized youth from policy provisions and services. For example, according to FGD participants in Adama, marginalized youth groups (youth with disability, commercial sex workers, street youth, youth involved in factory and informal sectors, domestic workers, youths living with HIV, orphaned youths, and other marginalized groups..) are excluded from major policy and program interventions especially at the lower government structures and at community level (FGD with Civil Society, Adama). Respondents to the open-ended items of the questionnaire also gave a related list: limited attention given to young women, youth with disabilities, pastoralist and rural youth, migrant youth; different groups of affected youth: sexually exploited youth; youth with addiction; displaced/migrant youth; youth in pediatric centers, youth in prisons.

Other responses were rather specific to the group of youth that were envisaged to be marginalized stage-wise, disability-wise, location- wise, and gender-wise as follows:

- Stage-wise; excluding teenagers; less focus on adolescents due to age structure (10-15) or policy should address the adolescent issues before it's too late; policy should be a 'National Adolescent and Youth Policy'; lack of focus on school youth and as part of the policy
- Disability-wise: Non-participation of young people with disabilities; lack of attention to different groups of youth such as youth with disabilities; special support for people with disabilities and for the youth in general, lack of entertainment and libraries for this group
- In terms of geographic location, exclusion of the countryside; lack of participation in the countryside; inability to provide equal access to youth especially in rural areas; performance was not centered on rural youth, failure to pay attention especially to rural youth. Lack of programs to address different youth groups in pastoralist areas. A key informant in Somali region has said that the policy and/or practice don't favor the Somali youth to work at Federal and federal institutions to mention a few. For example, Ethiopian Airlines and others. Our competent youths are not given emphasis. As a result, many of our youths don't feel belongings even many things at national level. We are not seen as part of the nation an…in a very desperate feeling.
- Gender-wise, there is a huge gap in benefiting women; it does not involve the rural areas particularly women in the rural areas who are still being affected by various issues; practical problems to reduce gender inequalities and to ensure girls and young women's participation (FGD with Civil Society, Adama)

7.2.2. Policy Implementation, Awareness and Participation Failures

Nearly all FGD, KII and open-ended questionnaire item participants were generally with the view that "although the formulation of a youth policy is considered a good thing in itself, the work done in designing, implementing, budgeting, transparency and accountability, and solving the problem of unemployed youth is not satisfactory". Related descriptions were also captured: "The policy has major strengths at the moment but has not been implemented"…, While the policy helps young people engage in job creation, it lacks coordination, resource allocation, and implementation from the introduction of the policy to its implementation; there are some very strong strengths in youth policy, but there is a huge gap in practice starting from the federal government; although this policy has played a significant role in improving the employment and political participation of youth in urban areas, it has been significantly limited in

addressing the widespread problem of youth in the country; although it is better implemented at the regional level, it is very weak at the federal level; to some extent, especially after the policy, there was a wide-ranging of discussions and increased public awareness of the policy but in terms of performance, it lags behind in terms of youth numbers and the country's problems; although the youth policy was formulated and implemented, there were problems with its implementation

General descriptions of implementation failure: implementation problem, has been articulated as a serious problem: youth policy has not been fully implemented; gap in all government institutions of implementation of policy issues; lack of implementing recommendations of youth- related research findings. The problem was described by participants in different ways: problem with the implementation of the policy; application problem; problems of misunderstanding and implementation of the policy; limited performances; performance problems; minor work done to achieve the major issues in the policy; no work done to ensure the benefit of the youth; work not done to make the policy issues accessible to youth. The second group of responses describes the implementation failure as this: policy has not been implemented as expected; failure to implement the recommendations in the policy in a timely and comprehensive manner; failure to fully implement in accordance with policy direction; implementation of the country's policy not yielded expected results; problems or shortcomings in the implementation of the policy. The third group of responses describe the problem in a more contrasting discourse of plan and practice: has been widespread difficulty in translating from text to function; no change beyond the paper; the weakness was that you don't put it into practice other than what is written on paper; policy was comprehensive on paper but gaps in the implementation. The fourth themes describes implementation challenges in terms of lack of uniformity in implementation: No uniformity among stakeholders in implementing youth policy; lack of similar support and consistent practice for regions.

The last groups of responses appear to touch base on the possible factors: strategies and programs for the implementation of policies creating operational and organizational problems; youth work being a multifaceted activity; any party failing to support the implementation of the policy; difficulty in understanding how to implement the policy; resource constraints limiting implementation; no one understanding the policy; serious problems with the implementation of the policy due to racism, bigotry, and lack of leadership outside the policy; emerging issues (Emerging issues (COVID, technology ...) affecting implication and lack of alternative plans for emerging issues; lack of Go-NGO youth policy implementation forum charged with the responsibility of overseeing the implementation of the policy.

Youth policy awareness problem: Qualitative data from the three sources suggests serious concerns of awareness among study participants: Lack of awareness about the policy (by the youths) and sense of ownership; youth not having full awareness of the policy; many of the youth are not aware of the youth policy; no or in adequate periodic awareness raising trainings and workshops conducted on youth issues. A participant has said, "I would like to point out that the problem is that the young people who are a major part of this policy have limited knowledge about the policy". One of the volunteers in youth- focused organization in Somali region as "*You know 'Wariya' to mean 'you-brother', we don't know the policy, we haven't seen the policy, nobody has helped us to be aware about the policy you are talking... '(KII with Youth Volunteer Somali).* The majority of the FGD participants in Dire Dawa have reflected that they don't have awareness about the policy and even don't know the policy document itself. But, they

have heard about different strategy and manuals/ documents which have emanated from the policy at large (FGD with Youth in Dire Dawa)**.** This lack of awareness was also the case among other stakeholders including leaders of youth issues: Lack of publicity for the policy; the policy not popular with stakeholders; lack of awareness about youth policy document among implementing organizations; policy not clear to the public and officials; inadequate familiarization of the policy even among leaders in government youth structures; seems that no one in the community knows the policy which means that the information is not available to the public. The experts and appointed officials who are working on the matter in Dire Dawa have reflected that they have the policy at hand, but no knowledge of the policy (FGD with Youth in DD). Others also say that they have no knowledge of the policy, but work for and with youth. For example, an international NGO Manager (SOS children's Village) has this to say:

> *Truly speaking we don't have the policy in our hand; we sense that policy in this regard could be available. The big issue is, we are implementing the policy whether we know it or not. Our organization works on children, and doesn't leave these children when they grow older, rather work on them until they become independent. For this also, we have youth policy at global level as a guide for our local practices; above all, glad to take part in this policy implementation analysis (FGD with Youth, Harari).*

Some little exception seems that there are those who know part of the policy and also that those who are politically active were able to get better access to know about the policy. The youth league and federation top leaders have reflected that they know the policy is there, but don't know if any strategies and/or other packages are available. Surprisingly, even those in positions of leadership of youth don't know about the policy'(KII with different groups, Somali). The coordinator of youth affairs at Somali Region mentioned the awareness raising and advocacy activities performed for the youths as: those who were in the circle of politics of the time were aware and benefitted as well I feel. Those, who were not in the circle of the then regional Government, were not aware and even we do not want to talk about that in detail. Therefore, there were those who seem advocators of Youths, but in practice youths benefitted nothing (KII with different groups, Somali)

Lack of youth participation in policy implmentation: youth participation was considered as lacking in different ways: from a policy perspective, in very general forms, as well as in more specific areas where lack of participation was felt more serious. With respect to policy and legal perspective, descriptions included: inadequate participation (no compressive needs assessment, top-bottom approach to policy development); favorable legal, policy and strategic issues not designed to enable the political and cultural participation of youth in all sectors from the federal to the kebele; the policy as a policy does not guarantee greater participation and benefited young people in its implementation beyond word of mouth or paper. More general descriptors of lack of youth participation included the following:

- Policy didn't encourage young people to be politically independent
- Policy did not guarantee the participation and benefit of the youth
- Failure to respond appropriately to the questions of youth participation, justice, and good practice; failure to include the youth from the beginning, not utilizing the youth potential
- no participatory approach employed including the stakeholder engagement; evidence-based stakeholder engagement and formal policy brief lacking

- lack of regular participation of stakeholders; lack of discussion forums for young people to exchange their views;
- young people failing to participate in the policy implementation and lacking a sense of the ownership (was partially); limited involvement of the youth in policy implementation, monitoring and evaluation exercises and lack sense of ownership of the process; stakeholders failing to create a situation in which the youth can have a sense of ownership of the programs

More specific descriptors were also given that suggest either the group being marginalized as also indicated earlier or the sectors or areas of exclusion as follows:

- Unsatisfactory conditions for young people to discuss their problems, especially knowledge-based discussions
- Lack of active participation of youth in political, economic and social issues, especially, in rural areas; extent of representation or inclusion of different groups (Disability and Gender) and level of meaningful participation was in question; deemphasizing rural youth in research (FGD Conducted with Civil Society, Adama);
- The role of youth volunteerism is not considered. This includes youth involvement in civic and democratic activities, freedom to make independent decisions as well as political participation.
- Not all relevant institutions/sectors mainstreaming youth issues; less involvement of youth in policy-making and decision passing; failure to promote youth participation in political and key economic activities; youth excluded from full participation in social, economic and political participation especially at district and kebele level leading to huge dissatisfaction on the part of the youth; youth national and voluntary services not given enough attention ; youth played limited role in peacebuilding and nation building endeavors.

A more interesting response that can also help to summarize the lack of youth participation obtained from a respondent goes like this… "The main weakness of the policy is that it tries to ensure the benefit of the youth without adequate youth participation".

7.2.3. Structural, Administrative and Governance- Related Concerns

Organizational Structure: A range of structural and institutional arrangement issues which limit the successful implementation of the youth policy were identified by study participants of which the major ones are the follows: participants expressed organizational problems and lack of due to attention to address them: Lack of attention to the structure by the government; problem of organizational structure to implement youth issues. Part of this problem is frequent changes in structure: Lack of consistent structural organization; fluidity of youth organizational structures; organizational structure changes within Ministry resulting in the loss of focus on youth development. Related structural problems mentioned include: Absence of well integrated youth structure; long structure and bureaucracy which is barrier to execution of projects. Key informants have also expressed the following additional problems:

Due to budgetary and structural limitations, the Ministry of Women, Children and Youth and the regional youth organizations have no mechanism for direct access to youth (KII with Top Policy implementers, Amhara).

No youth liaison offices or responsible agents set up in the relevant ministries except for the Ministry of Women, Children and Youth affairs. The existing organizational structure does not allow implementing youth policy at all levels. The current structure of the youth policy does not allow exclusively work on the concerned youth (KII with Top Policy implementers, Sidama).

I don't think that the current structure is effective to implement through this voluntary service, fundraising and stakeholder support to enable the implementation of the youth policy cost-effectively. There is wastage for the youth is not getting the benefits. (KII with Top Policy implementers, Ormia)

The existing structure was commented to fail mainstreaming youth issues: the Ministry (MWCY) gives high priority to women's issue than youth; youth issues are not mainstreamed; gap in mainstreaming youth in public issues (FGD with MWCY Staff, Adama); youth issue seemed forgotten and didn't go beyond lip service; women and children issues were in most cases were given relatively more emphasis and also has operational system, but that of the youths were left out and forgotten (FGD with Youth in Dire Dawa); gap in mainstreaming youth in public issues (FGD with Civil Society, Adama).

Data from FGD as well as the open-ended items of the questionnaire also provided the following:

Organizational structural differences between regions, and within a region from the regional to woreda level

Absence of a separate line ministry to effectively implement the youth policy; youth doesn't have its own separate line ministry to effectively implement the policy

Youth policy organization does not co-operate with other parties

Limited governance capacity: No capacity to fully implement in different sectors; lack of permanent management of a manager is a problem of not being organized at the ministerial level; inadequate organization of youth in the governmental body to the lower level; although it is better implemented at the federal level, I find the organizations at the regional level very weak; no/lack of communication network; inability of the kebele administrators to provide equal participation to the youth, such as giving public land to rural women and youth caused by corruption; lack of universal support.

Good governance related challenges: Promises made to the youth by government leaders on mass media are not often translated into practice and this has resulted in youth lack of trust in the government. Youth questions on bad governance issues are not often answered by government leaders if they are answered at all they tend to be not honest ones. Law enforcement agents, for example, the police are reported to have beaten young people who have violated rules instead of treating them properly and teaching them lessons.

Government leaders are not good examples for the youth as they are perceived to be involved in corrupt practices. Consequently, the youth lack the interest in and ownership of national issues and end up breaking laws. A case in point is working spaces and shades constructed and meant for youth owned and run small and medium enterprises are often given to rich traders due to corrupt practices. Likewise, there is a problem of corruption in managing the youth revolving fund.

Service giving government organizations fail to provide the youth with efficient services, they don't trust them. It was reported that all youth are not served equally. Nepotism and impartial treatment of youth are reported to be common in government offices. In fact, young men and women who are members of the ruling political party were reported to have been treated better than other youths.

Government offices are accused frequently registering the problems of job seekers but nerve actually addressed them. Furthermore, instead of dealing with the problems of the youth they spend most of their time on conducting frequent meetings. Accordingly, this results in youth to have a feeling hopelessness.

The types of jobs created for the youth are said to have been created for the sake of reporting rather than to enable the youth to make a living and change their lives for the better.

The fact that the mandate to register trademarks/names is given to a federal level organization which doesn't have branch offices in the regions has made accessing the service costly. Likewise, the mandate to certify and issue certificates for organized youth to operate their own business is given to a federal level organization and youth from remote rural areas are forced to incur additional travel and accommodation expenses.

Additional issues of negligence and corruption include: Problems of corruption, especially, in the use of youth revolving fund; lack of transparency; lack of commitment among some individuals working in youth organizations/ stakeholders' unequal commitment; lack of commitment on all sides; lack of commitment by all parties; low motivation among executives; low motivation between executives; lack of oversight; lack of oversight and support.

Using youth and their issues for political ends: The policy should not be used as a promotion of political ideology but as a work guide; politicizing youth issues; main weaknesses are the use of young people as a political tool; lack of free organization/politicization of the policy; so-called government structure (youth league) is established not for the benefit of the youth but it stands for political purposes and the organization is focused on political thinking; youth association is also fake, not a problem solver. Other vignettes taken from the responses of participants mainly from the open-ended items of the questionnaire:

- stakeholders not working for all young people except for media coverage
- When the policy is implemented, it is linked to political interests and did not benefit all young people equally.
- An organization created for political purposes with unattainable goal
- Failure to deploy skilled personnel based on merit and failure to tackle the problem of nepotism
- The establishment of youth associations and organizations has not been free from an undue political influence by the government
- The lack of an independent organization to deal with youth issues
- Inability to have a youth organization that is completely free from political influence. There is The youth has not been allowed to participate in economic and political affairs without the undue government political intervention

Problem of accountability: There is a problem with offices taking responsibility; lack of accountability, there are so many gaps in the policy that includes very limited offices and does not imply full responsibility and accountability; lack of accountability among those responsible for the implementation of youth policy; it does not go down to earth

and does not involve accountability; lack of control and accountability system; the main shortcomings of the policy are the lack of enforcement and accountability, lack of accountability system…

Coordination, cooperation and integration related gaps: Many study participants from various regions reported that there were no systematic and sustainable coordination and cooperation among and within the sectors working on youth issues: Limited coordination among stakeholders implementing youth policy; lack of integration and coordination among stakeholders; weak coordination and inter-sectorial cooperation in the implement of the youth policy; lack of multi-sector coordination and youth mainstreaming in different sector government projects; iimplementation of the policy lacked governmental coordination; family, educational, religious and government institutions and the mass media are not working together in a coordinated manner to contribute to youth personality development. Youth issues were weak in all sector programs and monitoring systems. The following FGD reports illustrate the problem in a better detail:

Integration within the ministry itself and inter-ministry; gap in inter-ministerial integration, hence duplication of projects (inefficient) (FGD with Civil Society, Adama).

> The participants reported that there were no coordinated efforts among the sectors regarding youth issues. One of the participants in Dire Dawa, for example, mentioned "the task of youth was left to the Youth and Sport as to Dire Dawa City administration. However, there are uncoordinated tasks where every organ of the government works here and there on the matter". There were no coordinated youth organizations, associations and collaborations in Dire Dawa. Uncoordinated and less equipped voluntary youth organizations support other organizations; international and national cooperation among different GOs and NGOs were largely missed (FGD with Youth in DD).

> Similar reflections as above also came out from FGDs in Harar and Jigjiga were the main coordinating organ of youth affairs is the Bureau of Women, Children and Youths and Bureau of Youths and Sports respectively (FGD with Youth in Harari and Somali).

Monitoring, supervision gaps: Absence of regular and timely monitoring, supervision and evaluation of youth policy implementation was a recurring issue raised by many study participants across regions: Poor supervision (FGD with MWCY Staff, Adama), poor supervision of youth- based projects and programs; weak monitoring and evaluation procedure; national database and strong ME system missing; lack of monitoring and evaluation strategies; inadequate implementation of monitoring and support activities with stakeholders to promote the implementation of the policy; lack of monitoring and evaluation of the implementation of the policy; lack of monitoring and supervision; lack of monitoring and support activities to ensure sustainability; lack of monitoring and support system by the top management; lack of monitoring and evaluation; lack of monitoring; lack of regular monitoring and evaluation of different age groups in rural areas; lack of control framework for monitoring and evaluation.

Lack of assessment and evaluation were also mentioned. It seems that very little attention has been given to the importance of conducting timely assessment and/or evaluation of youth programs. The delay in the evaluation of the existing youth policy

despite youth demographic changes and changes in national and international developments testifies to this assertion. Responses generally reflected this issue consistently: no study conducted on the outcome of the policy; absence of timely monitoring, supervision and evaluation of youth policy; failure of assessing the needs of the youth at the grassroots level and not obtaining feedback from the youth; absence of common data base related to youth issues. The issue of regular monitoring and evaluation of youth programs and projects seems totally unheard of in remote rural areas and emerging regions. Accordingly, it was not uncommon to hear from study participants the existence of a poor supervision of youth-based projects and programs or a total lack of monitoring and evaluation practices designed to support activities and ensure sustainability. Finally concerning youth monitoring and evaluation strategies mention should be made not only to the absence of a system of monitoring, evaluation and leaning and enforcing monitoring and evaluation results of programs put in place but also a monitoring and evaluation mechanism designed for assessing the performance of program staff.

7.2.4.Resource (General, Material, Financial, Human) Concerns

Lack or limited resource allocations for youth sector such as finance, human and other resources like equipment and office spaces to implement the youth policy were frequently cited and discussed by many study participants. Moreover, not only the allocation of limited resources but also the fact that the allocation of these limited resources has not been unpredictable and dependent on the will of those in power. The responses obtained were generally grouped into subthemes that include these: general resource constraints, human resource constraints, gaps associated with youth organizations and youth centers, financial budget constraints,.

General resources constraints: lack of resources (human, budget,..) and poor resource utilization; lack of resources and logistics; lack of resources and competent experts to implement youth policy; lack of structures and budget for youth organizations (FGD Conducted with Civil Society, Adama)**;** fair share of resource for implementation; weakness for distribution of the resources; limited resources and or budget allocations for the implementation of the youth policy.

Human resource constraints: one such constraint relates to availability and quality of personnel: no youth focused advisors assigned in each relevant line ministry to follow up the implement of the youth policy;   lack of input and crisis in human resources; no enough human resources (e.g. program managers, supervisors and executors at various levels) to implement youth policy; young people working in youth centers are not adequately qualified and not all inclusive; no supportive administrations, facilitators, resources, schedules and programs to implement the policy at the level of low youth policy structures (schools, universities, youth centers) (KII with Top Policy implementers, Sidama)**.** Second constraint pertains to staff motivation and commitment. By acknowledging the existence of an unequal level of commitment among staff working for youth organizations/stakeholders study participants reported that there seems to be a low level of motivation not only among subordinates but even among staff with managerial positions. Lack of discipline based on ethics, knowledge and skills is also recognized as an obstacle to the implementation of the national youth policy. There are also gaps mentioned such as lack of capacity, failure in taking full responsibility and accountability among workers because of problems associated with lack of incentives and high rate of turnover of staff.

Challenges related to policy implementors were specifically mentioned:

- Staff working for government organizations working on youth lack the commitment and will to enhance youth participation in the implementation of the youth policy.
- Policy implementors lack of knowledge, skills and the right attitude to solve the problems of the youth.
- Absence of a clear structure for stakeholders working on youth and lack of attention for youth issues.

More important concern goes like this, "Absence of a strategy and guidelines to mobilize resources for financing the implementation of the youth policy…"

Financial budget-related constraints: uncoordinated financial system and human power problems as well. Budget constraints: lack of decision making in the major activities including budget approval; limited budget and resource for a large amount of youth population; budget for implementation has not been properly allocated; low amount of budget allocation for youth sector compared with the extent of problems affecting the youth; lack of budget and other resources for the youth; serious budget problem; lack of adequate budget for the implementation; lack of adequate funding to ensure commitment to youth work; lack of budget; budget problem; lack of budget to make young people and organizations effective in their work. The limited budget and other resource allocations for the youth sector compared to the needs of the ever-increasing larger size of the youth population has been acknowledged as a major bottleneck for a successful implementation of the youth policy. A case in point is the sheer number of youth development centers established across the country which are either partially functional or not functional at all due to in part budget limitations.

Gaps associated with youth organizations and youth centers: There is lack of structures and budget for youth organizations and associations. The organization and management issues among youth organizations is said to be fluid. Some study participants described the associations as fake which don't solve problems. Youth centers were considered as not gender sensitive, and more politicized; inaccessible; lacked materials required for completing and staffing required.

Absence of youth personality development centers, lack of leisure time pursuits and or recreational and sports facilities were identified as serious problems in many localities. Many youth centers are reported to be not accessible, not gender sensitive, and more politicized. Youth are not participating in the design and construction of youth centers. Another limitation identified is the absence of clear procedures and defined actors for the ownership and management of youth centers. Youth centers don't have the necessary equipment and manpower to provide youth with services. They also serve as political meeting places and often used by members of the ruling party. As a result, the youth are not interested in using the youth centers. That is why, it was reported, that they frequent S*hisha* and *Kaht* houses. Football and other youth play grounds have been given to government and rich peoples projects and the youth are forced to play football on paved roads.

Voluntary work-related gaps: There are no incentives or efforts made to encourage the youth to increase their engagement in voluntary work and thereby make such practices a habit. The voluntary work includes youth involvement in civic and democratic activities, freedom to make independent decisions as well as political participation. However, the role of youth in volunteer work, according to some informants, doesn't seem to be considered relevant and doesn't receive the attention it deserves.

7.3. Challenges

General economic concerns raised: As already discussed above. there are a range of economic challenges including lack of economic benefits for youth; youth not receiving economic benefits; unemployment problem for most young people; widespread unemployment; the spread of unemployment; youth unemployment causing psychological crisis; unemployment problems; rising number of youth unemployment; failure to effectively reduce youth unemployment; job creation problem; limited effort made to create jobs and address the problem of youth unemployment.

Access to land related challenges: The youth policy doesn't address the land needs of the rural youth and in fact it is reported to be contradictory with the land administration proclamation. Rural youths lack of access to land and their economic dependency on their parents have forced them to migrate to urban areas. The resettlement program spelled out as an alternative scheme in the package has not been translated in to practice to benefit the rural youth. There are no food security and safety programs with a focus on the poorest of the poor rural youth.

Urban administration efforts made to avail urban land has not considered the needs of youth and the situation has been made worse by the fact that the youth are not able to compete with rich business men and women for land.

Job creation related challenges: As clearly shown above, there are no that many jobs created in the fields of landscape development works, solid waste management, urban agriculture and river basin-based development works. Foreign investors are perceived to have not created jobs for the local youth and they also bring in expatriates to do even technically less sophisticated jobs. On top of that because of lack of follow up and overseeing the enterprises of foreign investors many of them are not perceived to be creating jobs for local people as per the investment act.

Fresh university graduates are not supported to secure jobs in their respective areas of specializations. In this connection new job opening requirements of many government organizations often failed to take fresh university graduates into account. Given the fact that the age of retirement is high and many agencies hire retired people limit the opportunities for young people. Some persons assume two positions at the same time, and this limits the opportunities for young men and women.

Organizing and supporting youth to work together in areas that are not profitable simply because the latter are said to be government priority areas is reported as a serious limitation. Limited attention given to young women, youth with disabilities, pastoralist and rural youth in general and in the field of job creation in particular.

It was reported that there are no guidelines on how to organize youth for productive work and development purposes across regions. While the policy is designed to help young people engage in job creation, it lacks coordination, resource allocation, and implementation, from the introduction of the policy to its implementation.

Credit facilities and market related challenges: The agency for Small and Medium Enterprises doesn't have a standardized system to offer a one stop services, and credit facilities are not available in emerging regions. Lack of trust in government organizations coupled with bureaucratic red tapes in accessing credit facilities are

mentioned as a serious limitation which negatively affects the youth. Besides the amounts of money provided for youth are said to have fallen short of meeting the current market demand. Furthermore, the fact that one has to have saved 20% of the total sum s/he wants to borrow from the institution in six consecutive months as a requirement to access credit facilities is found to be a difficult one for many youths to meet. Even worst is the fact that the current rate of credit return which is found to be less than 97% is taken as a basis for rejecting new credit applications submitted to the institution by youth. Youth who choose to engage in their areas of business interest are not given the support they need due to lack of budget. Finally, many youths were reported to have been unable meet the collateral requirement.

Lack of working spaces and/or lack of infrastructure like road and utilities such as water and electricity or the fact that the working spaces are not suitable for activities like poultry, beekeeping, animal husbandry are cited as critical problems affecting youth group owned businesses.

Many government organizations have not been creating market linkages between producers and users to benefit the youth. Instead, they rather are perceived to have been offering opportunities for rich traders/business men and women.

Training related challenges: As already discussed above, young men and women are not given the necessary trainings and support before they join the labour force and after they joined the labour force to help them advance in their careers. Technical and vocational schools are not accessible for the rural youth and they lack the capacity to offer short-term trainings based on the need of the youth. Some technical and vocational schools are also reported to lack trained staff in areas like leather and cotton production, urban agriculture and agro-processing fields.

Those short-term trainings organized for the youth to help them in securing jobs failed not only to respond to the needs of the market but they are also considered to be of low quality to enable youth to solve their problems. Even worse some government organizations waste resources by organizing training workshops on areas which are not in line with the interests of youth or on areas which have nothing to do with the problems of the youth. On the other hand, universities and factories are reported to have been not willing to provide the youth with relevant trainings in their vicinity and thereby discharge their corporate social responsibilities. Hence limited capacity building trainings including life skills, youth personality development, diversity and national unity issues have been organized and delivered for the youth in an organized manner.

Self-employed youth related challenges: Lack of sufficient data on the engagement of youth in productive activities and evidence-based youth focused interventions are identified as serious challenges in this sphere. Limited follow up and supervision of the youth engaged in managing their own businesses resulted in their failure to fill gaps.

7.3.2. Challenges Related to the Education System

Education and training concerns raised include: Lack of adequate access to quality education, training and awareness for young people; lack of consistent training in all areas; civic and ethical education doesn't properly shaped youngsters to identify their rights and responsibilities; educating the youth for idle work and creating a youth who does not recognize his responsibilities and obligations; extensive training access to youth; young people failing to get quality education because of many/ large number of beneficiaries; youth are not well educated in the work they are doing.

The quality of the formal education is low and its mode of delivery is not designed to enable the youth to acquire knowledge and expose them to new technology. In other terms lack of curriculum to shape youths in line with changing technological environment and an unguided and uncontrolled access to digital technology, especially social media, are identified as factors that have contributed to the widespread youth involvement in protests and public unrest.

Instead of services that support the teaching-learning process what has been expanding is *Khat* and *Shisha* houses, illegal body massage centers, pensions, and drinking places which encourage the youth to addiction.

Civic and ethical education doesn't enable young men and women to properly identify their rights and responsibilities. Besides, there are no courses offered by higher learning institutions designed to fight against invading bad foreign cultural elements/traits.

7.3.3.General and Reproductive Health Related Challenges

The existence of a gap in the provision of youth focused reproductive health services by health institutions was reported by some key informants from many regions.

There are youth for example long distance truck drivers and out of school youth who are exposed to HIV/AIDS and reproductive health issues but they have not received the attention they deserve. Efforts directed at the prevention and control of the transmission of HIV/AIDS has been declining and this has given rise to an increase in the rate of the prevalence of HIV/AIDS recently.

As the reproductive health services are not accessible many high school and university students are affected by unplanned pregnancy and illegal abortion practices.

7.3.4.Politics- related challenges

Some study participants maintain that there is a tendency to politicize youth issues, while there were no enough number of youth discussion forums planned and organized as specified in the package. Moreover, youth discussions forums tended to be not only ephemeral but also failed to reflect the concerns of the youth. Discussions and debates have not been organized on current issues and thereby help youth understand them and from an informed opinion on current issues. The youth don't have the freedom to freely express themselves.

Youth organizations are not organized based on the interest and rights of the youth. Youth organization leaders are appointed by political leaders instead of being elected by the youth themselves. Government support given to youth organizations is not uniform across regions.

Youth are not given the opportunity to assume leadership positions as the leaders accuse them of not being mature and they don't have the right attitudes towards the government. It was reported that youth issues are left at the mercy of line ministries due to the absence of an accountability.

The opportunity given to the youth to participate in councils at various levels is not uniform across regions. And some study participants reported that the government uses the youth for its own political purposes and gains only.

It is very difficult to understand the status of youth and the inclusion of youth issues in various development endeavors at a given point in time because of lack of information and database on youth issues.

The mass media have been promoting bad elements of foreign couture and negatively affecting the personality development of the youth. Related concerns mentioned include: digital media not focusing on youth; low digital engagement (FGD Conducted with Civil Society, Adama), negative impact of digital technology (media, social media, internet, mobile phone, etc) on the lives of youths (FGD with Civil Society, Adama); unguided and uncontrolled access to digital technology, especially social media, contributing to widespread youth involvement in uprisings and protests- increasing unrest; digital media and youth and development issues not receiving the attention they deserve; ICT centers organized not for young people per se; mass media and social media are unable to address issues of indigenous knowledge; lack of curriculum shaping youths in line with changing technological environment.

7.4. Youth Policy Implmentation Outcomes: Youth development concerns

Responses are grouped into three themes: youth behaviors, capacity building concerns, and support services to youth.

With respect to youth behaviors, problems mentioned were these ones: Participating in various conflicts verbally and indirectly; youth confidence eroded in youth organizations and government resulting in various conflicts and misunderstandings; proliferation of discriminatory practices; lack of discipline based on ethics, knowledge and skills; lack of positive disciplining; youth becoming addicted to drugs; no fundamental change around young people; youth being organized on the basis of ethnicity; a gap in creating youth that can stand for national unity. Below are also additional youth-related behaviors:

- Lack of patience and feeling of hopelessness.
- The fact that youth managing their own businesses are totally dependent on the government offices for finding markets for their products and other support.
- Unwillingness of the youth to hand over working spaces and shelters to the government as per the agreed time table.
- Youth using working spaces and shelters for residential purposes or rent them to others instead of using them for the originally intended purposes.
- Youth not honoring agreements they entered with the government
- Lack of the desire and initiative to save money and engage in productive fields
- Youth social evils and migration as challenges

The reasons could be lack of capacity building opportunities (or capacity building concerns): Absence of empowering the ministry and implementing bodies in policy formulation and implementation; fear of civil organizations challenges related working on youths; a wider gap in translating research outputs to close policy implementation gaps; capacity building training for young people not being delivered in an organized manner; workshops on the challenges of the implementation of the youth policy have not been organized; limited trainings given for the youth on life skills, youth personality development issues, youth and education, diversity and national unity issues. Youth problem behaviors would also entail lack of support services as also transpired from responses of participants: Ignorance and contempt for the role of youth; Failure to provide support to create constructive youth; problems of parenting styles; lack of capacity and professionalism in

the designated offices to implement the policy; existence of fragmented supports; lack of proper parental role, lack of school role; limited efforts to change the problem of the bad work habits and ethics of the youth; limited efforts to deal with the problem of drug addiction among the youth; social services for youth (like counselling, youth capacity building such as morality and changing their mindset) limited. Additional challenges in providing youth services and support include the following:

- Enough attention has not been given to youth who are exposed to various social evils. This is reflected for example by the expansion of centers that encourage youth to substance use and abuse around schools. Efforts made to regulate the licensing *of Khat* houses and make the youth visionary and productive citizens are very limited and they have not received enough attention. In fact, there is a tendency to emphasize the economic benefits of *Khat* and downplay its negative social impacts on the youth.
- Efforts made to tackle the problem of human trafficking and smuggling tend to be at best periodic. And some law enforcement agents are reported to have been involved in this practice which is not addressed by the government.

The government tends to associate the problem of trans border youth out migration as a sign of hating the country instead of trying to understand the root causes of the problem. Informants noted the fact that the legal means of international migration is expensive has pushed the youth to use illegal routes which is tends to be cheap but risky.

VIII. CONCLUSIONS AND RECOMMENDATIONS

8.1. Conclusions

The National Youth Policy (NYP) of the Federal Democratic Republic of Ethiopia was promulgated in 2004 and put in effect since then. While the widely accepted practice in the policy process dictates the need to do proper periodic review of the implementation status of any policy, no comprehensive review or evaluation has been done to the NYP. This assessment study was commissioned to redress that gap. This section of the report presents the lessons and conclusions drawn from the key findings of the assessment.

8.1.1 Principles-based policy assessment results

Standard 1: Whether the National Youth Policy is evidence-based: A policy is expected to be evidence-based at all stages of the policy process (initiation, design, implementation and evaluation) and reflect the needs and realities of young people. In this regard, most (about 73%) of the participants perceived that the National Youth Policy was only partially evidence-based (45.8%) or not evidence-based (27.4%). Periodic evaluation research on youth-focused programs and services are lacking and databases are missing. Broadening the evidence base and improving database management and follow up on the youth and related activities have remained required.

Whether and to what extent the Youth Policy formulation was participatory (Standard 2): Any effective policy is expected to be participatory enough to capture inputs from all key stakeholders, such as young people, youth organizations, civil societies and government organizations individuals as well as vulnerable and

marginalized groups who influence and/or are influenced by the policy at all stages of the policy cycle from formulation and implementation to evaluation. The participants in this assessment perceived that the involvement of relevant stakeholders and mainly the youth groups nil or partial. A reasonable proportion of them didn't even have information about the issue. Only few responded that it was participatory. However, the assessment team considered this result with caution as there is ample evidence in the policy explanation manual, which attests a record of the consultations, research endeavors and validation efforts made to ensure that the Youth Policy is evidence-based. The misunderstanding could be because many of the participants (respondents) to the assessment questions couldn't have been around during the time of the policy formulation. These results imply the need to organize and conduct periodic familiarization and induction of the youth policy and the process it came through to the youth that subsequently enter their young hood to thereby ensure generations of youth buy and implement the policy.

Policy provisions for all-rounded youth participation (**Standard 3**): A good policy should make provisions for all-rounded, multi-faceted and balanced participation of the target population, actors, partners and stakeholders. This assessment, however, revealed that such enabling and driving provisions were either partially available (53%) or not available at all (19%) in the NYP. The policy doesn't even seem to be popular among young people as they rarely participated in its implementation at various levels and, therefore, they lack a sense of ownership. A case in point is that the youth had just marginal participation in the design and construction of youth centers and thus they lack a sense of ownership of youth personality development centers.

Policy provision for youth capacity building (Standard 4): The key aim of the Youth Policy is to ensure capacity building of young people and thereby enable them develop resilience to risk conditions and achieve healthy transition to adulthood. Capacity building initiatives were gauged against indicators that include provision to young people of professional, technical and leadership capacity building supports to enable them get organized and ensure their rights and benefits, mainstream such initiatives for youth groups with special needs, and assist the youth, youth policy-implementing bodies, civic societies and other social institutions. However, the results revealed that capacity-building initiatives were fully available only to 6% of the participants and for the greater majority, it was either available partially (55.5%), not available (23%) or there was no information about it (14%). The conclusion is that policy provision for youth capacity building is inadequate, and what is available, has not been adequately publicized.

Awareness creation and advocacy (Standard 5): Stakeholders working on youth need to be aware about the contents of the National Youth Policy as source of direction to their actions. The two indicators employed to check on this awareness creation and policy advocacy work suggest that awareness creation and advocacy activities undertaken to stakeholders on the rights and duties of youth as well as their participation and upbringing and measures taken to enable youth develop knowledge and experience about rights, to actively participate to build a system of peace, justice and good governance were fully realized only for 13%; while, in the majority of the cases, such initiatives were either partially done (56%) or not done at all (18%).

Like the standard-based assessment results, it was not uncommon to hear from qualitative study participants arguing about the lack of awareness among staff of

organizations working on youth about the policy itself and the existence of a youth policy document. This alludes to the fact that sensitizing and familiarizing relevant staff about the national youth policy has not been conducted for many of them particularly those who have joined their respective organizations recently. The qualitative findings also showed that the level of awareness of the youth about the National Youth Policy and sense of ownership are low in general and very meager among youth from emerging regions. A case in point is the youth from Somali region.

On whether the policy has multi-level nature (**Standard 6**): This relates to whether the policy is developed, implemented, and evaluated in a coordinated manner among all relevant public authorities from kebele, regional, to national levels. However, the respondents reported that the indicators of the multi-level nature of the NYP particularly with respect to coordination among levels and youth diversity measures were either partially observed (46%) or not observed at all (22%). The existence of collaboration across sectors, ministries, and other relevant entities and evaluation of youth-focused programs, sharing of results and using them for peer learning in different sectors is reported to be inadequate. The policy has also been criticized by some key informants for neglecting the role of the private sector in policy formulation and implementation and the importance of the public-private sector engagement. The NYP is thus not multi-level and multi-dimensional.

Strategic youth policy (Standard 7): Policy items in the broader sense need to be built around some overarching strategy or a legal framework that reflects long-term visions, which in turn embrace a set of measurable, resourced, and time-lined objectives, identified target groups and a clear division of roles and responsibilities among the different public authorities for its implementation and evaluation. The quantitative data at hand indicates that although the youth policy has overarching youth programs, strategies and implementations (for 13% of the participants) and legal frameworks and guidelines for implementation of the different goals, objectives, strategies, and programs (for 15% of the participants). Such initiatives were partially observed for about 40% of the participants or not observed at all for 15% of the participants. In fact, different tools of operation (strategies and guidelines) were developed as shown under 'international, regional, and national frameworks'; but, it the key stakeholders involved in implementing these instruments were not adequately aware of them.

On whether the youth policy is cross-sectorial (Standard 8): As youth issues are multi-colored, they need to be mainstreamed across regional and sectoral ministries. Although the youth policy issues might have been mainstreamed in the different relevant policy areas, participants considered it as the least available as shown by the quantitative data of this assessment. It was also shown that appropriate frameworks (forums, committees, work force, etc.) were less at work at different levels. From these, we conclude that the NYP is neither multi-sectoral nor has it been adequately mainstreamed into the different sectoral policies.

On whether, and to what extent, the youth policy is asset-based (Standard 9): An asset-based youth policy capitalises on the internal and external youth assets than liabilities within and outside the youth groups. Attempts were made in our assessment to understand how far the policy envisions optimally exploiting these assets and then developing young people through them. However, findings allude that the external assets were partially exploited at best or not even recognized at worst in youth- center construction and strengthening, ICT service provision, and setting up integrated

information network. It was also shown that initiatives were partially available or not even available at all in organizing different festivities, national youth day, exhibitions, contests, tours and camping programs; suitable and motivating competitions for youth who need special attention; various awards and encouragement programs for model youth in job creation; and outstanding achievements in various spheres. unlike the aforementioned standard-based assessment results, the qualitative assessment revealed mixed results, though. In sum, results on whether the NYP is asset-based are not conclusive. That suggests the differential nature and impacts of efforts made by government and other actors in the field.

Whether the NYP is founded on social justice (Standard 10): Data were generated on support, services, and opportunities available for youth with special needs (youth with disabilities, youth living with HIV/AIDS, orphaned youth, troubled youth in rehab centers, street youth, unemployed youth), girls, and rural youth. One in four participants (25%) indicated that social justice-based services, support, and opportunities were not observed in the implementation of the youth policy. The greater majority (44%) have still endorsed that social justice delivery was observed only partially. Only less than one in ten (8. 5%) acknowledged that social justice was delivered fully. Key informants assert that such marginalized youth groups like youth living and working in streets, youth with disabilities, and domestic workers are often left with their own devices.

On Whether the NYP ensures unity through diversity (Standard 11): Given that Ethiopia as a nation is composed of ethno-linguistic diversities and that regional states were drawn based on this as a criterion, the national youth policy had, as one of its four pillars, the need to ensure national unity through "recognition and respect of diversity". According to the policy, this principle was based on the need for creating a common political and economic community by making the youth recognize and respect the differences inherent in nationality, gender and beliefs in their activities, relationships and participation. The assessment results indicated that, on the average, youth policy measures only partially reflected diversity (recognize, identify, and introduce measures to handle disparities, specific challenges of youth in the local area) enabled youth appreciate similarities among nationalities/ groups and still only partially enabled youth to develop national identity.

Likewise, the qualitative material in this policy assessment demonstrated the existence of a considerable gap in measures taken and the situation is much worse because the differences are more pronounced than common features. Moreover, the qualitative material shows that issues of patriotism, unity, tolerance and co-existence were not given attention as part of the efforts made in order to build the knowledge, skills and abilities of the youth. The NYP doesn't ensure that youth observe and respect unity through diversity.

On whether the NYP is stage-based(Standard 12): The assessment on whether, and to what extent, the NYP formulation was stage-based showed it was not so, as indicated by more than 95% of the study participants.

On whether resources are available for NYP (Standard 13): Sufficient financial and human resources need to be made available for youth organizations, youth work providers as well as public organizations to enable them develop, implement and evaluate youth policy with required fidelity. Supportive measures, ranging from training schemes to funding programs, are required to ensure the capacity building of actors and

structures of youth policy. The assessment results, however, indicated inadequate availability (42%) or unavailable (34%) of financial resources for supporting the implementation of youth policy, for building capacities of stakeholders, and for ensuring the commitment of public authorities working on youth policy to their work on youth. In a similar vein, the limited budget and other resource allocations for the youth sector compared to other sectors and the needs of the ever-increasing size of the youth population was cited by many key informants as a major bottleneck for a successful implementation of the youth policy. A case in point is the sheer number of youth personality development centers established across the country but still remain to be either partially functional or not functional at all due, in part, to budget limitations. In conclusion, there is need for more resources to support effective implementation of the NYP.

On the availability and quality of personnel for implementing the policy(Standard 14): Policy implementation requires the availability of adequate, appropriate, motivated personnel. The quantity and quality of this important resource is far inadequate according to about 73% of the study participants.

Moreover, there is lack of motivation, commitment, capacity, ethics, knowledge and skills among staff at different levels to facilitate the implementation of the NYP. Staff were also short of assuming full responsibility and accountability because of problems associated with in part lack of incentives and high rate of turnover of staff. In conclusion, there is need for adequate, motivated, committed, responsible and accountable personnel for effective implementation of the NYP.

On the level of political commitment and accountability for implementation of the Youth Policy (Standard 15): Political commitment and accountability are critical for translating policy items into practice. Results of the assessment revealed weak or partial political commitment and accountability of stakeholders. reporting lines of public offices throughout all stages of the youth policy cycle through media, internet or other mechanisms In a similar vein, lack of political will, weak enforcement, political influence and accountability have constrained effectiveness of the NYP. A case in point is absence of a youth association and/or organization established and managed by youth.

The availability of organizational/institutional structure and culture for the 2004 National Youth Policy (Standard-16): Among the most critical determinants of success of a policy is availability of organizational/institutional structure and culture that involves the broader "outer context" (e.g., policy context, inter-organizational linkages) as well as specific organizational characteristics affecting implementation. It also includes mechanisms that create and sustain hospitable organizational and system environments for effective services as well as organizational support for creating a positive implementation climate characterized by clear expectations, positive reinforcement for implementing (e.g., social recognition), and consistent messages to support the implementation effort.

In the present assessment, the responses consistently supported the fact that for the greater majority (79%), the indicators considered were either partially available (of about 52%), or not available at all (27%), or not even known for availability (17%). In the eyes of interviewed federation leaders, youth issues were not being addressed with respect to structures. Abrupt restructuring denied youth the right to be led responsibly

and sustainably. Organizational structure and institutional mechanisms needed for implementation of the NYP are generally poor.

The availability of leadership drivers for the youth policy (Standard 17): Policy and program planning, implementation and outcomes are affected by different factors, of which leadership practices in the process and the competency of administrators, regulators, and supervisors are the key. Results of the assessment data indicate that effective leadership drivers were partially available (47%) or not available at all (25%).

Absence of regular and timely monitoring, supervision and evaluation of youth policy implementation was a recurring issue raised by many study participants across regions. Lack of a framework for monitoring and evaluation is another. The result alludes to the importance of monitoring and evaluation mechanisms and regular supportive follow up of implementation of the policy.

Encouraging youth participation in democratisation processes and good governance (Standard 18): Youthhood is a period of building democratic and good governance skills to be properly deployed while managing responsibilities in adulthood. The youth policy is, therefore, mandated to avail opportunities and encourage youth to use these opportunities to develop and practice these important skills and behaviors. The assessment results show that in all the four indicators of democratisation and good governance practices, opportunities were partially available (47%), or not available at all (29%).

Some key informants from different regions maintain that there is a tendency to politicize youth issues, while there was no enough number of youth discussion forums planned and organized as specified in the package. Moreover, youth discussions forums failed to reflect the concerns of the youth and the youth don't have the freedom to freely express themselves.

Youth are not provided with the opportunity to assume leadership positions as the leaders accuse them of not being mature and not having the right attitudes towards the government. It was also noted that youth participation in the process of building democracy and good governance issues are left to the mercy of persons in positions of power due to the absence of accountability. Youth organization leaders are appointed by political leaders instead of being elected by the youth themselves. Moreover, the opportunity given to the youth to participate in councils at various levels is not uniform across regions; and study participants reported that the government uses the youth for its own political purposes and gains only. Nepotism and partial treatment of youth are reported to be common in government offices. In fact, young men and women who are members of the ruling political party were reported to have been treated better than other youths.

Meeting developmental needs of youth (Standard 19): The entire purpose of the youth policy is to positively impact the development of young people. Hence, with all the provisions thus far, we need to learn about the extent to which the developmental needs of the Ethiopian youth are addressed in a holistic and integrated manner and with focus on economic needs. The data secured from participants indicate that services, support and opportunities to youth to ensure participation in building democracy and good governance, character building, talent development, recreational services, economic empowerment, mentoring and guiding in career and talent development,

preventing and treating HIV/AIDS in youth, RH needs, preventing and treating substance abuse, quality education, building technical and vocational and entrepreneurship skills, managing social evils (violence and crime), eradicating HTP (e.g., GBV, abduction of girls, early marriage), managing ethnic-based youth conflict, sports and recreation needs, and voluntary engagements in environmental protection and social services were either partially provided or not provided at all.

Many key informants maintain that family, educational, religious and governmental institutions and the mass media are not working together in a coordinated manner to contribute to youth personality development. In this connection the qualitative material is also instructive of the importance of the roles of family and community in youth development.

Meeting holistic/integrated needs of youth (Standard 20): In as much as young people are with diverse backgrounds and needs, policy initiatives have to envision to address those divers needs in a holistic and integrated manner. The assessment data on indicators of holistic policy indicate big gaps in different settings including, schools, universities, TVET colleges, residential cares for orphaned youth, and youth centers. So as to empower youth for autonomous life, there remains dire need for the NYP to target integrating non-academic with academic services in schools, vocational and technical education with entrepreneurial skills at universities and TVET colleges as well as youth in orphanages.

Economic empowerment (Standard 21): youth unemployment is a pervasive problem which the NYP needs to address. by enabling young people to create their own jobs, encouraging the private sector to engage in creating new jobs, and providing opportunities for youth to organize themselves in micro and small enterprises and then facilitating access to financial credit services. The assessment results indicate that the policy operational package is weak in terms of economic empowerment.

8.1.2. Major Policy Contents

Democracy and good governance:
Youth Participation in Civic and Political Domains of life

Civic participation is defined as individual and collective actions designed to identify and address issues of public concern (American Psychological Association, 200 cited in MWCY, 2018). Through their participation in civic and political activities, the Ethiopian youth have been playing important roles in the making and development of Ethiopia as a nation across historical periods. Those significant roles of young people in Ethiopia have been well documented by many scholars. (See, for example, Bahru Zewdie, 2002 on how they are pioneers of change; Belay and Yekoyealem, 2015; Belay & Belay, 2005; HAPCO, 2006 on the roles young people played in Gashe Abera Molla environmental sanitation campaigns, HIV/AIDS clubs, and youth leagues; MWCY, 2018 on participation of youth federations and youth parliament during approval of youth-related policies, strategies, and programs, and British Council (2019) on how young Ethiopians are optimistic about their own futures).

Drawing on these, we conclude that the NYP provides for but still needs to capitalize on nurturing and harnessing the positive energies young people are imbued with while at the same time finding mechanisms of managing vulnerabilities of the youth.

Youth and economic empowerment

While youth play active roles in various economic activities, and for example, rural youth made up to 86% of the labour contributions in rural activities (National Labor Force Survey (NLFS, CSA, 2013) and nearly 63% of urban youth were economically active in 2018 (Urban Employment- Unemployment Survey UEUS, 2018), youth unemployment, as indicated earlier, has remained a persistent challenge. Percentage of unemployed youth was 23.7% in 2011 22% in 2016, but again grew to 25.3% in 2018.

It is evident that youth employment/unemployment is determined to a great extent by the levels of access to economic resources including finance and opportunities such as education and training. With regard to education and training, this assessment indicated that the youth literacy rate has increased from 33.6% in 1994 to 69.3% in 2015. Moreover, the proportion of literate female youth has also improved, and the gender gap has narrowed. Yet the country still has the world's third-largest out-of-school population and this is particularly worrisome for children with special needs and this requires the urgent attention of relevant stakeholders. The study has also revealed that while education enrolment has generally improved over the years, quality has remained an issue of a serious public concern. The current status and educational provision in Ethiopia needs to be considered as an outcome of the Education and Training Policy that was developed in 1994. (for evidence on youth and education, see Helen, 2013; Tirussew et al., 2017; Belay & Yekoyealem, 2015; MoE, 2010; Tirussew et al., 2018; 2021).

Although entrepreneurial trainings are provided by governmental and non-governmental organizations to enlighten graduates as to how to translate their education into a productive business venture and the practice has become commonplace in all universities and TVET colleges, data about the number of trainings given as well as the effectiveness and impact on entrepreneurial trainings in motivating the youth to start their own businesses are poorly documented.

Youth Access to Financial Services: One of the basic principles of the national youth policy is to ensure youth to be active participants and beneficiaries from the economic development initiatives. Accordingly, a greater emphasis was made on developing and implementing youth-focused policy initiatives aimed at increasing youth employment (British Council (2019). NYP implementation initiatives taken to address critical unemployment and economic inactivity of urban and rural youth include improving economic empowerment through creating access for a credit service, expanding job creation opportunities, and providing entrepreneurial trainings. A number of credit schemes including the 10 billion revolving fund scheme for youth were initiated and enacted by the government; but, implementation and follow up left much more to be demanded.

Job creation: The Government has also been taking job creation for youth as a serious project and has crafted the National Employment Policy and Strategy of Ethiopia (2016/17) to foster entrepreneurship and empowerment of youth, assist in the creation of jobs in the formal and informal sectors and facilitate youth entry into business and promoting additional youth employment initiatives. A year later, the government also established the Federal Urban Job Creation and Food Security Agency to assist in creating micro and small enterprises for urban use, while Ministry of Agriculture has been reputed for this responsibility for the rural youth. The job creation performance for the urban, rural, and pastoralist youth in the formal and informal sectors suggest a promising start but the results are insignificant compared to the needs of this group.

Youth and land: The youth policy doesn't address the land question of the rural youth; and in fact it silently perpetrates the constraints ingrained in the national land policy of Ethiopia. Young people's lack of access to land and their economic dependency on their parents have forced rural youth to migrate to urban areas. The resettlement program spelled out as an alternative scheme in the package has not been translated in to practice to benefit the rural youth. Urban land administration efforts made to avail urban land to youth have not considered the needs of youth and the situation has been made worse by the fact that the youth are not able to compete with landholders and the rich for land.

Youth and health

Results of the assessment indicate that enactment of the NYC in integration with other national and sectoral policies and strategies in the country has led to a number of invaluable initiatives aimed at improving the health conditions of the Ethiopian youth. Worth noting in this regard are initiatives, such as: Adolescent Nutrition; expanding access to healthcare, Sexual Reproductive Health (SRH), HIV, STIs, Family Planning (FP); adolescent and youth mental health; Substance Use Prevention and Rehabilitation Centers; and other integrated health services and interventions.

Undoubtedly, these and related initiatives have enabled to achieve significant improvements in health outcomes for the youth, including through improving awareness on important aspects of health. However, as health concerns are a factor of many other confounding factors including unemployment, lack of access to proper health facility and infrastructure, the population size and youth bulge, the health care needs of Ethiopian youth are much more than what has been done and what has been provided for by the NYC.

Youth, harmful traditional practices and other vulnerabilities

It has been widely documented that a large proportion of the Ethiopian youth are preys of different harmful traditional practices (HTPs) (some starting from childhood)such as female genital mutilation/cutting (FGM/C), early/child marriage, and domestic violence; which are widely practiced and considered as serious crimes by the Ethiopian Law (cited in MoH, 2016). On top of these, the youth are also disproportionately affected by youth migration/trafficking, youth & adolescent crimes, and consequences of risky behaviors and risk corridors.

The NYC and related policies have taken cognizance of these debilitating realities and made policy provisions to prevent, or at least minimize, those vulnerabilities of the youth, the practices and practicing agents, and the impacts of the practices. Accordingly, tremendous efforts have been made to end the HTPs, minimize trafficking, crimes, and vulnerability to risky behaviours. However, those ills are still widely practiced and solutions call for more ardent and integrated policy actions.

Youth, culture, sports and recreation

Portions of the provisions of the Youth Policy have been enacted by the former Ministry of Youth & Sports, now renamed as "Sports Commission". Those include initiating, setting up, availing and managing sports facilities for youth; adolescent and youth voluntary services; youth personality development centers and adolescent, youth and technology. A lot has been done in these regards together with other relevant sectors. The establishment of Ethiopian Youth Sports Academy (located in Addis Ababa) and Tirunesh Dibaba Athletics Sport Training Center (located in Arsi Zone) and other Athletics Sport Training Centers in Debre Berhan, Feres Bet, Beqoji, Agere-selam,

Ambo Goal Project, Maychew, Sululta, and Wenbera Athletic Sport Training Centers, and twelve stadiums (in Nekemte, Mekelle, Woldiya, Harari, Somali, Kaliti, Hawassa, BG, Gambella, Dire Dawa, Afar, Addis Ababa, Bahir Dar) are a few notable examples.

With regard to adolescent and youth voluntary services, evidence indicates that youth volunteerism in particular has a number of personal and community benefits to those engaged in the process. Most widely spoken personal benefits include: develop transferable skills (like collaboration and problem solving); reinforce social capital (build relationships and strengthen their support network, or "social capital."); improve employability; facilitate prosocial behavior (helps to develop empathy and altruistic/ prosocial behavior); support academic success; develop motivation to work hard; score higher in social studies; introduce fresh perspectives; seek new experiences and take risks; adjust easily; foster lifelong engagement (more likely to become philanthropic adults invested in their communities, instill empathy, inspire a sense of citizenship, and responsibility).

Until recently, youth voluntarism is being promoted and coordinated by the Ministry of Women, Children, and Youth by mobilizing adolescents and youth in both the summer and winter schedules starting from 2004. There is also a national volunteerism standard guideline endorsed by the then Ministry of Youth & Sports that incorporates the areas of engagement for delivering voluntary community outreach services, the process and recruitment of volunteers, the accountability and coordination mechanism as well as monitoring and evaluation frameworks for the national volunteerism program. Youth Federation and associations also took part and collaborates with the ministry in mobilizing and deploying adolescent and youth volunteers for community resilience and outreach activities. Furthermore, cross boundary youth service programs that allow youth volunteers from one region/city administration to do community service activities in another. This program focuses on the enhancement of peacebuilding, building a sense of patriotism, and fostering social cohesion among youth volunteers as well as sharing of cultures and experiences from another locality that they did not know previously. This program is gaining a strong momentum and leadership among high – level government officials. In addition, the youth/adolescents that were involved in cross boundary volunteer service programs were 120 in 2016/17 and scaled up to 1,000 volunteer youths in 2017/18 (MWCY, 2018).

Youth voluntary services are now being conducted in Ethiopia throughout the year and quite a large pool of youth is being deployed. VSO Ethiopia has been a leading organization in promoting, supporting and guiding youth volunteerism in Ethiopia together with the Ministry of Women, Children and Youth and various other youth volunteerism coordination offices. Youth voluntary services have focused on humanitarian activities, responding to disasters and emergencies like COVID-10 prevention, mitigating impacts of conflicts and internal displacements, reducing traffic accidents, education and training, environmental rehabilitation and protection, and supporting the poor, the sick, and PWDs. For example, findings of a Rapid Assessment of the Contributions of Youth Volunteering in Response to COVID-19 Pandemic in Ethiopia (VSO & MWCY, 2020), have indicated that nationally an estimated number of 10,210, 241 youth volunteers (37% females), implying that nearly 1 in 4 young people, were involved during the first 8 months of COVID-19 pandemic in Ethiopia.

Youth volunteerism was shown to have different strengths; that it is becoming a culture, improving a culture of solidarity among community members, challenging many of the misconceptions about the virus through awareness rising, volunteers working hard to serve their community with a strong sense of morality, partisanship, and sincerity, loyalty, and determination. Despite such encouraging starts and the immense contributions of voluntary services, however, voluntarism is still at infant stages and suffers challenges that haunt its sustainability. There is apparent need to further institutionalise and support voluntarism.

Adolescent, Youth and Technology/Social Media

Exposure of adolescents and youth to information plays important role in enabling them make informed, evidence-based, timely and accurate decisions on matters affecting their life.

Given that technology and social media are assuming an increasingly crucial role in this globalization era, one of the strategic provisions made in the Ethiopian National Youth Policy is to enable youth have better access to information through improved use of ICT and social media. Within the proliferation of ICT and internet-based communications, many adolescents and youth in Ethiopia, are increasingly using the web and social media; despite the mounting evidences, worries and complaints of citizens about the risks and undesired influences these media poses on the youth in many respects. There are some provisions in the NYC and attempts to enact them in this regard; but the paces are not in tandem with the level of dynamism in technological and communications fields. A lot needs to be done, and soon, to catch up with such fast-moving trains.

Youth, environmental protection and social services

As they aspire the future, youth are the most prominent players of environmental rehab, stewardship, and development initiatives. For example, their roles in transforming many unsightly urban corners into nurseries and recreational sites, as in Gash Abera Molla urban rehab initiative, command high attention and respect. By so doing, the youth not just claim but realise themselves their rights for a healthy environment. Such efforts require policy attention and support though. For example, the pressing needs of the majority of the youth for habitable housing has remained seeking utmost policy attention and action.

Youth and internationalism

There are some programs like the Africa Future Leadership Initiative that tend to expose some of the Ethiopian youth to international leadership development ventures. Furthermore, with the advent and unprecedented expansion of digital communications media, the youth that are coached to make selective exposure and selective retention are more internationalized today than their predecessors.

Youth that Need Special Attention

There are young people that need special attention, those include people with disabilities. Still worse, quite a large number of young people either work or live in or both work and live in the streets of cities and towns of Ethiopia. Those citizens are exposed to a range of social, economic, health, and environmental vulnerabilities that thwart their agency and gloom their future while those people are endowed with high potentials that make them become key agents of change and development.

Aware of these daunting realities, the NYC makes provisions to change these disappointing status quo. Accordingly, many of the town administrations try different

initiatives and approaches to redress the problem. While many of those efforts registered encouraging results, most are far outpaced by the problems.

Concluding remarks: The fact that the government has appreciated youth issues and formulated youth policy in 2004 is one step in the right direction. Preparing supportive instruments and allocating resources, albeit limited, for the implementation of the policy is another step fore ward. However, formulating a policy is only one thing, but quite another to have the political will and commitment to allocate the resources commensurate with the ever-increasing size of the youth population to successfully implement the policy. To have a monitoring, evaluation and learning system in place with the right resources and thereby to periodically conduct monitoring and evaluation of youth programs by ensuring the proactive engagement of youth and holding responsible staff accountable to the public is another critical factor.

There is apparent need to ensure youth participation and benefits thereof as one of the guiding principles of the Ethiopian National Youth Policy. Measured against this principle, the record on the ground, particularly up until April 2018, shows that what has been achieved is low. The second important principle of the youth policy is to ensure youth organize freely. In this regard the findings show that youth leagues and associations are not entities freely formed by the youth themselves to promote their own interests and rights; they are rather political establishments. Moreover, as long as the principle of organization remains to be ethnic-based politics, the problem of ensuring genuine youth participation and protecting their rights will remain unabated; and the main focus of organized youth groups and associations will most likely remain to be on differences not on 'unity with diversity'. Finally, to ensure youth capacity building, one has to not only provide the youth with market-driven training and support for entrepreneurship but also deal with the problem of nepotism and ageism which are reported to be big issues contributing to youth unemployment. Youth asserted it is difficult to get a job without the right connections, and this calls for shifting the paradigm - making the criteria for securing jobs merit-based.

Most of the youth-focused programs and efforts that have been made particularly up until April 2018 were political and not catering the interests of the youth. A significant proportion of young men and women in general and marginalized youth (like street connected youth, youth with disabilities, youth domestic workers and pastoralist youth) in particular are left to a large extent with their own devices.

The absence of a separate line ministry with a mandate to promote youth issues is a critical factor with a wider range of implications for resource allocation and level of attention given to issues affecting the youth. Given the ever-increasing size of the youth population in the country and its dividends the multifaceted youth issues call for instituting a separate structure with resource allocations commensurate with the scope of youth-focused work and challenges facing the youth. As youth issues are multifaceted and pervasive, a successful implementation of a youth policy calls for concerted efforts of all relevant actors and stakeholders. This in turn requires not only instituting a structure which delineates the mandates and responsibilities of each stakeholder, but also a system of coordination and collaboration.

8.2. Recommendations

This section presents suggested measures or recommendations which are derived from the

results of the National Youth Policy assessment which is conducted by employing mixed-methods and desk reviews. An attempt was made to identify the shortfalls of the current policy and the areas where the current policy is failing and thereby forward suggestions and recommendations to improve the status quo; some of them are key lessons learned and documented, others can inform the process of the formulation of a new youth policy in the future.

As can be seen in the methodology section, the Ethiopian youth experience and instruments were blended with the European framework and thereby standards and indicators were developed and used in this assessment. A total of 27 standards and 117 indicators were developed and used to assess the Ethiopian National Youth Policy of which the results of the 27 standard-based assessments are triangulated with findings from qualitative and secondary sources of data. The first part presents policy assessment results-based suggested measures by drawing on firsthand information generated by employing mixed methods and tools. While the second section offers proposed measures largely drawn from other relevant research findings, statistical abstracts, and annual and quarterly office reports produced, among others, by MWCY, MoE, MoH and other relevant government and civil society organizations.

We would like to note from the outset that while some of the suggestions can in principle be easily implemented by MWCY, regional bureaus, other line ministries like MoH, MoE or civil society organizations alone or in partnership. Some of the recommendations might be considered, however, a bit demanding for an outright translation of them into practice as they require, among others, the appreciation, political will and commitment of the federal government. In other words, some of the recommendations call for the formulation of a new national youth policy which is informed by a range of newly emerging challenges and international and local developments and issues affecting young men and women like migration, digital technology, ICT and social media. Given the engagement of the incumbent government in instigating multifaceted reforms since April 2018, we believe it is high time for the government to also initiate the process of formulating a new national youth policy with a proactive engagement of all stakeholders and above all young men and women. Given this policy window, we also trust that the incumbent government has the clout, appetite and energy for such a timely engagement of national importance.

In what follows two sets of recommendations are presented: first key lessons learned and proposed measures which are derived from principles-based policy assessment results and then recommendations for each major policy issues/needs.

8.2.1. Key Lessons Learned and Proposed Measures

Evidence-based policy (*Standard-1*)

A national youth policy is expected to be evidence-based which in turn requires that the design, implementation and evaluation employ reliable, relevant, independent and up-to-date information so that the policy can reflect the needs and realities of young people. The findings show that only 9.02% of study participants were with the opinion that the youth policy is evidence-based; while the greater majority (45.65%) believed that it is partially evidence-based followed by those (27.38%) who believed that it is not evidence-based. While this response is not surprising given the fact that many of these participants couldn't be around during the time of the policy formulation, there is ample documented evidence in the policy explanation manual which contains a record of the consultations, research endeavors and validation efforts made to ensure that the youth policy is evidence-based.

Key lessons learned and suggested measure/s: As per this standard-assessment results what has been achieved so far is not satisfactory. The key lesson to be learned is that, there is a need not only to formulate a policy based on up-to-date evidence but also assess and monitor regularly on the living conditions, aspirations and perceptions of representative groups of young people; establish an integrated information system to enable stakeholders get access to the database and research findings, and enable youth to directly participate in and benefit from the research and data collection activities carried out. We suggest that there is a need to increase research uptake through evidence generation, knowledge and information sharing on various categories of youth, implementation evaluation results on youth programs and projects. Database management should also be considered as a means to record and follow up on the youth and related activities.

Policy awareness creation and advocacy (*Standard-5*)

Stakeholders working on youth need to have awareness about the national youth policy that is expected to show area of focus and give direction to their actions. The two indicators employed to check on this awareness creation and policy advocacy work suggest that awareness creation and advocacy activities undertaken on the rights and duties of youth as well as their participation and proper upbringing and measures taken to enable develop knowledge and experience about rights, to actively participate in building a system of peace, justice and good governance were fully realized only for 13% while, in the majority of the cases, such initiatives were either partially done (56%) or not at all done (18%). Like the standard-based assessment results, it was not uncommon to hear from qualitative study participants arguing about the lack of awareness among staff from organizations working on youth about the policy itself and the existence of a youth policy document. Interestingly enough, the qualitative findings also showed that the level of awareness of the youth about the national youth policy and sense of ownership seem low; and the problem seems more severe among youth from emerging regions. A case in point is the youth from Somali region.

Similarly, the assessment on the stage-based approach to policy (*Standard-12*) formulation suggests that this stage-based approach to policy formulation and roll out were not also adequately pursued. The assessment results indicate that, on the average, while about 30% were not aware of what happened possibly because of joining their respective organizations recently, about 20% were of the opinion that such activities were not available at all while slightly over a third (36%) reported that it was partially available; and an insignificant proportion (4.9%) of them endorsing full availability.

Key lessons learned: Both of the above sets of assessment results suggest that there is a need to periodically conduct awareness creation workshops to sensitize and familiarize relevant stakeholders about the national youth policy with a focus on those who are newly joining their respective organizations from time to time.

Participatory nature of the policy (*Standard-2*)

Effective youth policy is required to be participatory enough to include all key stakeholders (like young people, youth organizations, civil societies and government organizations as well as individuals who influence and/or are being influenced by the policy), at all stages of the policy cycle, from formulation and implementation to evaluation. Participation also requires bringing vulnerable and marginalized groups on board in all endeavors of youth services, support and opportunities. This assessment found that the involvement of relevant stakeholders and mainly the youth groups were perceived to be nil or partial; only few responding full participation to be available. Reasonable proportion didn't even have information about the issue. Likewise, a

significant number of the study participants in the qualitative part of this assessment reported that they have not participated in the policy formulation. While this response is not surprising given the fact that many of these stud participants could not be around during the time of the policy formulation, what is worrisome is the fact that some of them are not aware of the policy, though they have been taking part in implementing the youth policy.

Key lessons learned and suggested measure/s: The assessment results show that it doesn't seem that the mechanisms put in place to ensure that the policy development and implementation processes have been participatory particularly for the youth groups at all stages of the policy cycle. **Suggestion**: Revisit the mechanisms designed to enhance the participation of all stakeholders particularly youth groups at all stages of the policy cycle.

Policy provisions for all-rounded youth participation (*Standard-3*)

Participation is meaningful to the extent that it is all-rounded, multi-faceted and balanced. Yet, in this assessment the majority of the respondents reported that holistic participation was partially available (53%) or not available at all (19%). The qualitative material is also indicative of the fact that the policy doesn't seem to be popular among young people as they rarely participated in its implementation at various levels and, therefore, they lack a sense of ownership. A case in point is that the youth are not participating in the design and building of youth centers as a result young men and women lack a sense of ownership of youth personality development centers.

Key lessons learned and suggested measure/s: Assessment results indicate that the majority of the respondents reported that holistic participation was partially available. We propose that ensuring the all-rounded youth participation in affairs which affects their lives should be understood as the rights of young men and women and the right measures are taken by considering the objective circumstances of the various types of youth particularly marginalized youth (e.g., street connected youth, youth with disabilities, domestic workers, mentally challenged youth, and addicted youth) across the country.

Multi-level nature of the policy (*Standard-6*) relates to the fact that the policy is developed, implemented, and evaluated in a coordinated manner among all relevant public authorities from *kebele*, regional, to national levels. However, the great majority of the respondents reported that the indicators of the multi-level nature of the national youth policy particularly with respect to coordination among levels and youth diversity measures were either partially observed (46%) or not observed at all (22%). The existence of collaboration across sectors, ministries, and other relevant entities and evaluation of youth-focused programs, sharing of results and using them for peer learning in different sectors is reported to be inadequate. The policy has also been criticized by some key informants for neglecting the role of the private sector in policy formulation and implementation and the importance of the public-private sectors engagement.

Key lessons learned and proposed measure/s: there is a need to put a system of coordination for effective policy implementation and evaluation in place to enhance collaboration among public authorities, relevant stakeholders including public-private sector engagement.

Strategic youth policy (*Standard-7*)

Policy items in the broader sense need to be built around overarching strategy or a legal

framework that reflect long-term visions; which in turn embrace a set of measurable, resourced and time-lined objectives, identified target groups and a clear division of responsibilities amongst the different public authorities for its implementation and evaluation. The quantitative data at hand indicates that although the youth policy has an overarching youth programs, strategies and implementations (for 13% of the participants) and legal frameworks and guidelines for implementation of the different goals, objectives, strategies, and programs (for 15% of the participants), such initiatives were partially observed for about 40% of the participants or not even observed at all for 15% of the participants. In fact, different tools of operation (strategies and guidelines) were developed as shown under 'international, regional, and national frameworks' but it seems that the key stakeholders involved in implementing these instruments were not aware of them.

Moreover, as youth issues are multi-colored, they need to be mainstreamed across regional and sectoral ministries (**Cross-sectorial youth policy** *Standard-8*). Although the youth policy issues might have been mainstreamed throughout different relevant policy areas, participants considered it as least available as shown by the quantitative data of this assessment. It was also shown that appropriate frameworks (forum, committees, work force etc.) were less at work at different levels.

Key lessons learned and proposed measure/s: Both of the above mentioned assessment results suggest the need for organizing and conducting dissemination and experience sharing workshops to sensitize relevant stakeholders about relevant tools of operation and other legal frameworks.

Political commitment &accountability in the youth policy (*Standard-15*)

Political commitment and accountability are fundamentally critical for translating policy items into practice. It is mandatory that decision makers are taking the appropriate measures to implement the youth policy in a transparent way and in a way that it ensures reporting on their actions in an objective way. Furthermore, there has to be a system of accountability so that leaders at the various levels of youth policy implementation can be held accountable for their actions.

The assessment results suggest that stakeholders' political commitment and accountability were either partially available or not even at all available; public reporting of the government throughout all stages of the youth policy cycle through media, internet or other mechanism was less available; youth organizations monitoring the youth policy implementation to ensure that the needs and interests of young people are met were partially available or not at all, and also that conductive legal, policy, strategy and program environments for enabling youth (political, economic, social and cultural) participation from federal to *kebele* and schools level in all sectoral offices were available either partially or nil. In a similar vein many key informants were of the opinion that the main shortcomings of the policy are lack of political will, and accountability. A case in point is absence of a youth association and/or organization established and managed by youth without undue political interference.

Key lessons learned and suggested measure/s: As can be observed from the assessment results above stakeholders' political commitment and accountability is not up to the required level. To meet this challenge, we suggest that, conducive legal, policy, strategy and program environments for enabling youth political, economic, social and cultural participation from federal to *kebele* and schools level in all sectoral offices are created; public reporting of the government throughout all stages of the youth policy cycle are made available through media,

internet or other mechanisms; and ensure that youth organizations monitor the youth policy implementation to ensure that the needs and interests of young people are met.

The availability of resources (*Standard-13*)

Sufficient financial and human resources need to be made available for youth organizations, youth work providers as well as public organizations to develop, implement and evaluate youth policy with required fidelity. Supportive measures, from training schemes to funding programs, are supposed to be made available to ensure the capacity building of the actors and structures of youth policy. The assessment results, however, cast shadows on the availability of such resources. Participants have expressed those financial resources for supporting the implementation of youth policy, for building capacities of stakeholders, and for ensuring the commitment of public authorities working on youth policy to their work on youth, were partially available (42%) or unavailable (34%) for a greater proportion of the participants while 15% of the participants were not familiar about the issue. In a similar vein how budget and other resource allocations are limited for the youth sector compared to other sectors and the needs of the ever-increasing larger size of the youth population has been acknowledged by many key informants as a major bottleneck for a successful implementation of the youth policy. A case in point is the sheer number of youth personality development centers established across the country but still remain to be either partially functional or not functional at all due in part to budget limitations.

Key lessons learned and proposed measure/s: Given the perceived partial availability of resources so far there is a need to lobby for the allocation of financial resources, commensurate with the ever-increasing size and needs of the youth population in the country, for supporting the implementation of a youth policy, for building the capacities of stakeholders, and for ensuring the commitment of public authorities working on youth policy to their work on youth.

The availability and quality of personnel for the policy roll out (*Standard-14*)

Policy implementation requires installing a number of implementation drivers to see to it that activities and responsibilities are effectively discharged to ensure policy roll out; of which the critical drivers are availability and quality of personnel involved in policy roll out. The views of participants regarding adequacy, attitudes and competencies of personnel involved in the implementation of the youth policy were assessed and the data show that 25% of the participants that quantity and quality of personnel was minimal while the greater majority (48%) believe that this is only partially available. Only 7% believe that personnel put in place were of a desirable quality and quantity. Many study participants in the qualitative part of the assessment also reported that there seems to be a low level of motivation and commitment not only among subordinates but even among staff with managerial positions. Moreover, lack of discipline, ethics, knowledge and skills among staff are recognized as an obstacle to the successful implementation of the youth policy. Mention should be made to gaps such as lack of capacity, failure in taking full responsibility and accountability among workers because of problems associated in part with lack of incentives and high rate of turnover of staff.

Key lessons learned and proposed measure/s: The assessment results show that the availability, adequacy, attitudes and competencies of personnel involved in policy roll out is partial. There is a perceived high rate of turnover of staff. Both of them are serious concerns. Suggestion: Recruit staff based on merit and institute a mechanism to enhance their capacity and career development, motivation and commitment and thereby facilitate staff retention and promotion based on a results-based evaluation of their performances periodically.

Availability of institutional structure & culture for youth policy *(Standard-16)*

Among the most critical determinants of implementation success are availability of organizational/institutional structure and culture that involve the broader "outer context" (e.g., policy context, inter-organizational linkages) as well as specific organizational characteristics affecting implementation (facilitative/supportive administration, resources, calendars and scheduling). It also includes mechanisms that create and sustain hospitable organizational and system environments for effective services as well as organizational support for creating a positive implementation climate characterized by clear expectations, positive reinforcement for implementing (e.g., social recognition), and consistent messages for supporting the implementation effort. In all the indicators the responses consistently supported the fact that the indicators were fully observed only for less than 9% of the study participants. To the greater majority, these indicators were either partially available (52%), or not at all available (27%), or not even known for availability (17%). In the eyes of interviewed federation leaders, youth issues were not being addressed with respect to structures. There was no clarity on the enormity of youth issues for proper placement in government structures. Abrupt restructuring and/or reshuffling of ministries denied youth the right to be led responsibly and sustainably.

Key lessons learned and proposed measure/s: The assessment results reveal that youth issues does not seem to have been receiving the attention they deserve for quite some time. Given the larger size of the youth population compared to other segments of the Ethiopian population, its potential dividends and the multifaceted nature of youth issues and a range of longstanding sociocultural challenges and emerging national and international developments affecting young men and women, it is high time for all relevant stakeholders and actors at various levels to lobby for the establishment of a separate line ministry ('Ministry of Youth'). The country needs to establish a vibrant youth focused line ministry with a mandate to formulate youth policy and thereby plan, coordinate and oversee the implementation of youth focused programs and services across the country. Once a Ministry of Youth is established the experiences of other countries with a federal governance arrangement need to be reviewed and come up with an organizational structure that can facilitate an effective and efficient implementation and evaluation of a youth policy.

The availability of leadership drivers for the youth policy (*Standard-17*)

Policy and program planning, implementation and outcomes are affected by varied factors; of which leadership practices in the process and the competency of administrators, regulators, and supervisors are the key. It involves providing the right leadership strategies for the types of challenges that emerge as part of the implementation process. Leadership requires guiding the entire process of implementation that encompass a range of activities: making critical decisions, guiding and directing the process, providing support to personnel as well as coordinating, administering, and monitoring activities to ensure full implementation, adjustment to changes, and realization of implementation goals. This leadership applies not only to the core/primary stakeholders but relevant others that are stipulated in the implementation process to assume certain delineated roles. The assessment data indicate that effective leadership drivers were partially available (47%) or not available at all (25%).

Absence of regular and timely monitoring, supervision and evaluation of youth policy implementation was a recurring issue raised by many study participants across regions. Lack of a framework for monitoring and evaluation is another. The issue of regular monitoring and evaluation of youth programs and projects seems totally unheard of in remote rural areas and emerging regions. Accordingly, it was not uncommon to hear from study participants the

existence of a poor supervision of youth-based projects and programs or a total lack of monitoring and evaluation practices designed to support activities and ensure sustainability. The late evaluation of this youth policy despite youth demographic changes and changes in national and international developments testifies to the absence of regular assessment practices. Absence of a monitoring and evaluation mechanism designed for assessing the performance of program staff working for youth organizations and programs was also cited as a problem by many key informants from different regions.

Key lessons learned and proposed measure/s: As per the above assessment results the leadership practices and the competency of administrators, regulators, and supervisors in the process of policy and program planning, implementation and outcomes are shown to be constraints and sources of concern. It is time to revisit the prevailing leadership practices and assess the competency of administrators, regulators and supervisors in the organization across the country.

Policy provision for youth capacity building *(Standard-4):* A pivotal aim of youth policy is to ensure capacity building of young people and thereby enable them develop resilience under risk conditions and achieve healthy transition to adulthood. Capacity building initiatives were gauged against indicators that include provision to young people of professional, technical and leadership capacity building supports to enable them get organized and ensure their rights and benefits, mainstreaming such initiatives for youth groups with special needs, and assistance provided for youth, youth policy implementing bodies, civic societies and other social institutions to enable them effectively execute the policy. However, the results reveal that capacity building initiatives were fully available only to 6% of the participants and for the greater majority, it was either available partially (55.5%), not available (23%) or no information about it (14%).

Likewise, attempt was also made to examine the extent in which the policy is **an asset-based youth policy** *(Standard-9).* An asset-based youth policy capitalizes on the internal and external youth assets than liabilities within and outside the youth groups. Capitalizing on these assets, then attempts were made in our assessment to understand how far the policy envisions optimally exploiting these assets and then developing young people through them. However, data from participants seem to suggest that the external assets were partially exploited at best or not even recognized at worst in youth-focused center construction and strengthening, ICT service provision, and efficient and integrated information network set up. It was also shown that initiatives were partially available or not even available at all in organizing: different festivities, national youth day, exhibitions, contests, tours and camping programs; suitable and motivating competitions organized for youth who need special attention; various competitions at different levels; various awards and encouragement programs for model youth in job creation; outstanding achievements in various spheres. Alike the aforementioned standard-based assessment results the qualitative assessment results tend to be mixed. This is significant as mixed results reflect the differential nature and impacts of efforts made by the government and other actors in the field under review.

Key lessons learned and proposed measure/s: the above assessment results show that the capacity building initiatives were fully available only for a fraction of the youth suggesting the need to do more. While the asset-based nature of the assessment results suggest that the external assets were partially exploited at best or not even recognized at worst. This was seen in youth-focused center construction and strengthening, ICT service provision, and efficient and integrated information network set up. We suggest that more capacity building initiatives are made available; and there is a need to capitalize on the optimal exploitation of internal and

external assets.

A social justice-based youth policy *(Standard-10)*

A social justice-based policy is needed to give visibility to all kinds of youth groups in the policy making and implementation. It aims to ensure that no youth groups are left behind through the cracks of the policy process. Data were generated on support, services, and opportunities available for youth with special needs (youth with disabilities, youth with AIDS, orphaned youth in orphanages, troubled youth in rehab centers, street youth, unemployed youth), girls, and rural youth. And the assessment found that one in four participants (25%) have indicated that social justice-based services, support, and opportunities were not observed in the implementation of the youth policy. The greater majority (44%) have still endorsed that social justice delivery was observed only partially. Only less than one in ten (8.45%) have acknowledged that social justice was delivered fully. Key informants also assert that such marginalized youth group like street connected youth, youth with disabilities and domestic workers are often left with their own devices.

Key lessons learned and proposed measure/s: The assessment results suggest that a significant proportion of youth in general and the marginalized ones in particular have been left with their own devices. We suggest that enough attention should be given to marginalized youth as much as available human and material resources permit.

Ensuring unity through diversity *(Standard-11):* Given that Ethiopia as a nation is composed of ethno-linguistic diversities and that regional states were structured based on this criterion the national youth policy had as one of its four pillars the need to ensure national unity through "recognition and respect of diversity". According to the policy, this principle was guided by the need for creating a common political and economic community by making the youth become mindful of recognizing and respecting the differences inherent in nationality, gender and beliefs in their activities, relationships and participation. It was hoped that this principle will enable youth first, to view their differences with a sense of equality, to nurture the culture of mutual tolerance and respect, and move forward with a spirit of a common objective; and second, to properly understand and realize the differences in the cultures and life styles of their communities and accordingly contribute their share towards the realization of the common vision and objective. The assessment data indicate that, on the average, youth policy measures reflected diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area) only partially, enabled youth appreciate similarities among nationalities/ groups partially and still partially enabled youth develop national identity.

Likewise, the qualitative material in this policy assessment demonstrated the existence of a considerable gap in measures taken and the situation is much worse because differences are more pronounced than common features. Moreover, the qualitative material shows that issues of patriotism, unity, tolerance and co-existence were not given enough attention as part of the efforts made in order to build the knowledge, skills and abilities of the youth.

Key lessons learned and proposed measure/s: the assessment data reveals that on the average, youth policy measures reflected diversity (recognize, identify, and introduce measures to address disparities, specific challenges of youth in the local area) only partially, enabled youth appreciate similarities among nationalities/groups partially and still partially enabled youth develop national identity. We suggest that enough attention should be given to issues of diversity and national identity.

Encouraging youth democracy and good governance *(Standard-18)*

Youthhood is a period of building democratic and good governance skills to be properly deployed while managing responsibilities in adulthood. The youth policy is, therefore, mandated to avail opportunities and encourage youth to exploit these opportunities develop and practice these important skills and behaviors. The assessment results show that in all the four indicators of democratic and good governance experiences, opportunities were partially available (47%), or not available at all (29%). Such experiences were believed to be fully available only to about 9% of the participants.

The policy assessment revealed that some key informants from different regions maintain that there is a tendency to politicize youth issues, while there was no enough number of youth discussion forums planned and organized as specified in the package. Moreover, youth discussions forums tended to be not only ephemeral but also failed to reflect the concerns of the youth. Limited number of discussions and debates has been organized on current issues and thereby help youth understand them and form an informed opinion on current issues. Above all the youth do not have the freedom to freely express themselves. Many key informants from different regions argue that youth are not provided with the opportunity to assume leadership positions as the leaders accuse them of not being mature and not having the right attitudes towards the government. It was also reported that youth participation in the process of building democracy and good governance issues are left at the mercy of persons in positions of power due to the absence of accountability. Youth organization leaders are appointed by political leaders instead of being elected by the youth themselves. Moreover, the opportunity given to the youth to participate in councils at various levels is not uniform across regions; and study participants reported that the government uses the youth for its own political purposes and gains only. Nepotism and impartial treatment of youth are reported to be common in government offices. In fact, young men and women who are members of the ruling political party were reported to have been treated better than other youths.

Key lessons learned and proposed measure/s: As the above assessment results show the achievements don't seem satisfactory. We suggest that efforts should be made to avail opportunities and encourage youth to exploit these opportunities so that they can develop and practice these important skills and behaviors. Also deal with the problems of nepotism and impartial treatment practices in government offices.

Meeting developmental needs of youth *(Standard-19)*

The entire purpose of the youth policy is to positively impact the development of young people. This standard and the two subsequent ones that follow focus on such contributions of the policy from the perspective of the primary stakeholders. Hence, with all the provisions thus far, we need to learn about the extent to which the developmental needs of the Ethiopian youth are addressed in a holistic and integrated manner (see Standard 20 Table 4:20) and with focus on economic needs. The data secured from participants indicate that services, support and opportunities to youth to ensure participation in building democracy and good governance, character building, talent development, recreational services, economic empowerment, mentoring and guiding in career and talent development, preventing and treating HIV/AIDS in youth, RH needs, preventing and treating substance abuse, quality education, building technical and vocational and entrepreneurship skills, managing social evils (violence and crime), eradicating HTP (e.g., GBV, abduction of girls, early marriage), managing ethnic-based youth conflict, sports and recreation needs, and voluntary engagements in environmental protection and social services were either partially provided or not provided at all. Many key informants also maintain that family, educational, religious and governmental institutions and the mass media are not working together in a coordinated manner to contribute to youth personality development. In this connection the qualitative material is also instructive of the importance of

the roles of family and community in youth development.

Meeting holistic/integrated youth needs *(Standard-20)*

In as much as young people are with diverse background, they still have divers needs and, therefore, policy initiatives are effective to the extent that they envision to addressing these divers needs in a holistic and integrated manners. The assessment data on indicators of this holistic nature of the policy suggest that such initiatives were partially available at best or unavailable at worst in different settings including, but not limited to, schools, universities, TVET colleges, residential cares for orphaned youth, and youth centers. The assessment results (see Table 4:20), reveal that the integration of non-academic with academic services in schools, vocational and technical with entrepreneurial skills at universities and TVET colleges, various skills to empower youth in orphanages for autonomous life outside the residential homes, and recreational and other non-recreational needs at youth centers were not to a desired extent.

Key lessons learned and proposed measure/s: As can been observed from the above assessment results (Standards-19 and 20), services, support and opportunities to youth to ensure participation in building democracy and good governance, character building, talent development, recreational services, economic empowerment, mentoring and guiding in career and talent development, preventing and treating HIV/AIDS in youth, RH needs, preventing and treating substance abuse, quality education, building technical and vocational and entrepreneurship skills, managing social evils (violence and crime), eradicating HTP (e.g., GBV, abduction of girls, early marriage), managing ethnic-based youth conflict, sports and recreation needs, and voluntary engagements in environmental protection and social services were either partially provided or not provided at all. In addition, the assessment results on the holistic nature of the policy suggest that such initiatives were partially available at best or unavailable at worst in different settings including, but not limited to, schools, universities, TVET colleges.

Recommendations: Both of these assessment results suggest that a range of measures need to be taken to provide youth with a range of necessary services, support and opportunities mentioned above. As per the suggestion of key informants, family, educational, religious and government institutions and the mass media also need to work together in a coordinated manner to contribute to youth personality development. Mention should also be made to the importance of the roles and engagement of family and community in youth personality development endeavour.

Economic empowerment *(Standard-21):* more pervasive need of youth that the policy needs to address is to reduce youth unemployment by enabling them create their own jobs, encouraging the private sector engage in creating new jobs, and providing opportunities for youth to organize themselves in micro and small enterprises and then get access to financial credit to start one's business. The operational policy package in terms of economic empowerment is no different from the previous policy initiatives because, to the more significant majority of participants, these initiatives were either partially available or unavailable.

Many study participants from the qualitative part of the assessment have also argued that the number of jobs created for the youth by the government and foreign investors are very limited compared with the demand. Besides, fresh university graduates are not supported to secure jobs in their respective areas of specializations as reflected by the fact that the requirements of new job openings of many government organizations often did not take their circumstances into account. Organizing and supporting youth to establish and manage their own joint businesses in

areas that are not profitable simply because the latter are said to be government priority areas is reported as a serious limitation. According to study participants, limited attention, in efforts aimed at creating jobs, has been given to young women and youth with disabilities in particular, pastoralist and rural youth in general. While the policy is designed to help young people engage in job creation, coordination and resource allocation during the process of policy implementation were given minimal attention.

Land: The youth policy does not address the land question of the rural youth; and in fact, it is perceived to have contradicted with the current land administration proclamation. Lack of access to land and their economic dependency on their parents have forced rural youth to migrate to urban areas. The urban land administration efforts made to avail urban land has not considered the needs of youth and the situation has been made worse by the fact that the youth are not able to compete with rich business people for land.

Training: Young men and women are not given the necessary trainings and support before they join the labour force and after they joined the labour force to help them advance in their careers. Besides, some technical and vocational schools are reported to be either not accessible for the rural youth or they lack the capacity to offer short-term training based on the needs of the youth. Some technical and vocational schools are also reported to have shortage of qualified staff in some fields like leather, urban agriculture and agro-processing. Most, if not all, short-term trainings organized for the youth to help them in securing jobs reported to have failed not only to respond to the needs of the market but also considered to be of low quality. Even worse some government organizations waste resources by organizing training workshops on areas which are not in line with the interests of youth or on areas which have nothing to do with the problems of the youth. On the other hand, universities and factories are reported to have been not willing to provide the youth with relevant trainings in their areas of interests and thereby discharge their corporate social responsibilities. Hence limited capacity building trainings including life skills, youth personality development, diversity and national unity issues have been organized and delivered for the youth in an organized manner.

Job creation and access to financial services

Improving economic empowerment through creating access for a credit service, expanding job creation opportunities, and providing entrepreneurial trainings were some of the policy implementation initiatives taken to address critical unemployment and economic inactivity of urban and rural youth.

One such initiative pertains to economic empowerment through enabling youth access a credit service system for the years from 2016 to 2018. The government of Ethiopia had initiated a scheme known as "Youth Revolving Fund" (a total amount of ETB 10 billion) to make the needed financial resources available for youth so that they can participate in economic activities and realize their plan. While some attempts were made to return the revolving fund among the rural youth, such initiatives were not observed among the urban ones. A case in point is that, as reported by a study participant, the 100 million ETB revolving fund allotted to Harari region, which was not successfully recovered owing to political instability, lack of institutional follow ups and evaluation and cultural reasons.

By acknowledging how start-ups have changed the lives of a considerable number of young people for the better, study participants of this policy assessment have also reported that there is a long list of challenges including: finding the right business location (working spaces are not suitable for productive activities like poultry, beekeeping, animal husbandry), lack of working spaces and/or lack of infrastructure like roads and utilities such as water and electricity,

lack of sufficient market linkages, problems related to youth attitudes towards self-employment, increased credit rate of interest, lack of flexible business plans, and youth considering the revolving fund as free/open-access resources. Absence of a system to provide youth with one stop services is one problem, and lack of credit facilities in emerging regions is another. Trust deficit in government organizations coupled with bureaucratic red tapes in accessing credit facilities; start-ups provided for youth falling short of meeting the market demand; the fact that one has to have saved 20% of the total sum s/he wants to borrow in six consecutive months in advance as a requirement to access credit facilities are found to be serious problems affecting youth group ventures. Even worst is the fact that the current rate of credit return (less than 97%) is taken as a basis for rejecting new credit applications. Youth who choose to engage in their areas of business interest are not also given the support they need due to either lack of budget or their inability to meet the collateral requirement.

Key lessons learned and proposed measure/s: The amount of revolving fund allocated for start-ups to get youth out of unemployment seems considerable. However, on account of the high unemployment rate, the proportion of start-ups due to lack of better options of employment is not yet known. Furthermore, we suggest that the attitude of youth towards entrepreneurship/business start-up activities and why the youth in general and the urban youth in particular refused to return start-up capitals need to be assessed and thereby future youth start-up capital provision mechanisms/plans can be informed by such assessment results.

Youth policy evaluation

Although periodic formative evaluations of the national youth policy implementation were missing, some assessments were, however, conducted by different agencies for different purposes at different times. Some of these assessments that were also used as an input in this rather comprehensive assessment and already mentioned under the methodology section include: Adolescent and youth status report (MWCY, 2018), national assessment of the effectiveness of youth personality development centers (MWCY, 2020), the contribution of youth volunteerism in fighting against COVID-19 pandemic (MWCY and VSO Ethiopia, 2020), and the Ethiopian Education Student Support System (AAU, 2016), the next generation Ethiopia (British Council, 2019).

Key lessons learned and proposed measure/s: It was observed that although some assessments were conducted by different agencies for different purposes at different times; there were no periodic formative evaluations of the national youth policy implementation. We suggest that a formative evaluation of a youth policy implementation should be built in the system so that one can learn lessons from evaluation results and thereby make adjustments periodically.

8.2.2 Major Policy Issues/Needs and Recommendations

In this section the recommendations are drawn from findings of studies conducted by other researchers on various youth programs as the national youth policy has been implemented by multiple actors composed of government sectoral offices from federal to the woreda levels and civil society organizations across the country. This section consists of recommendations on nine major policy issues namely: youth, democracy and good governance; youth and economic development; youth, education and training; youth and health; youth and HIV/AIDS; youth and social evils; youth, culture, sports and recreation; environmental protection and social services and youth with special needs.

1.Youth, democracy and good governance

Youth Civic and Political Participation

Considering Ethiopian youth only in terms of vulnerabilities as some scholars do is just like sliding over the civic and political participation of this group and consequently undermining the role of Ethiopian youth in the making and development of Ethiopia as a nation across historical periods. As outlined above, the history of this Country depicts that, the Ethiopian young people have been the pioneers of change (Bahru, 2002) in Ethiopia by mobilizing themselves and the society at large especially since 1953 E.C. The Ethiopian young persons have assumed a uniquely important role in shaping the country's political, economic, social, and cultural development. Such participation includes, the upper primary and secondary school students' participation in the then popular club, 'Young Persons' Christian Association Ethiopia", and the university students' early political movements; the Ethiopian student movement which started in 1965; the popular Ethiopian University Service initiated in 1974 was another participation marking the first formal voluntary services in the country.

Participation in improving environmental sanitation: Concerns over the growing degradation of environmental health in the cities have recently become a source of concern. GAMA was an association founded sharing this concern and to enhance urban environmental health and sanitation through awareness raising and implementation of pilot environmental activities with job creation opportunities for the jobless especially for street youth in Addis Ababa and regional towns (Tekahun, 2004). GAMA applied artistic approach (music, drama, literature, poems) as a strategy in awareness creation campaigns which was best for winning the heart of young people and to allow them demonstrate their interests and abilities. GAMA mobilized more than 13, 000 students from various schools in Addis Ababa and extended to other regional cities thereafter with the participation of many young persons' particularly those streets connected youth; and the achievements were considerable.

Recommendations: The project was short-lived but has many important implications to offer for other projects targeting young persons in Ethiopia. First, young persons have far more serious concerns for the well-being and development of their country than other groups and they possess the capacity and commitment to affect their will. Second, young persons are huge resources to transform the country if their engagements are voluntary rather than imposed. Third, they need to be empowered with necessary skills to effectively discharge their energies not only for personal living and development but also for assuming societal responsibilities at large. Fourth, the methods to be used for empowering them with these skills need to be interesting, participatory, related and applicable to daily living. Fifth, the coordinator/mobilizer/trainer himself/herself must have personal stake and genuine concern in the issue so that s/he can persist with the goals in the face of hardships. Last, the mobilizer/coordinator needs to identify, build, and capitalize on the strength of the target group and exploit this potential for materializing one's goal.

Youth Representation in Parliament and National Elections

Ethiopia's youth policy favors the unreserved participation of youth in the political process. While parliamentary membership puts age of 22 as a minimum requirement. Although age disaggregated data are not available to show the proportion of youth in the parliaments, the representation of youth in the Federal Parliament at the time of joining the House was 61 (11.2%) in 2015 (House of Peoples' Representatives in 2017/18 for MWCY, 2018).

Although statistical data are yet to come, evidence seem to suggest that adolescents and youth have been increasingly participating in the past national elections as candidates, voters, voluntary workers for ushering elections on election days and mobilizing communities and providing civic education to improve election turnouts.

Recommendations:

- A report draws attention to the need for mobilization and reorientation of the youth on the virtues of patriotism, and ethical values while at the same time allowing more space for accommodation of adolescent and youth issues.
- It is also suggested that a holistic and strategic study be made on the challenges faced in civic and political participation and youth empowerment.
- Given the political activism and struggle that young people waged against the EPRDF government in different regions of the country up until April 2018, a more legitimate and official civic and political participation of youth needs to be enhanced.

Ethiopian Youth Federation and Youth Associations

As per the national youth policy for youth to be organized freely, Ethiopian youth have been organizing in various forms such as the youth league, youth associations, youth forums and youth development groups. The federation is a non-profit organization operating in ten regions and two city administrations and has 9 member organizations. The federation is estimated to have a total of over 8.3 million youth members. State agencies and ministries invite representatives of youth federations during approval of youth-related policies, strategies, and programs (MWCY, 2018). According to MWCY (2018), the Federation has been working to enhance the full participation and benefit of the youth in collaboration with the Ministry of Women, Children, and Youth intensively. A case in point is the registration of millions of young people for voluntary activities that fostered development of the culture of volunteerism in Ethiopia.

There are also youth associations established to advance the needs of youth: the creation of various youth organizations to ensure the participation and benefit of the youth; establishment of Youth Forum; being able to create a youth organization. However, some study participants of this assessment reported that the youth have not benefited from youth organizations except attending meetings now and then. Some have stopped even attending such meetings organized by youth organizations because such meetings are perceived to have little or no benefit for youth.

Recommendations:

- Assess, enhance and monitor the capacity of Youth Federations and youth associations.
- Enhance the institutional capacity of youth associations but respect their independent operation and management.

Political opinions of youth and measures to be taken

In a study conducted by British Council (2019), young Ethiopians were optimistic about their own futures (77%) and the future of Ethiopia (64% think Ethiopia will improve in the next five years). Reflective of recent changes in Ethiopia, two-thirds of young people reported feeling more positive about their futures now, compared to 12 months ago (65%). More than half of young people also felt that their role in Ethiopian society has improved over the last five years (54%), and a similar proportion (55%) felt they have more of a role in the community compared to their parents' generation. They expressed that they had more of a say on issues that matter to them compared to the previous generations and that they feel more in control over decisions, like whether to stay in education and whom to marry (British Council, 2019).

When considering 'voice' at a national level, there was an appetite for greater youth engagement in politics, with young people expressing a desire to be more aware of what is happening in their country. Thirty-six percent of young people stated that they have open

discussions about politics with friends and family, and a similar proportion reported consuming political content via television or radio (32%t). However, they felt that there is still opportunity for things to progress further. For example, they expressed that speaking up at community meetings was frowned upon, with some even fearing retaliation from other community members for speaking up. They indicated that their role and status in the community was conditional on factors such as age, employment status, marriage status and behavior. In other words, having a voice is earned by meeting certain standards and fitting into specific norms; it is not a guaranteed right (British Council, 2019).

They were with positive attitude over the political reforms initiated in the country citing series of positive changes and improvements they have witnessed in the past five years, However, younger participants (15–18) and young women tended to be more positive about the political reform discussed in this report, whereas older participants (25–29), youth in Tigray and young men reported feeling more negative. Some important differences were also observed in the views of urban and rural youth across major themes, reflecting their highly varied daily realities (British Council, 2019). While they have mixed attitude toward the existing government, they expressed supportive attitude towards the new prime minter's intentions and the series of radical political reforms he instigated. This young, charismatic, ethnically and religiously mixed leader has laid out a new vision for Ethiopia, which has been met with excitement and hope, but also considerable amounts of fear and uncertainty about what the future holds (British Council, 2019).

Political corruption was another concern expressed as a top issue experienced by young people in the past five years (36%), something they were currently experiencing (36%) and one of the top three issues they wanted to overcome (30%). Young people felt corruption impacted their lives both at a societal level (i.e., it has impacted Ethiopia's development opportunities and economy through misappropriation of funds) and a personal level (i.e., it has thwarted their opportunities to get government loans to start their own business and has impacted the funding that goes to local communities) (British Council, 2019).

They also noted that ethnic conflict/discrimination was one of the most pressing issues facing young people and has become more of a concern over time, with 38% of young people stating they were experiencing this issue at the time of data collection and 54% stating it was a priority issue to overcome in the future. Young people fear that ethnic conflict will never be resolved unless the political structures fundamentally change and cease to be organized along ethnic lines. Young people were eager to see changes that will lead to a more united Ethiopia (British Council, 2019). It was interesting to note in this study that despite being an ethnically and religiously mixed, and politically divided, country, in terms of young people's values and pride points in their country, there is more that unites than divides young Ethiopians. Across the locations we visited in our qualitative research, young people espoused the same values of faith, family, education, work and peace. There was also a high degree of consistency in the things that made young people proud to be Ethiopian – the food, coffee ceremonies, rich history and other cultural and religious traditions that make Ethiopia a unique place to live (British Council, 2019).

Recommendations: The participants of this study have proposed three interesting recommendations as solutions to the existing political instability in the country. First with regards to political engagement and voice, youth called for political information to be more accessible and easier to understand to help drive engagement with politics. They asked for more formal and informal platforms (e.g., community centers to discuss politics and political clubs at schools) to aid political discussions about issues that matter to them. There was also a desire to tackle perceptions that the Ethiopian government is not transparent by creating more direct

lines of communication between young people and politicians and encouraging increased representation of young people in government posts (British Council, 2019).

Second, management of corruption: Youth wanted government spending to be more transparent and reassurance that policies will be properly enforced and published online to increase accountability. In line with this, they wanted reassurance that those who engage in the misappropriation of government funds would be appropriately punished (British Council, 2019).

The third suggestion has to do with one of the pillars of the youth policy that is about building unity through address ethnic conflict/discrimination in the country. However, in the name of promoting ethnic diversity in Ethiopia, actual practices in the last three decades turned out to be accentuating ethnic differences and ethnicization of politics in the country. This has created anti-unity mentality and polarized ethnic relationships causing lots of displacement and killings of citizens in areas where they don't belong to the major ethnic group. Participants also held that ethnic conflict would not be overcome unless the ethnicity of the individual in power ceases to influence economic advantage and/or disadvantage (British Council, 2019).

Street connected youth who took part in YOUR World Research (2019), also suggested that the ethnic-divide has also affected life in streets. They recommended that there is a need to address ethnic-based division among youth that is also negatively affecting the life of street connected youth causing ethnic-based group clashes among them.

Young people in the British Council's study felt that schools and universities need to play a role in shifting the mindset of Ethiopia from one of ethnicity to one of unity. For example, they felt that universities need to take responsibility for the conflict that is currently being experienced on campus, and primary and secondary schools should teach students to celebrate diversity from an early age (British Council, 2019).

On top of concerns mentioned above, the following problems need to be addressed to improve the civic and political participation of adolescents and youth. Firstly, improving political engagements: the findings from the British Council study (2019) has indicated that despite expressing interest, formal youth engagement with politics was low: 14% claimed to be personally engaged with politics, while 53% claimed to be unengaged. Issues like corruption, ethnic conflict and limited awareness of platforms or avenues through which to get involved were holding youth back from speaking up about political issues (British Council, 2019).

Secondly, ethnic conflict and rapid political changes are causing anxiety and uncertainty for young Ethiopians. The biggest challenges experienced by young people at the time of this research included ethnic conflict and discrimination (38 per cent), political corruption and violence (36%) and a lack of financial security (31%) (British Council, 2019).

2. Youth and economic development

Unemployment

While youth unemployment seemed to stand at 23.7% in 2011 and gradually declined to 22% in 2016, but once again grew to 25.3% in 2018 for urban youth nearly 63% of urban youth aged

15 to 29 years were economically active as per the 2018 Urban Employment- Unemployment Survey (UEUS, 2018). As per the last 2013 National Labor Force Survey (NFLS, CSA, 2013), the economic activity of the rural youth was even of a bigger proportion (86%); but with the unemployed and economically inactive constituting 14%.

Job creation

The Government has been taking job creation for youth as a serious project and has Crafted the National Employment Policy and Strategy of Ethiopia (2016/17) to foster entrepreneurship and empowerment of youth, assist in the creation of jobs in the formal and informal sectors and facilitate youth entry into business and promoting additional youth employment initiatives. The government also established the Federal Urban Job Creation and Food Security Agency to assist in creating micro and small enterprises for urban use, while Ministry of Agriculture has been reputed for this responsibility for the rural youth.

Lack of employment opportunities was considered by participants as a big source of anxiety for young people and was felt to have a range of detrimental consequences, including loss of income (71%), psychological challenges (including increased levels of stress and stress- related illness (37%) and low self-esteem (36%), substance abuse issues and emigration to countries outside of Ethiopia for employment opportunities, with a quarter of young people stating they would move outside of Ethiopia in the future (24%) and a further 20 per cent stating they would like to but are unable to (British Council, 2019). It was reported in this study that lack of support for entrepreneurship, nepotism and ageism were big issues contributing to unemployment. Youth asserted that it is difficult to get a job without the right connections and that older people look down on young people who lack experience (British Council, 2019).

Given these circumstances, 75% of the sample in this same study stated that they would like to set up their own business, though only 56% of young people believed setting up a business was achievable. However, young people indicated that they lacked the practical skills and government support to set up businesses – with procedures for securing government loans being overly complicated and bureaucratic (British Council, 2019). Despite high levels of unemployment, young people still considered having a secure job (80%) and a job that they love (80%) as the two biggest contributors to their future success and happiness, across both urban and rural locations. However, only 26% claimed to have found a job they love (26%), with even fewer stating they had a secure job (22%). Despite placing high levels of personal happiness on employment, young people placed employment low on the list of opportunity areas that they think are likely to improve in the future (British Council, 2019).

Overall, despite evidences suggesting that concerted efforts were taken on the part of the government and individuals to contend with the soaring rate of unemployment among youth because of unbridled population growth coupled with rural to urban youth migration, that is not

in fact accompanied with a parallel expansion in employment opportunities, a significant number of youths are living under poor economic conditions due to unemployment.

Recommendations:

- Employment opportunities created for urban, rural, and pastoralists were encouraging but they still are far below the rising need of job seekers. Thus, a more concerted effort is required to expanding job opportunities for the youth in general and pastoralist youth in particular.

- Youth in this study called for increased financial and skill-based support to facilitate entrepreneurship and business skills. They also suggested hiring practices be more transparent to encourage a shift away from nepotism, sexism, ageism and ableism, and requiring companies to publish diversity data to increase accountability.

Entrepreneurial Trainings for Youth

Entrepreneurial trainings are provided by governmental and non-governmental organizations to enlighten graduates as to how to translate their education into a productive business venture and the practice has become commonplace in all universities and TVET colleges. However, data about the number of trainings given as well as the effectiveness and impact on entrepreneurial trainings in motivating the youth to start their own businesses is not available some evidence obtained from the Entrepreneurship Development Center (EDC - Ethiopia) suggest that this center alone has trained a total of 55,556 youth (36% females) in entrepreneurship since its establishment (cited in MWCY, 2018). The findings indicated that while the number of rural youths was expected to be greater than the urban youth, the budget allocated for the latter was higher. While some attempts were made to return the revolving fund among the rural youth, such initiatives were not observed among the urban ones.

Recommendations:
- While technical and vocational education and training (TVET) offers an alternative educational route, it is currently not attracting young Ethiopians and has developed a negative reputation, suggesting the need for a 're-brand' to increase appeal among youth (British Council, 2019).
- There is a need to assess the effectiveness and impacts of entrepreneurial training given so far in motivating the youth to start their own businesses.

3. Youth, education and training

Education

The youth literacy rate has shown a tremendous change over the last two decades as compared with the 33.6% in 1994 to 69.3% in 2015. Moreover, the proportion of literate female youth has also improved, and the gender gap has narrowed. Yet the country still has the world's third-largest out-of-school population and this is particularly worrisome for children with special needs.

Despite these improvements in educational access, student attrition/drop out still seems to be outstanding according to research participants due in part to low household income (38%) and personal challenges (e.g., early marriage, pregnancy – 19%) cited as top reasons for dropping out of education. Young people with disabilities and young women faced additional educational challenges as a result of negative social norms (for both) and issues with physical access (for youth with disabilities). Increased ethnic tension was also complicating decisions about where or even whether to go to university, as travelling to other regions feels increasingly risky (British Council, 2019).

While education enrolment has generally improved over the years, quality remains an issue. There is a mismatch between the skills taught in schools and those demanded by the labor market, making job opportunities scarce even for those with university degrees (OECD, 2018). Young people called for better training for teachers and an emphasis on more practical experience, particularly focusing on skills that would be beneficial outside the classroom environment to secure job opportunities in the future (British Council, 2019). A more recent study has shown that lack of access to schools was a prominent issue for those with a physical disability and those with learning difficulties and for young women, with young people calling for better provisions for these groups. Young people with a disability expressed that they wanted better accessibility for disabled students (for example, ensuring all schools are fitted with ramps and lifts) and more 'normalization' of disability in Ethiopian society. There was also a sense that there is a need for more tailored approaches for students who may experience learning difficulties and require extra attention (British Council, 2019).

In a study that attempted to examine program/ policy implementation in Ethiopia, it was found that the implementation of education policies was inadequate (Belay, Solomon and Daniel, 2020). Reviewing relevant literature in the field, these researchers underscored that the Education and Training Policy (GTP, 1994) and the Early Childhood Care and Education Policy that was developed 15 years later (MoE, 2010) were both not fully implemented owing to confounding variables that basically revolve around resource constraints including the human and financial resources. The repercussions of this partial implementation were also supported by the comprehensive assessment of the education system of the country (curricula, governance, qualification and morale of the teaching force, facilities and budget etc.) at all levels (preprimary, primary, secondary, and tertiary) ever made to draw a 15 years national education roadmap (Tirussew et al., 2018).

Recommendations:

- A study calls for a full implementation of the education policies (Belay, Solomon and Daniel, 2020).
- Although education enrolment has generally improved, quality remains an issue of concern. Moreover, Ethiopia still has the world's third-largest out-of-school population and this is particularly worrisome for children with special needs. Thus, it is high time that both the issue of improving the quality of education at various levels; and the needs of disabled students and out-of-school population are addressed by MoE and other stakeholders.
- The existing mismatch between the skills taught in schools and those demanded by the labor market need the attention of relevant stakeholders.

- Young people called for better training for teachers and an emphasis on more practical experience, particularly focusing on skills that would be beneficial outside the classroom environment to secure job opportunities.
- Access to schools was a prominent issue for those with a physical disability and those with learning difficulties and for young women, with young people calling for better provisions for these groups.
- Young people with a disability expressed that they wanted better accessibility for disabled students.
- Study participants of this policy assessment reported that there is a need to pay attention to the alternative education meant for those children and youth who are unable to go to formal schools.

Support services for students

In a study conducted on the situation of young people, it was found that young people across locations (especially in rural areas) complained about a severe lack of resources (e.g., lack of books, computers, and laboratories), lack of practical experience and poor-quality teaching. In fact, 30% of young people stated they had been negatively impacted by poor-quality education as it did not adequately prepare them for work. Young people also felt that the curriculum at the time of this research does not adequately prepare young people for entrepreneurship, something the current market increasingly demands, and that other practical skills such as CV writing and interview skills are lacking. In line with this, 42% of them reported to have received support and advice about employment while at school. Those aged 15–18 and those in education were more likely to say they had received no support (81% of 15-to-18-year old's and 70% of those currently in secondary school). Lack of support was also higher in rural (67%) versus urban (57%) areas (British Council, 2019).

Other studies on perceived support services of students with disabilities in primary and secondary schools (Tirussew et al., 2017) as well as undergraduate students in higher education institutions in Ethiopia (Rediet and Tirussew, 2021) have also found that support services were unsatisfactory. Moreover, although access to enrollment of students with disabilities in higher education has increased in the last few decades, the nature of support services received

(pedagogical, institutional and psycho-social services), were found to be insufficient.

Recommendations:

- The British Council study (2019) calls for improving support services (books, computers and labs) for students in general and those in rural areas in particular.

- The studies (Tirussew et al., 2017; Rediet and Tirussew, 2021) noted the need to revisit existing support services (pedagogical, institutional and psychosocial services) for students with disability as well as undergraduate students in higher education institutions in Ethiopia and act accordingly.

- Researchers (Rediet & Tirussew, 2021) recommended that higher education institutions need to be guided by comprehensively set national policy and strategic framework to improve their efficiency and effectiveness in supporting students with disabilities.

School-based clubs and student problems

While schools are expected to create opportunities for students to engage in different kinds of clubs (e.g., health, Red Cross, women's charity, traffic safety, ethics) so that students can acquire different kinds of skills and desirable behaviors (Helen, 2013), nearly all of these clubs were not functional to the desired level. The engagement of students in different kinds of clubs at one time or another was reported by study participants of this policy assessment. Moreover, it was also learnt from these study participants that the need for voluntary engagements particularly out-of-school was vigorous, self-solicited, indeed but opportunities were not available.

Although some young people make different kinds of positive engagements, the greater majority don't seem to have these experiences. Hence, against this background, it is not surprising that primary and secondary students seem to exhibit internalizing (anxiety, worry, depression, low self-esteem) and externalizing (violence, bullying, aggression, disciplinary problems, teenage pregnancy, STIs) problems (Tirussew et al., 2017). The problems included academic, behavioral, health, maltreatment, and economic ones. Besides, a review of many other studies has also shown that disciplinary problems among secondary school students and adjustment problems in colleges were common (Belay & Yekoyealem, 2015). Evidences indicate that students lack to have proper life skills in the area of cognitive skills, self-

sregulation, personal resources management, communication skills, and interdependence and teamwork skills, out group and ecosystem skills and adaptive life skills.

Recommendations:

- Provide students with proper life skills training that help them in managing their lives.

- The concerns about learning and behavior of students mentioned above calls for a full implementation of education policies and strategies (Belay & Yekoyealem, 2015).

4. Youth and health

Adolescent Nutrition

Some evidences suggest that chronic malnutrition and iron deficiency anemia are the most common forms of malnutrition among Ethiopian adolescent girls. According to a survey conducted in 2016, thirty-six percent of non-pregnant adolescent girls aged 15-19 years were chronically malnourished (BMI <18.5) and the prevalence of anemia in the same group was 13% while 2.2% of the girls and 0.3% of the boys in this age group were overweight (MoH, 2016).

Sexual Reproductive Health (SRH), HIV, STIs, Family Planning (FP)

Existing evidences from available surveys have also confirmed that the major sexual and reproductive health (SRH) problems of adolescents and youth in Ethiopia include risky sexual practices, child marriage, early child bearing, teenage pregnancy, unsafe abortion and its complications and STIs including HIV. Early sexual debut and teenage pregnancies are common owing to the high rate of child marriages and the subsequent family and societal pressure on girls to prove their fertility ((MoH, 2016). High rate of teenage pregnancy is also associated with the low utilization of family planning services by young people mainly due to lack of access to youth friendly family planning services in this age group compared to older women (CSA 2014). Youth centers were basically created to provide these kinds of youth friendly services; however, these centers were not properly functioning.

Evidences also indicate that there is increased risk of acquiring STIs and HIV among youth due to the early initiation of sexual intercourse and higher-risk sexual behavior including sexual intercourse with multiple partners or casual partner, use of alcohol and drugs driving young people into higher-risk sexual behavior, and transactional sexual relationship in exchange for such material goods as food, cash, cosmetics, transport, mobile phone and items for children, school fees (MoH, 2016). It was found that out of 19,148 males aged 15-24 years who reported having sexual intercourse in the 12 months preceding the survey, 75% were engaged in a higher sexual risk and the proportion among male youth aged 15–19 years was nearly 90% in 21 of the 26 countries surveyed including Ethiopia (MoH, 2016).

The major problem with SRH, HIV, FP and related issues is in general lack of knowledge. For example, only 51% of school girls know about menstruation and its management, a third of them use sanitary napkins as menstrual absorbent and, over a half of them avoid going to school at the time of menstruation (Tegene et. al, 2014 cited in MoH, 2016). Other evidences secured from surveys have also underscored that in-school and out-of-school government and/or NGO sexuality education programs are fragmented and non-standardized. As a result, awareness about SRH matters is generally low among Ethiopian adolescents and youth.

Recommendations:
- Address chronic malnutrition and iron deficiency anemia which are the most common forms of malnutrition among adolescent girls.

- There is a need to attend the health needs of youth first by making all youth centers functional and using them to deliver services and thereby improve access to youth friendly family planning services in this age group.

- Research evidences suggest the need for specific interventions to reduce the risks and vulnerabilities of adolescents and youth to STIs including HIV in the country (MoH, 2016).

Adolescent and youth mental health

Mental illness seems to have come a serious concern in Ethiopia with childhood mental illnesses (prevalence of 12-25%) accounting for the highest burden in the health sector (MOH/HSTP, 2015). More recent studies have reported the prevalence rate of mental illness and associated problems (cited in APS, 2020) to be mental distress 25.8%, harmful drinking 54.5%, stressful life events 40.2%, and khat use 16%.

Substance use, abuse and addiction
Substance use is generally believed to be one of the associated factors for poor health and sexual risk behavior in HIV transmission. Study participants from all the regions and city administrations have expressed that addiction is one of the most serious youth-related problems

in their areas and this addiction was shown to be associated with several interrelated side effects on health, finance, education, and safety. According to student participants, the premises around their school is full of khat selling shops, bars and groceries. Students sometimes sneak out of classes to these places. Several studies in Ethiopia have also indicated that addictive substances such as tobacco, alcohol and Khat are widely used by adolescents and youth (Belay and Yekoyealem, 2015).

About 4.4% of Ethiopian adolescents and youth smoke cigarettes or other tobacco products. The practice is more common among urban adolescents and youth and among those in Harari, Somali and Dire Dawa regions. Nearly half (45.6%) consume alcohol more than six times in a month. Prevalence of alcohol consumption is higher among male (47.7%) than female (43.5%) adolescents and youth, among rural than urban residents. The prevalence of alcohol consumption is higher among adolescents and youth in Amhara, Benishangul-Gumuz, Tigray and Afar compared to other regions. Recent evidence shows that 36.6% of 15-29 years adolescents and youth are using any form of alcohol, higher among males (42.6%) than females (29.5%) (EPHI, 2015 cited MoH, 2016).

The national prevalence of khat consumption among adolescents and youth is 51%; higher among males (56.5%) than females (36.6%). Khat chewing is common in rural than urban areas as well as in Harari, Dire Dawa, Somali and Amhara than the rest of the country (CSA and ORC Macro, 2011). Among the currently 15-29 years old's the average age of starting to chew khat is 16.9 years (EPHI, 2015 cited in MoH, 2016; MWCY, 2018). While a recent study which examined the adverse effects of khat on young people (APS, 2020) in five cities (Adama, Assosa, Awash, Bahir Dar and Addis Ababa) employing a total sample of 1,058 participants, it was found that a significant number of young people (n= 335; 31%) were with khat addiction. About 922 (82%) of young people in this study were found to be engaged in Khat consumption while only a minority of them were engaged in Khat vendor, production, and brokering. Key informants in this assessment also considered substance abuse and related problems as common harmful practices and noted that in their perception youth addiction is on the rise. Substance abuse is common in and around schools. Students can be seen smoking and taking drugs in toilets, and in different corners of school compounds and in the surrounding.

Recommendations:

The high prevalence of childhood mental illnesses needs to be addressed by the MoH in collaboration with other relevant stakeholders.

Given the trend in the use and abuse of substances among youth in urban areas in general and schools and higher learning institutions in particular a range of measures have to be taken including the following.

First, develop laws and regulations that ban substance use in and around school environments. Second, ensuring that youth perspectives are understood about why they use substances and what would help them to overcome addiction. Third, work with youth-led school clubs, teachers and parents' associations. Fourth, take preventive measures with a focus on awareness raising among in-school and out of school youth and dialogue and community conversations to create awareness among community members using the mass media.

Fifth, establish at least one rehabilitation center in each major city and rehabilitate drug and/or substance addicts across the country. Sixth, establish a relationship with relevant higher learning and other relevant training institutions who have the mandate to train staff and thereby meet the human resource needs of the rehabilitation centers mentioned above. Seventh, by reporting the lack of government action on drug and alcohol addiction issues, FGD participants expressed that overcoming addiction-related problems requires commitment from different actors including schools, teachers, the community, parents, students, and the government. Finally, they suggest that while dealing with this problem it is better to listen and understand why the youth go into addiction instead of blaming, stigmatizing and ostracizing them.

Teachers need to listen to the youth as well.

Rehabilitation centers: Through implementing the national mental health strategy, the MoH has made significant strides in expanding mental health care integrated in the mainstream primary health care system. However, limited access to these services remains an important challenge to effectively combat mental health concerns of adolescents and youth (cited in MoH, 2016; MWCY, 2018), as there are only five mental health care facilities in Ethiopia. Besides, only four rehabilitation centers exist in the country for treating citizens with addiction to various agents. Data obtained about the four facilities reveal that the centers are not only enough but also not well-organized to cater for the growing number of patients.

Health services and interventions

Comprehensive sexuality education (CSE) has increasingly been integrated in adolescent and youth SRH program interventions to address existing SRH information gaps of adolescents and youth in Ethiopia. National standards for adolescent and youth friendly health services in health facilities were developed to address the barriers to accessing quality care services. However, the effort directed at providing adolescents and youth with quality health services faced the following challenges which needs to be met:

- There needs to be a continuous review and updating of the content of CSE curricula, inadequate capacity of teachers, volunteers, peers… as key factors limiting the quality and scale of interventions.
- Ensure the existence of a strong institutional framework for effective monitoring, coordination and harmonization of programs (FHAPCO, 2014, cited in MoH, 2016).
- Apply the principle of adolescent and youth-friendly services adequately to mainstream primary and referral-level services. The standards focus on limited range of health issues, namely, sexual and reproductive health and HIV. The progress in expanding the coverage of AYFHS in public health facilities has been protracted and is at 44.8% nationally (cited in MoH, 2016).
- Improve infrastructure including equipment and supplies, health workers' incompetence and lack of compassion and respect, among others. The way that services are currently organized is also contributing to the low coverage and utilization of health services for adolescents and youth. The creation of separate services for adolescents and youth by partner organizations involved in direct service delivery is also a challenge to advancing the government's efforts of expanding AYFHS in an integrated fashion (cited in MoH, 2016).
- Nearly one in three adolescent girls has an unmet need for contraception, and recent data from the Performance, Monitoring and Accountability 2020 (PMA, 2020) project suggests that while unmet need is decreasing among married women, it is continuing to increase among unmarried adolescents indicating limited access to contraceptives when needed (cited in MoH, 2016). Improve unmarried adolescents' access to contraceptives.
- The existence and functioning of youth friendly services are not sufficient to address the growing health needs of large number of adolescents and youth in the country. The few available general services are also branded by the majority of youth as not being youth friendly. The socio-cultural and religious norms and practices are also found to be constraints to the promotion and provision of adolescent friendly services, including the use of condoms and other contraceptive methods while on the other hand promotion of culturally appropriate sexuality interventions such as upholding virginity didn't get enough attention (cited in MoH, 2016). Make services are youth friendly and pay enough attention to culturally appropriate sexuality interventions.
- Make sure that there is a strong coordination between the different actors to meet gender sensitive, life skills-based sexual and reproductive health education, sexual and reproductive health services, and active participation of adolescents and youth in issues of their concern (cited in MoH, 2016).

- The fact that adolescent and youth health is not entirely addressed by the MOH alone requires an institutional arrangement to establish a functional multi-sectoral AYH management body to oversee, coordinate and harmonize the planning, implementation, and M&E of key programs for adolescent and youth health and development under MOH, Ministry of Education (MOE), Ministry of Women and Children Affairs (MOWCA), Ministry of Sports and Youth Affairs (MOSYA), and Ministry of Labor and Social Affairs (MOLSA), and youth and women associations (cited in MoH, 2016).

- Adolescents and youth were not equally visible in and might have fallen through the cracks of policy/program deliberations and resource allocation. Moreover, the prevailing challenge in appropriately organizing and building the capacity of HDAs in the developing regional states and urban areas may widen the inequalities in access to quality services and health outcomes among the general adolescents and youth (cited in MoH, 2016).

- The contraceptive prevalence rate of 9% and unmet need of 30% among teenage girls aged 15-19 reported in 2016 were among the lowest in sub-Saharan Africa. The existence of a gap in the provision of youth focused reproductive health services by health institutions was also reported by some key informants from many regions. As the reproductive health services are not accessible for many high school and university students many youths are affected by unplanned pregnancy and illegal abortion practices. As earlier stated, this unmet need is a serious service provision gap which needs the urgent attention of all relevant stakeholders.

- There is evidence showing that the large-scale implementation of Comprehensive Sexuality Education Program has not been implemented adequately and there is very limited progress in reaching the most vulnerable young people, including the very young (10-14 years) adolescents, both in-school and out-of-school. This evidence calls for revisiting the Comprehensive Sexuality Education Program and acting accordingly.

- Finally, the fact that adolescent and youth health is not entirely addressed by the MoH alone requires an institutional arrangement to establish a functional multi-sectoral AYH management body to oversee, coordinate and harmonize the planning, implementation, and monitoring and evaluation of key programs for adolescent and youth health and development under Ministry of Health, Ministry of Education, Ministry of Women, Children and Youth, and Ministry of Labor and Social Affairs, and youth and women associations (also cited in MoH, 2016).

5.Youth and HIV/AIDS

Education sector HIV strategy is in place with HIV/AIDS incorporated in primary and secondary school curricula, over 20,000 teachers trained in life skills education and youth friendly HIV and RH interventions implemented in many universities supported by various partners. Recent evidences show very high testing uptake and condom use, and very low HIV prevalence among in- school adolescents and youth but they exhibit high-risk behaviors. Large-scale implementation of CSE programs has not been implemented adequately and there is very limited progress in reaching the most vulnerable young people, including the very young (10-14 years) adolescents, both in- school and out-of-school. There is an increased risk of acquiring STIs and HIV among adolescents and youth due to the early initiation of sexual intercourse and higher-risk sexual behavior requires school-based and also youth center-based (in areas where there are functional ones) education, training, information and counseling service provision.

A growing body of research and the findings of this youth policy assessment indicate that comprehensive knowledge of HIV was relatively low, especially among rural females. Only 16 percent of rural females had comprehensive HIV knowledge, compared to 38 percent of rural males, 39 percent of urban females, and 48 percent of urban males. There are also youth for example long distance truck drivers and out of-school youth who are exposed to HIV/AIDS and reproductive health risks. Ali-bit this trend efforts directed at the prevention and control

of the transmission of HIV/AIDS has been declining and this has given rise to an increase in the rate of the prevalence of HIV/AIDS recently.

Young household heads: Some young persons with AIDS-orphaned siblings are observed becoming heads of households by substituting their deceased parents. They assume all the responsibilities of caring and supporting their siblings, generating income and managing households. While sending their siblings to school, many dropped out of school and go for paid work. Evidences indicate that orphaned children living under the headship of older siblings are less exposed to abuses, better adjusted, and more resilient than those staying with such other forms of guardians as relatives, grandparents and adopting parents (Belay & Belay, 2005).

Anti-AIDS Clubs: A total of 8360 Anti-AIDS Clubs (7600 in primary and junior high school, 360 in high schools and 400 out-of-schools) were formed by MoE in collaboration with the MoH in high schools throughout the country to raise awareness of HIV/AIDS, yet little is known about their coverage and effectiveness (Damen & Kloos, 2000). The clubs have been working to encourage young people to learn about HIV and STD, but most importantly, to change their behavior (SNNPR RHAPCO, "n.d."). These clubs have been engaged in mass media campaigns, school-based AIDS education and peer education programs, which aim to bring about changes in knowledge and behavior that reduce the risk of HIV exposure and infection; and they also provided home-based care and support services (HAPCO, 2006).

Recommendations:
- The research findings reveal how serious the extent of the problem has become, and suggest the need to addressed the problem by HAPCO in collaboration with other relevant actors in the sector with a focus on rural females, long distance truck drivers and out-of - school youth. Besides, the early initiation of sexual intercourse and higher-risk sexual behavior among adolescents and youth require school-based and also youth center-based (in areas where there are functional ones) education, training, information and counseling service provision.

- There is a need to design a project and provide young household heads with AIDS-orphaned siblings with economic, and training support.
- Conduct an assessment on the current status of Anti-AIDS Clubs so that their coverage and effectiveness can be identified and thereby measures can be taken accordingly.

6. Youth and social evils

Harmful traditional practices (HTPs) include such negatively impacting practices of wellbeing as well as human rights as female genital mutilation/cutting (FGM/C), early/child marriage, and domestic violence; which are widely practiced and considered as serious crimes by the Ethiopian Law (cited in MoH, 2016).

Female Genital Mutilation/Cutting (FGM/C), removal of the external parts of the female genital for non-medical reasons, appears to be most prevalent (UNICEF and UNFPA cited in MoH, 2016). According to EDHS (2016), 65% of women aged 15-49 years were circumcised; the highest prevalence of female circumcision being in Somali (99%) and the lowest in Tigray (23%). Forty-nine percent of circumcised women age 15-49 were circumcised before age 5, and 24% were circumcised at age 10 or older. Nearly 24% of women contacted in the study believed that the practice was required by their religion, and 18% believe that the practice should continue. Some evidences suggest that attitudes seem changing and FGM/C was declining in Ethiopia in the sense that the prevalence of FGM/C in girls and women aged 15-49 has decreased from 79.9% in 2000 to 74.3% in 2005 (cited in MoH, 2016).

Early/child marriage, or marriage before marriageable age, remains high in Ethiopia despite the fact that the revised family law prohibits the act. In the 2005 EDHS, 34 and 66 percent of Ethiopian women aged 25 to 49 are married by the age of 15 and 18, respectively. In the 2011

EDHS, the respective proportions decreased to 30 and 63 percent for women of the same age group. The median age at first marriage among women of the same age group slightly increased from 16.1 years in 2005 EDHS to 16.5 in 2011 EDHS. In PMA/2014, however, median age at marriage is 17.2 years for the same group (UNFPA, 2013; UNICEF, 2013 cited in MoH, 2016).

Gender-Based Violence (GBV): Research evidences seem to suggest that there is a high prevalence of GBV ((Anderson et al., 2008 cited in MoH, 2016)) among girls in Ethiopia. In a study conducted in northwestern Ethiopia in 2015, it was found that the prevalence of GBV (physical and/or sexual) was 57.3% among high school girls (MWCY, 2018). According to EDHS (2016), among women aged 15-49 years, 23% have experienced physical and emotional and 10% sexual violence; 7% reporting that they had experienced sexual violence in the past 12 months. Four percent of women had experienced physical violence during pregnancy. Furthermore, sixteen percent of married women have experienced at least three types of marital control behaviors by their husbands or partners. Twenty-two percent of married women who experienced spousal, physical, or sexual violence reported injuries, including 19% who reported cuts, bruises, or aches and 10% reported deep wounds and other serious injuries. About one-quarter of women who have experienced physical or sexual violence have sought help (MoH, 2016).

What makes GBV hard to control in Ethiopia is the fact that 68% of married women themselves accept that a husband is justified for beating his wife. It was found out that there was poor awareness about the existing legal framework where more than half (53%) of married adolescent women aged 15-19 did not know the existence of law that protects women from GBV in Ethiopia, similar for the older age groups (EDHS, 2005, 2011 cited in MoH, 2016).

Recommendation:
- It was suggested that there is a need for national strategies to eliminate HTPs that need to be conducted at community level, with organizations having to tailor anti-HTP initiatives and strategies that take into account the diverse regional, cultural, ethnic and religious circumstances (UNFPA, 2013; UNICEF, 2013 cited in MoH, 2016).
- Increase awareness about the existing legal frameworks and law that protects women from GBV in Ethiopia among both married adolescent and older women groups.

Youth internal migration/Trafficking: In Ethiopia, both internal (rural to urban) and cross broader trafficking of adolescents and youth have been widespread. Data were unavailable to express prevalence of the problem; but it appears that rural women and children between the ages of 8 and 24 years were either illiterate or school dropouts tended to be most vulnerable to because of pull (periodic labor demands in towns) and push (e.g., annual yield reductions in households) factors. Evidences indicated that the common forms of abuse and exploitation that victims of internal trafficking were experiencing included labor exploitation, and abuse (physical, emotional and sexual) (MoH, 2016; MWCY, 2018).

Recommendations: In YOUR World Research (2019) conducted with marginalized youth the following measures were suggested to manage internal migration of youth that may lead to street connected life:

- Preventive efforts should be directed towards addressing rural-urban migration. This needs to take into account the perspectives of the youth and the reasons they are migrating.
- Awareness creation regarding alternative ways of generating income and leading one's life without having to migrate can be offered locally.
- Provision of training and protection of rural urban migrants should be considered.
- Safety for young people migrating needs to be incorporated into this training.
- Discussion of restricting migration to those that were more educated was raised but this was not conclusive as this does not take into account that migration is an important

survival strategy for the most marginalized, many of whom are school drop outs.

Adolescent and youth external migration
External migration and trafficking of youth from Ethiopia for engaging victims as housemaids in Middle Eastern countries was also widespread and found to involve violations and abuses of different kinds. As per ILO (2013) estimates, the number of trafficked Ethiopian women and children to the Middle East was as large as 130,000. A year later in 2014, about 91,000 migrants arrived in Yemen from the Horn of Africa, of whom 80 percent were Ethiopians transiting through Djibouti. The same ILO reports also indicated presence of closer to 50,000 Ethiopians in South Africa where more than 95% of these young migrants entered the country through illegal cross-border migration. The government has, on top of ratifying relevant international laws and policies, prohibited trafficking by incorporating it through various articles of the Criminal Code and anti-trafficking legislation that mention stronger punitive measures against perpetrators (FDRE, 2015 cited in Messay and Tefere, 2017). However, human trafficking and/or illicit migration have continued unabated in Ethiopia.

Recommendations: Measures proposed to address irregular external migration and human trafficking include,
- Inclusive development interventions, enhanced agricultural production systems, rule of law, job creation strategies, and improved awareness creation (Messay and Tefere, 2017)

- Provision of information on international migration and alternatives to work in-country and get out of poverty need to be developed; a system of remittance management needs to be considered including training for migrants and those receiving remittances; international migration was raised as being a legal option for the more educated but this legislation does not take into account that international migration is a strategy for the most marginalized including those who have dropped out of school (YOUR World Research (2019).

Youth & Adolescent Crime: adolescent and youth also engage in a host of externalizing problems of a crime nature which according to key informants of this policy assessment reported that there is a perception that violence and crime are on the rise and its perceived root cause is said to be unemployment. Although recent and comprehensive youth crime statistics was unavailable; it is expected that such data need to be organized nationally by the Federal Police Commission. The data at hand show that there has been an increase in the number of crimes from 2013/14 to 2016/17; and then significant declined in the year 2017/18 in which many prison inmates were discharged following the reform initiative the government took at the time it assumed power. Region wise, while the highest number of crimes was registered in Oromia followed by Addis Ababa, Amhara, and SNNPRS, Dire Dawa and Afar was the least. The proportion of females was much lower than males ranging from a minimum of 10.5% in 2013/14 to a maximum of 19% 2015/16. The major areas of crimes that the youth were involved physical attacks and injury, various kinds of theft and other social related crimes (Federal Police Commission, 2017/18 cited in MWCY, 2018).

Recommendations:
- Creating public awareness with a focus on preventive measures with public proactive engagement;
- Establishing juvenile correction centers, revitalizing the oldest and only juvenile correction center located at Lideta in Addis Ababa but apparently suffering from lots of challenges including budgetary constraints, high turnover of professionals, lack of proper supervision and follow up just to mention a few.

Risky Behaviors and Risk Corridors
Adolescents and youth in different contexts are vulnerable to a host of risk factors that may compromise healthy transitioning to adulthood. In Ethiopia a case in point, documented by research as a risk factor for youth is the freshman year of higher education. Previous studies

(e.g., see Belay & Yekoyealem, 215) have shown that university students in Ethiopia were exposed to lots of adjustment difficulties that jeopardized their learning and development. The newly gained independence from parental control coupled with exposure to a new type of learning environment, seems to put particularly the rural youth to a host of stress, anxiety, and worry and yet with little support around them. A decade old national study on risky sexual behavior and predisposing factors among Ethiopian university students had shown that a significant proportion of students (25.8%) were using substances, that a significant proportion (29.71%) were sexually active and were engaged in risky sexual practices (FHAPCO, 2011). In a more recent study, the prevalence of risky sexual behavior among adolescents aged 15-19 years in Aksum Town, Tigray, was found to be 17.2% (Mengesha and Enguday, 2020).

Studies also show that commercial farms, development sites such as sugar plantations and construction sites in Ethiopia are emerging risk corridors involving huge number of casual or seasonal mobile workers (cited in MoH, 2016; MWCY, 2018). Adolescents and youth engaged in domestic work (as housemaids), in paid/commercial sex are vulnerable to various health risks including HIV/AIDS. Similarly, early married adolescents as well as those living with HIV are more vulnerable to other risks, have difficulty of accessing services, and, therefore, require special attention (Anabel, 2014 cited in MoH, 2016).

Recommendations:
- Design and implement projects on awareness raising, prevention and protection of youth who are exposed to risky behaviors and health risks with a focus on higher education institutions, mega projects and commercial farms including youth domestic workers who often work with little protection mechanism in place.
- Study participants suggested solutions to address these problems affecting the youth including, listening to the youth rather than labeling or punishing them, meeting the needs of the youth by expanding sports fields, provision of life skills training, creation of more jobs and stronger surveillance.

7. Youth, culture, sports and recreation

Adolescent and youth voluntary services

Volunteerism is an act of providing time and skills for the benefit of other people and causes rather than for financial benefit. Evidences indicate that youth volunteerism in particular has a number of personal and community benefits to those engaged in the process. Until recently, youth voluntarism is being promoted and coordinated by the Ministry of Women, Children, and Youth by mobilizing adolescents and youth in both the summer and winter schedules starting from 2004, guided by a national volunteerism standard guideline endorsed by the then Ministry of Youth & Sports. Youth voluntary services are now being conducted in Ethiopia throughout the year and quite a large pool of youth is being deployed. For instance, in a report presented at the International Voluntary Day Organized by Ministry of Women, Children and Youth in partnership with VSO Ethiopia, Addis Ababa on 7th December, 2020, the Youth Directorate Office reported that a total of over 12 million youth had participated in the previous years in such areas as extending tutorial and adult education, blood donation, cleaning sewage and waste in urban areas, renovating old and rugged houses, planting trees, denouncing harmful traditional practices, assisting farming, facilitation of election campaigns, and supporting of elderly people among others.

VSO Ethiopia has been a leading organization in promoting, supporting and guiding youth volunteerism in Ethiopia together with the Ministry of Women, Children and Youth and various other youth volunteerism coordination offices. Findings of a Rapid Assessment of the

Contributions of Youth Volunteering in Response to COVID-19 Pandemic in Ethiopia (VSO & MWCY, 2020), have indicated that nationally an estimated number of 10,210, 241 youth volunteers (37% females), implying that nearly 1 in 4 young people, were involved during the first 8 months of COVID-19 pandemic in Ethiopia. Nearly 93% were from Oromia (73%) and Amhara (20%); and rest ten regions making up only 7% of the proportion. Educationally, ranged from 10th grade to first degree holders; the latter covering the bigger share (44%). About 81% were with ages from 18 to 30 years, while the remaining was either lower (9.63%) or higher (5.5%) than this age. Oromia and Harari reported involvement of youth with disabilities; but in other regions either youth with disabilities were not involved or data were not disaggregated to show participation of this group. Only about 4% of volunteers were trained either before COVID-19, during COVID-19 or both; but nearly all VSO volunteers were trained about three times during COVID-19.

Youth volunteers' engagement in response to COVID-19 were need-based and irreplaceable in any other ways, youth volunteerism was becoming a common practice with much desired attitude among youth, positive behavioral changes were observed in safety practices in the communities following awareness creation campaigns by youth volunteers as well as youth volunteers' exemplariness of conduct. The reports secured from ten regions show that an estimated total of 420,079,413.30 ETB was mobilized only during the first few months of the pandemic. While interview results showed that a total of 1,276,005 persons were benefited from services, general regional reports put the estimate to a total of about 26,129,125; implying generally that at least one in four persons in Ethiopia have benefited from COVID-19 voluntary services and that one volunteer has served at least two to three persons on the average. Services were more focused on vulnerable groups: persons with disabilities, the disadvantaged, elderly, the homeless and those in the streets, and destitute households.

Problems identified include misconceptions about the virus and voluntary services, transportation problems, lack of training, support and encouragement, and lack of self-protective materials, attrition of volunteers, lack of financial and material resources, and lack of coordination.

Recommendations:

- Make sure that all volunteers have received adequate formal training before their engagement in any voluntary work.

- Ensure that personal safety measures are taken during service delivery.

- Ensure the adequacy of the provision of the required safety ware.

- Make sure that there is regular supervision and follow up; and adequate documentation and reporting.
- Make sure that the quality of services given are to the required level

Adolescent, Youth and Technology/Social Media

The 2016 EDHS revealed that the level of exposure to mass media was low in Ethiopia with changes in patterns of media use from print and audio (radio) to those providing a more interactive platform (social media). It was found that radio was the most frequently accessed form of media in the past week data were collected among both women (17%) and men (29%), followed by television (16% and 21%, respectively); but gradually decreasing from 2011 (MoH, 2016). Print media was not popular among both woman (4%) and men (9%). The majority of respondents (74% of women and 62% of men) didn't have access to any of the three media at least once in a week. Overall, only 4% of women and 12% of men aged 15-49 reported to have used the Internet in the past 12 months.

In another study, it was found that two-thirds (67%) reported to have access to a mobile phone and to the internet (65%), and just under two-thirds (59%) had access to a smartphone. Young people asserted that mobile phones have become an integral part of daily life and were heavily relied upon for social networking and access to news. Despite increased access to internet-enabled mobile phones, the most commonly used source of information for news and current affairs was television (84%), followed by radio (72%) and social media (54%). Family and friends also remain an important source for half of young people (51%) (British Council, 2019). Overall, most young Ethiopians had some trust in the media, with 74 per cent having some trust and 10 per cent stating they trust it a lot. Young people expressed that since Abiy Ahmed came into power, levels of trust in the media have improved. According to this study despite relatively high levels of trust, fake news was seen to be a big issue with Ethiopia's media, with almost three-quarters of young people thinking this was an issue (72%). This was largely driven by a heightened media narrative around 'fake news' (particularly on social media channels such as Facebook) as an issue and thus a heightened national awareness of the problem (British Council, 2019).

In a qualitative study with street connected youth (YOUR World Research, 2019), participants have, while underscoring the need of ICT to complement youth learning (the use of Audio-Visual materials in teaching and learning) and self-development, expressed, however, that the role of ICT in youth life and development was also seen as relatively negative (seem to encourage such destructive behavior as alcohol use, sexual activity and engagement in different violence). One of Youth-ICT interventions in Ethiopia is the School-Net Project established to integrate national educational resources and help ensure the availability of education all over the country. However, attention is still needed for ensuring the effectiveness of the project; it becomes a major helping hand for access to quality of education especially in the rural part of the country (MWCY, 2018).

Recommendations:

- Within the proliferation of this globalization and technology, many adolescents and youth in Ethiopia, are increasingly using the web and social media; despite the mounting evidences, worries and complaints of citizens about the risks and undesired influences these media pose on the youth in many respects.
- By recognizing the fact that ICT could also be valued and utilized in approaching youth related matters, the young men and women recommended that the law enforcement agencies should give high emphasis to both the positive and negative aspects of ICT usage among the youth in order to move towards better outcomes.

8. Youth, environmental protection and social services

Housing

The biggest challenges experienced by young people at the time of this research lack of employment opportunities (38%), lack of access to housing or poor-quality housing (38%) (British Council, 2019). Lack of access to housing or poor-quality housing was mentioned as a top challenge for young people, ranking in the top three challenge areas that young people are currently experiencing. Housing issues were especially prevalent in urban areas, most notably in Addis Ababa, where young people expressed that space has run out and that tensions with surrounding regions are coming to the fore as the city expands into Oromia (British Council, 2019).

Recommendations:

- The youth still called for reassurance that there will be adequate housing provision to keep up with the growing population, especially in urban areas where housing shortages present a huge problem.

- They called for policies that would allow the housing issue to be addressed in a sustainable manner, without pushing young people out of the cities.

- There was a sense from young people that investing in rural areas and thereby slowing rural–urban migration would help reduce pressure on the housing issue (British Council, 2019).

9. Youth that Need Special Attention

Street connected youth - marginalized youth groups

Street children/ youth are those who either reside in the streets or make a living in the streets or both. An estimated 600,000 children are believed to depend on street life in Ethiopia of whom about 65% hardly had access to SRH services. Among sexually active street children in some bigger cities, 8.3% are involved in sexual intercourse in exchange for money, 2.3% under Khat/alcohol influence, and 2% experience rape (Demelash and Addisie, 2014 Cited in MoH, 2016). Many study participants of this policy assessment reported the existence of an increasing number (given the rate of displacements for the last three years) of street connected children and youth in cities like Dire Dawa (as a transit hub), Harar and Somali regions. Based on this policy assessment and other research findings obtained through desk reviews the following set of recommendations can be drawn with regards to addressing problems affecting street connected youth in particular and marginalized youth groups in general.

Recommendations: First and for most, there is a need to appreciate and understand various categories of youth rather than seeing them as a homogeneous group. In the context of street connected youth a holistic and inclusive approaches are needed for institutional and structural work with youth that requires organizations to work in partnership.

Effectively addressing the challenges of street connected youth requires addressing the causes of the problem such as challenges like landlessness, environmental fragility and harmful traditional practices which are more prevalent in rural areas. To address these problems first youth in rural areas should be encouraged and trained to participate in non-agricultural sectors in ways that this may help managing youth migration to towns. Second, revising the current street connected institution-based intervention programs, in which street connected youth are taken away out of Addis Ababa for training in the regions, as it creates fear among those who work and live on the streets.

Many of the most marginalized youth have dropped out of formal education and therefore their perspectives need to be taken into account when planning relevant education and training. In this regard there is a need first, for offering youth training and mentorship in the area of leadership. Second, provision of youth with ethical and moral education by discussing and taking into account youth perspectives of what would be helpful to them.

With regard to employment and street connected youths' engagement in productive work the following measures, among others, can be taken. First and for most, recognition for informal work and labour, as well as support and protection for the youth engaged in this kind of work. Second, put a relevant education system in place for street connected youth. Third, employment opportunities for street connected youth should be created by taking their financial and mental capacities into consideration.

Fourth, provision of seed money for those who want to go back and reunify with their family. Fifth, capacity building and empowerment of youth through the provision of different services

and facilities supported by employment opportunities and life skill training. Sixth, managing food price inflation as it has become difficult for them to eat three times a day and as a result forced to sustain life through leftover food collected from hotels and restaurants. Seventh, address ethnic-based division among youth it is also negatively affecting the life of street connected youth causing ethnic-based group clashes among them.

Eighth, community dialogue and conversations to create awareness among community members about the life of the youth is vital as the community thinks of street connected youth as burdens, drug addicts and thieves. Ninth, and finally, evidence from research was provided that violence or inappropriate intervention was experienced by street connected youth from authorities. Accordingly, more training for staff of law enforcement agencies is required as well as more consideration of how this can be reported and monitored.

Adolescents and youth with disabilities

A joint report issued by the World Bank and World Health Organization estimated that about 15 million children, adults and elderly persons lived with disabilities in Ethiopia, representing 17.6 per cent of the population. The proportion of people with disabilities was relatively higher in rural (1.82%) than urban (0.47%) areas (CSA, 2013 cited in MWCY, 2018). While the Ethiopian Center for Disabilities and Development has estimated in 2014 that about 17 percent of adolescents and youth live with some form of difficulties, the statistical report in the 2013 national labor force survey reported that 2 percent of adolescents and youth had reported to have a disability (cited in MWCY, 2018).

The Ethiopia government has taken different measures towards changing the status quo by supporting the rights of those with disabilities through its ratification of the UN Convention on the Rights of Persons with Disabilities and the 2018 commitments to inclusive education at the world's first Disability Summit. Yet, most persons with disabilities are estimated to live in poverty, and they live in rural areas where access to basic services is limited. They are also often erroneously understood to be sexually inactive, hardly use drug or alcohol, and are at minimal risk of abuse, violence or rape (UNICEF, 2013; Aderemia et al, 2014). Contrary to these notions, however, youth with disabilities are affected by these problems including reproductive health problems; where there is a high magnitude of unmet need for family planning among women with disabilities (Abel et al, 2015), poor access to most SRH interventions including HIV and AIDS prevention programs (Abel et al, 2015 cited in MoH, 2016). School enrollment of children and youth were extremely low (Belay, Fantahun and Belay, 2015).

Furthermore, youth with disabilities who took part in the YOUR World Research (2019), have identified and prioritized three categories of problems: sever (lack of support from different sectors like from law enforcement bodies; lack of response to questions at different levels; absence of assistive devices for their special needs; and participation of persons with disabilities in policy making is lacking); less severe (service providing organizations are not comfortable; lack of support at times of employment; and lack of psychological support; and least severe problems (awareness raising programs/events about the issues of disabilities are lacking; and organizations aren't interested to employ persons with disabilities).

Recommendations: The following declaration was prepared by the youth with disabilities involved in a discussion organized by the research team:

- Formulating laws and establishing implementing institutions that support and assure persons with disabilities mobility for work and provision of assistive devices for persons with disabilities.
- Considering persons with disabilities in the country's budget allocation and while formulating laws.
- Formulating laws that protect the rights of persons with disabilities and establishing an

institution to safeguard it.

- Facilitating discussions on the issues of disabilities and ensure the participation of persons with disabilities in social, economic and political issues.
- Improving women with disabilities access to most SRH interventions including HIV and AIDS prevention programs.
- Increasing school enrollment of children and youth with disabilities.
- Gradually improving access to basic services in rural areas.

Social Services and Engagements

Youth personality development centers

Youth personality development centers are employed to promote positive youth development through provision of youth friendly services, opportunities and support that ultimately contribute for health personality development, acquisition of knowledge and important skills. The Ministry of Women, Children, and Youth is using these centers as key strategic tools to work on building strengths than managing problems. The ministry is also responsible for promoting the construction and management of youth centers throughout the country to that effect the Ministry has already developed an administrative guideline for establishing these centers and then revised this guideline to make it a more binding and relevant standard (MWCY, 2010). Evidences suggest that there are more than 3,000 youth centers in the country currently; but half of them were not functional due to several reasons; such as the administrative system, financial resources, staffing, training, infrastructure, equipment, physical location, both low level of membership and frequent attendance to the youth centers and poor community participation.

Recommendations: against the background above it can be noted that there is a need to revisit the entire youth center development processes and practices to ensure effectiveness and manage for impact. As per the study conducted by MWCY (2019[54]), this may include the need to steer up program interventions towards sustainable and longer-term impact along a continuum (from short- to long-term) and make it adapt to changing circumstances so that it has more chance of achieving its intended objectives. The major recommendations given to overhaul the youth centers were organized under seven major themes: reconceptualization of youth centers; establish operational framework (design and tools); address infrastructural and resource issues; improve administration and governance; monitor activities and services; establish networking and collaboration; and conduct assessment and reporting. These seven domains of action points were delineated for performance in the short-term, intermediate, and long-term plans along with the actors taking charge of their implementations (MWCY, 2019).

Character building by religious institutions

Ethiopia is a nation replete with lots of religious institutions that are expected to contribute in the character-building process of young people. As it is known, all the dominant religious denominations (Orthodox, Catholic, Protestant, Muslim) reportedly have one form or another kind of program for youth socialization and services; many give space for youth not only to be served but also to actively engage in religious services to others. Although such engagements were not coordinated and aligned with other youth services to ensure the holistic development of young people, it appears that the youth services in the various religious settings is something highly commendable.

Recommendations: Given the current crisis and instability being observed in various spheres of life in the country, the role of religious institutions in building the personality of young

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[54] For a nuanced analysis and full account of such issues, we would like to draw the attention of the reader to a recent national youth centre assessment report (MWCY, 2019) with a focus on the status of youth personality development centers which came came up with a range of suggested measures that need to be take by the government and other actors.

people should be assessed and considered.

Issues for consideration while formulating a new national youth policy:
- The evidence at hand suggests that in the face of the growing multifaceted influence of globalization and social media on the lives and personality development of adolescents' special attention should be given to youth who belong to the age bracket of 15-19. Besides consider the roles of the family and parenting styles in youth personality development; the impacts of digital technology and globalization.

- Formulate a new national adolescent and youth policy which addresses adolescent, diversity among youth and emerging issues like youth movement in general and youth illegal migration in particular. In this connection it is time for Ethiopia to formulate migration policies and thereby regulate migration.

- Make sure that the needs of rural youth including youth in pastoralist areas are also considered in a new youth policy and programs. Furthermore, special attention should be given to marginalized youth groups such as disabled, commercial sex workers, street connected youths, domestic workers, youths living with HIV/AIDS, orphan youths, youth domestic workers, and youth factory workers and those involved in the informal sectors.

10. Close up: general conclusions and recommendations

The Ministry of Women and Social Affairs needs to prove in action to be the highest agency on youth-related issues. As part of this excercise, it also needs to make multi-level engagement (as policy maker, leader and coordinator, implementer, and supervisor) on youth issues.

The following recommendations are given that help this Ministry to assume its leadership position with regards to youth issues:

- Policy revision needs
- Policy installations required
- Policy awareness creation
- Operational improvements needed
- Database establishment needed

Policy revision

- Critical stakeholders missing that need to be included: schools, religious centers, media, offices
- Clarity, focus, feasibility issues
- Africa youth charter that Ethiopia accepted came after EYP requiring the need to incorporate some critical issues
- Inter-govermental, inter-sectoral, inter-organizational coordination
- Marginalized youth that need to be included (except for youth with disabilities and HIV/AIDS): pastoralist, domestic workers, street youth
- Lack of balance that need readjustment:
  - Rights-obligations
  - Prevention-cure
  - Service takers-service givers
  - Support receivers-support givers
  - Unity- diversity

- coordination-implementation
- Internationalization-localization
- Integration-linear approach
- Needs that are not critical at the moment: HIV/AIDS
- Emerging needs; changes in regional and national contexts; emerging national needs that make YP revision mandatory:
  - Cross boarder migration that tolls the life of many
  - Youth volunteerism and its multifaceted contributions
  - Interethnic violence; diversity meshed with social upheaval, political divide, and ethnocentrism
  - Digital world, digital economy, digital communication, social media, virtual meetings
  - Globalization as a real threat and opportunity; meshed with westernization and the need to reorient young Ethiopians to properly navigate through it
  - Unprecedented role of social media as an agent of soc.
  - New face of unemployment-the educated unemployed
  - Rights, freedom, democracy and disregard to obligations

Policy Installation

- Implementation tools:
  - Necessary tools not available-implementation manuals need to be developed
  - Implementation tools available but not familiar like for example life skills framework and manual and guideline for managing youth personality development centers
  - Didn't come across tools fully implemented
- Institutional arrangement, organizational set up
  - Need for stable and flexible institutional arrangement
  - Clearly set out balance between linear and integrational approach
  - Interactions and collaborations within the ministry
  - Internal structural arrangements that allow managing and leading activities relating to critical needs of youth ; assigning youth experts in the ministry to assume responsibilities for example for the ten priority areas or having youth experts taking charge of youth in different contexts
  - Parallel representations in the sectoral ministries
  - Need for establishment of inter-sectoral agency , inter-govermental agency, and inter-actor agency (kind of consortia of NGOs working on youth)
  - Put in place institutional arrangement in which the Ministry is connected directly to beneficiaries like MoE, MoH etc.: schools, youth centers, youth organizations, religious centers, media
  - The federal state arrangement that gives independence to regions has been a source of problem for two reasons. First, sectoral offices in the regions are given the autonomy before growing up enough. Second, the regional states themselves lack the expertise to properly guide the sectoral offices. Therefore, federal offices need to at least serve as advisors , guides, and mentors for the regional states until enough capacity is achieved for autonomy. But, at present there is a gap.

- Personnel Assignment
  - Recruitment , assignment and induction of personnel with proper career ladder
  - On the job training at regular intervals face to face and online
  - Assignment of clear and regulateable responsibility with accountability
  - Resourced/ budgeted assignments

- Motivated and passionate staff
- Monitoring activities
- Accountability with authorities
- Resources; smaller government budget need to be supplemented through resource pooling from state, non-state actors, voluntary workers etc.
- Put in place strong ME and accountability system
    - Quarterly, biannual, and annual reports with verification
    - At least annual meeting to review reports and plans at the ministry level with the following agencies:
        - A day or half long annual transparent meeting with all employs at the ministry level
        - Annual review meeting with regional youth coordinating offices
        - Annual meting with focal persons in the various sectoral ministries
        - Annual meeting with civil societies working on youth

Operational improvements needed

- Need to act proactively to ensure alignments of activities of stakeholders with that of the ministry; this makes the presence of the ministry to make a difference
- Need for improved implementation
    - Improved performance delivery in the various sectors: education, health, governance, employment, capacity building, awareness creation,
        - Improve accessibility, quality, sustainability, participatory, and all-rounded services
        - Improve youth engagement, participation, involvement in decision making, governance, development initiatives…
        - Improved services for those with problems, vulnerabilities
    - Improve balance in terms of:
        - Rights-obligations
        - Prevention-cure
        - Service takers-service givers
        - Support receivers-support givers
        - Unity- diversity
        - coordination-implementation
        - Internationalization-localization
        - Integration-linear approach
        - Political intervention-youth autonomy
- Improved, well organized and national youth volunteersims. Intitating a national youth service in this regards is suggested to be put inplace. Internetional and ethiopian experiences suggest that national youth services enhance national, public and youth development on a ssutaiable manner.
- Need for improved leadership of the youth sector:
    - setting standards of
        - Desirable citizenry behavior of youth, and mentoring, guiding and modeling it
        - youth-friendly services in different sectors
    - deconstructing rules ad regulations that limit youth participation in employment, placement, decision making, leadership, promotion

Database establishment

- Need for improved documentation and sharing of information; i.e.developing am integrated knowledge hub information system in youth-related activities

- Seek out critical missing data regarding:
  - Youth mapping: number of youth in different settings, with different needs,
  - Stakeholder mapping; who does what
  - Activity mapping-what is being done on what: Policy-related instruments, office reports, studies

Finally, the Ministry is good enough if it:
- Knows the Ethiopian youth
- Leads the sector towards an improved, youth-friendly and sustainable service, and
- Coordinates stakeholders to rally for the same goal in the spirit of collaboration and partnership

ANNEX 1

Table 3.5: General Blue Print of Assessment of Implementation of the Ethiopian Youth Policy

Policy matters		Standards	Criteria	Indicator	Basic question	Data sources		More on primary sources: Participants levels and
Fundamental principles, strategies and approaches		See S 1- 13 (Table 2)	Adherence	See Table 2	How far the standards and indicators were implemented?	Primary, Office reports, stat. data	Top-level leader	Parliament standing committees (n=7)
								MWCY leaders (i.e. vice minister of youth affairs, directors of the 3 you
								Regional level youth affair office directors (n=12)
							Middle level	Youth experts, officers, coordinators from each directorate at federal (n=5 (5X3X12=195
								Line ministry offices for intersect orality that include SC, JoCC, MoE, M EPCCC, MUDH, MoME, MWI, MoAF, MoTC (n=12)
								Leaders of youth federations, associations, and leagues at federal and regi
Enablers/ factors	Resources, commitments and account., inst. factors	See S14-18 (Table 3)	Availability, adequacy, competency of personnel	See Table 3	How far the standards were implemented? What resources were put in place?	Primary, office reports, stat…	All levels	International NGOs working with top, middle or lower levels to provide t resources: UNDP, CUSO , PFI, SCI, DLPF, BC, IOM, UNFPA, World V (n=7)
								Local NGO unions working with youth-focused organizations: CoRHA, CoYDO, FENAPD (n=6)
Activities, domains of functioning, services sectors, or needs to be served	Youth personality development, youth mentoring and guidance, youth financial independence, health promotion of youth, education and training services and opportunities, managing social evils in youth, engagement in sports, youth volunteerism	See S19-26 (Table 4)	Accessibility, adequacy, quality	See Table 4	What activities were planned and done to meet needs?	Office reports, Primary, studies already done	Middle (plan & imp.) and lower level	2. Government offices related to employment opportunity creation for yo MoA, MoT, EPCCC, MUDH, MoME, MWI, MoAF, MoTC- n=10), reg n=2)and woreda (n=10 X 44=440) levels=452
								3. Youth participation issues: Youth organizations at federal (league, fede WMCA), regional (league, federation and association) level (n=5+36=41)
								4. Youth volunteerism-VSO, Youth Volunteerism Coordination, and Envi Climate Change Commission (EPCC) at federal level (n=3) and two in eac
								5. Physical needs, sport, athletics-sport commission in each region (n=12)
							Lower level (implementers/ service providers)	6. General activities: At least one local NGO in each region (n=12)
								7. Youth centers (secondary data and report)
								8. Media -one federal and five selected regional TVS: ETV, Somali, South
								9. Training and education -one TVET college and one university from eac from each woreda (n=12 +12+ 44=68)
								10. Health Needs (reproductive health, HIV/AIDS, STIs)-FGA AA (n=2)and BoH from regional (n=12) and health office (n=44) at woreda
								11. Youth participation: three youth organizations at woreda level (n=3X4
								12. Youth character building: sections in the four dominant religious estab orthodox, catholic, protestant Mekaneyesus, and Islamic establishment
								13. Youth with special needs — a. Org. working on youth with disabilities: APWD, FENAPD, b. Yeka General Hospital for youth drug rehabilitation (n=1) c. Rehab centers-Remand Home AA (n=1) d. Violence, conflicts and incarceration at federal (MoPS, Polic commission in each region, and the 44 woredas (n=2+12+44=5 e. Orphanages of youth-at least one in each region (n=12) f. NGOs providing temporary shelters for street youth: O SIDE HAR (n=4) g. Unemployed youth getting services from federal (n=1), regio labor & social affair offices (total n=57)

Impacts/ contributions	See S27 (red) (Table 5)	Effectiveness, efficiency, sustainability	See Table 5	How far services are received? How many have received? What changes were observed in the beneficiaries, communities because of changes in beneficiaries?	Stat. data, Reports, primary, studies already done	Beneficiaries	14. High school students-one per woreda (n=44)
							15. TVET college students- one per region (n=12)
							16. University students- one per region (n=12)
							17. Youth with disabilities (n=12)
							18. Street youth in temporary shelters per region having this provision (n=
							19. Youth in small scale enterprises, employed youth-one enterprise per w
							20. Youth in rehab centers for violence and crime (Remand Home) n=1
							21. Youth in rehab centers for drug addiction (Yeka General Hospital)-n=
							22. Youth in orphanages-one in each region (n=12)
							23. Unemployed youth served by BoLSA (n=12)
							24. Youth benefited health facilities (teenage pregnancy STDs, HIV/AIDS
							25. Rural-urban migrated youth (entry point?)-one per woreda (n=44)
							26. Youth organized under Small scale enterprises (n=44)