

FINAL REPORT

END LINE EVALUATION OF THE PROJECT ENTITLED 'YOUTH ECONOMIC EMPOWERMENT PROJECT II (YEPP II)' IN DUGDA DISTRICT OF OROMIA REGIONAL STATE, APRIL 2021

Submitted To:



Excel Consulting Service PLC

Physical Address: Around Ayat Square, Yeka Sub city, Woreda 13
Tel: 0911057251/0983830715, Email: excelconsultingplc@gmail.com
Addis Ababa, Ethiopia

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Addis Ababa, Ethiopia

TABLE OF CONTENTS

ACRONYMS..... 3

ACKNOWLEDGEMENT 4

1. EXECUTIVE SUMMARY 5

2. BACKGROUND INFORMATION 6

3. PURPOSE, OBJECTIVE AND SCOPE OF THE EVALUATION 6

4. EVALUATION DESIGN MATRIX AND METHODOLOGY 6

4.1. Evaluation Design Matrix & Design..... 6

4.2. Study Area and Targets..... 6

4.3. Sample size and sampling technique.....6

4.5. Data Management and Analysis 8

5. ETHICAL CONSIDERATIONS 9

6. COVID-19 MITIGATION AND ADAPTATION PLAN 9

7. FINDINGS..... 10

8. CONCLUSION AND RECOMMENDATION 25

ANNEX II: DATA COLLECTION TOOLS 32

ACRONYMS

CAPI	Computer Assisted Personal Interview
CRC	Child Right Committee
DCFCO	Dugda Child and Family Charitable Organization
FGD	Focus Group Discussion
GBV	Gender Based Violence
KII	Key Informant Interview
MFI	Micro-finance institution
NGOs	Non-governmental Organizations
OECD-DAC	Organisation for Economic Co-operation and Development-Development Assistance Committee
PPS	Population Proportion to sample
PLC	Private Limited Company
ToT	Training of Trainer
WWCYA	Woreda Women Children and Youth Affairs
YEEP II	Youth Economic Empowerment Project II

ACKNOWLEDGEMENT

ChildFund Ethiopia country office has commissioned Excel Consulting Service PLC to carry out the endline evaluation of YEEP II project in Dugda Woreda of Oromia regional state of Ethiopia. Excel Consulting Service PLC would like to thank ChildFund Ethiopia technical staff at country office as well as at Field office level for investing their time and expertise and providing continuous follow up support throughout the entire process of this evaluation starting from the inception, field work planning, field data collection and write up of the report. ChildFund Ethiopia and Excel Consulting Service PLC are grateful to Woreda level government offices that provided their valuable contribution for the evaluation and provided information pertinent to the evaluation objectives. Salient appreciation is also extended to all the youth participants, beneficiaries of the different project components and participants from the community level establishments who provided all the necessary information during the evaluation period.

1. EXECUTIVE SUMMARY

YEEP II project interventions and project activities that were implemented in the selected Kebeles of Dugda district were highly relevant & appropriate as well as fit with the existing local context. Apparently high unemployment rate among the youth cohort is the critical challenge everywhere in the country. As per the findings of the key informant interviews with the different government stakeholders, there is high unemployment rate among the different segment of the youth community members; there are significant number of graduated youths from the different universities and colleges who don't have any job in Dugda district and the same unemployment rate is also common among the high school completed and out-of-school youths.

Government has limited capacity to employ and create jobs for the existing high number of youths. Existing skill gaps among the vulnerable youths was an important obstacle to youths to engage in the formal and informal economic sectors as commented in the key informant interviews by representatives from the different government stakeholders.

Moreover, study conducted by relevant regional government sector office two years before the launching of YEEP II project indicated that, youths in the Dugda woreda have limited skill and capacity as well as lack favorable behavior towards starting new businesses. At the beginning of the YEEP II project, majority of youths graduated from the different higher training institutions had little motivation and commitment to engage in any available income generating opportunities; often these youths aspire to be employed by government institutions as revealed in the qualitative findings. It was also indicated by the key informants from the different sector offices that the saving culture of youths was very weak.

2. BACKGROUND INFORMATION

ChildFund Ethiopia in partnership with Dugda Children's and Family Charitable Organization has been implementing a three years project (from March 01, 2018 to December 31, 2020) entitled "Youth Economic Empowerment Project II (YEPP II)" in six kebeles of Dugda district of Oromia Regional state, which is 132.9 Km away from Addis Ababa. The project intended to improve the socio-economic wellbeing of vulnerable youth (15-24 years) in six Kebeles of Dugda Woreda, through safe, supportive and responsive environments, and contribute to lasting and positive change in their communities. The sub goals of this project were;

- Sub-goal 1: 250 (50% girls) vulnerable youth (aged 15-24 years) in six kebeles of Dugda Woreda employed in formal or informal economic sector by 2020.
- Sub-goal 2: The responsiveness effort of duty bearers for youth employability and social service needs strengthened by 2020.
- Sub-goal 3: By 2020 a safe and supportive environment in Dugda woreda promotes youth employment, and prevents and responds to sexual and labor exploitation.
- Sub-goal 4: Strengthen the capacity of Dugda CFCO and local civil society in managing rights based projects and youth entrepreneurship.

3. PURPOSE, OBJECTIVE AND SCOPE OF THE EVALUATION

The primary purpose of this evaluation was to measure the contribution of the project towards youth employment, duty bearer's responsiveness to youth employability, the level of supports towards preventing and responding to sexual and labor exploitation in the community found in the Six Kebeles of Dugda Woreda. The evaluation mainly followed and used the OECD-DAC evaluation criteria as well as generated lessons and best practices important to inform the design of similar project in the future. The endline evaluation was conducted in the six project implementation Kebeles and two control Kebeles of Dugda Woreda covering all the thematic intervention area of the project. The evaluation covered the entire project period from March 01, 2018 to April 30, 2021.

4. EVALUATION DESIGN MATRIX AND METHODOLOGY

4.1. Evaluation Design Matrix & Design

The evaluation design matrix was developed based on the information provided in the terms of reference and using inputs from the desk review exercise undertaken by the evaluation team (see annex 1). The endline evaluation design or methodological approach was designed in line with the baseline methodology considering additional content areas to be considered in this evaluation. Thus, a cross sectional, community and institution based study design that employs both quantitative and qualitative data collection and analysis techniques was used for this endline evaluation.

4.2. Study Area and Targets

The endline evaluation was conducted in a total of eight kebeles in Dugda Woreda of East Shewa zone, Oromia regional state (i.e. in line with the methods used during the baseline survey). Six of the eight kebeles namely, Meki 01, Meki 02, Meki 03, Tepo Choroke, Giraba Korke adj and Hate leman were the project intervention kebeles, while the rest two namely, Jawie Boffa and Oda Bokota were selected as non-intervention kebeles (control kebeles) during the baseline survey. Purposively selected key informants from the different institutions were the study units for the qualitative part of the evaluation.

4.3. Sample size and sampling technique

The sample size formula indicated below and assumptions listed below were used to calculate the sample size for the quantitative household survey during the baseline survey. Thus, a total of 499 households were sampled from the six and two project implementation and non-intervention Kebeles respectively.

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$$n = \frac{D * (Z_{1-a} + Z_{1-b})^2 * [p_1 (1 - p_1) + p_2 (1 - p_2)]}{(p_2 - p_1)^2}$$

Where;

- n = required sample size;
- D = design effect (we assume D = 1.5);
- P1 = P1 is proportion of key selected outcome indicator: 50% was considered to maximize the sample size
- P2 = the planned target value of the key indicator at the end-line/final evaluation, which was assumed to be 10% increment from the baseline figure at the end of the project period;
- Z1-a = the z-score corresponding to the desired confidence level (we set a = 0.05, thus Z0.95 = 1.645);
- Z1-b = the z-score corresponding to the desired power level (we set b = 0.2, thus Z0.8 = 0.840).
- 10% non-response rate was added into the calculated sample size

The following general steps were used for selecting respondent youths during the endline evaluation;

- **Step 1: Allocation of the total sample size computed to the 8 selected Kebeles:** Total sample size (499) was allocated to the 6 selected intervention Kebeles and two adjacent Control kebeles based on the principles of probability proportionate to size (PPS) technique. The population size of each Kebele was used as a reference for calculating the proportion. The sample size allocated using the PPS to each study Kebele is indicated in Table 1.

Table 1: Sample size distribution in each study kebele, YEPP II Endline evaluation, April 2021

	Kebele name	Population size	Proportion	Sample size
Intervention Kebeles	Meki 01	19141	0.24	122
	Meki 02	6895	0.09	44
	Meki 03	19396	0.25	123
	Hate leman	3000	0.04	19
	GirabaKorke adj	5600	0.07	35
	Tepochoroke	5006	0.06	32
				375
Non-intervention kebeles	JaweieBoffa	9839	0.12	62
	Oda Bokota	9839	0.12	62
				124
		78716	1	499

- **Step 2: Selection of study households from each Kebeles: Sample study** households (the sample household size allocated in step 1) in each Kebele were selected using random sampling method as indicated below:
 - The survey team first identified the centre of the selected Kebele by the help of the local guide.
 - The team then randomly chosen a direction by spinning a bottle, pencil, or pen on the ground and noting the direction it points when it stops.
 - Based on a randomly chosen direction, the team walked to the edge of the Kebeles. At the edge of the Kebeles, the team spin the bottle again until it points into the body of the Kebeles. Then the team walked along the second line counting each household on the way.

- Finally, using a random number list, the team selected the first house to be visited by drawing a random number between 1 and the number of households counted when walking.

The subsequent households were chosen by proximity. In Kebeles where the houses are closely packed together, the next house on the right was chosen and selection of household was continued in this direction until the required number of Households is completed. In kebeles where houses are spread out, the house with the door closest to the last house surveyed was chosen, whether on the right or left until the required number of households is completed.

- **Step 3: Selection of target respondents aged (15-24 Years) from each sample household:** Once the enumerators have chosen the household to be surveyed at step 2, female or male respondent whose age between 15 and 24 years old were chosen to be interviewed.

4.4. Data collection instruments & approaches

Household Survey: The main data collection tool used for the quantitative survey was via face to face computer-assisted personal interviewing (CAPI). The interviewer reads questions from the screen of a handheld device, preloaded with the questionnaire, to the respondent. A structured household survey questionnaire that was used during the baseline survey with the necessary modification was used during the HH survey (annexed at the end of this report). This instrument was developed first in English and translated into Afan Oromo language before being uploaded into Kobotoolbox application for the actual data collection.

Key Informants Interviews (KII) and Focus Group Discussions (FGDs): KII was conducted with purposively selected key informants including with relevant people at Woreda and Kebele administration levels. A total of 10 key informant interviews were conducted during this evaluation. While, a total of 12 focus group discussions were conducted in which one homogenous group included a maximum of 6 participants as part of the COVID-19 mitigation plan (please see section of COVID-19 mitigation plan at the end of this technical proposal). The FGD participants included male and female youth project beneficiaries, district child right, and the community committees which have been supported by the project during implementation period. KII and FGD guides were prepared based on the evaluation objectives, criteria and project thematic areas.

Desk/document review and secondary data sources: The evaluation team carried out comprehensive review, analysis and synthesis of project related documents, national policies & strategies, reports, similar surveys/studies, baseline report and other secondary data and information to explore additional information to substantiate the findings obtained from the primary data sources.

4.5. Data Management and Analysis

The quantitative data collection was conducted based on computer assisted personal interviewing (CAPI). A data entry template is developed through Kobotoolbox application/platform. The data was transferred (exported) into SPSS version 22. Before, the analysis further data check-up was conducted to further ensure the quality of the collected data. Preliminary analysis such as Skewedness', kurtosis and etc. tests was conducted to assess whether the entire data in the form of SPSS data set is free from outliers and appropriate statistical measurements was taken to correct such kind of data. The second phase of the data analysis involved major statistical data analysis process to calculate percentages and averages, and tabulated by sample stratifies. Frequency tables and graphs were used to display the results. The outcome results at baseline were compared with final evaluation values to examine the change brought at the end of the project period. Qualitative data analysis involved thematic coding of the transcribed and translated in depth interviews and focus group discussions. Data was analyzed and compiled using a thematic approach by conducting an ongoing content analysis of the transcripts. The constant-comparison method was used to create categories of relationship between data units. Data collected from the secondary data sources was used to construct relevant indicators and qualitative findings relevant to the evaluation. Finally, all the findings from the different data sources were triangulated and presented under the different evaluation thematic areas.

5. ETHICAL CONSIDERATIONS

We took every measure to protect the rights of the human subjects who participated in this evaluation and adhere to the ethical principles of respect, beneficence, and justice as defined by the National Public Health Institute of Ethiopia. To meet this, Excel Consulting Service PLC and all the survey team members solicited informed consent for using of audio devices from each study participants prior to the data collection. Guardian consent was received before interviewing youths below the age of 18 years. Further communication was done for each government offices before the actual data collection. Data generated for the purpose of this evaluation was organized and fully documented for use by those who fully familiar with the evaluation and be submitted to ChildFund Ethiopia.

6. COVID-19 MITIGATION AND ADAPTATION PLAN

COVID-19 mitigation plan was developed and followed. Cognizant of the need to undertake the evaluation by following internationally agreed guidelines and recommendations to minimize and prevent the risk and exposure of the evaluation team and participants to COVID-19, Excel Consulting Service PLC has prepared an adaptation (mitigation) plan to inform and guide the evaluation implementation process. The adaptation plan was developed with reference to the National Comprehensive COVID-19 Management Handbook of Ethiopia. The adaptation plan outlines essential considerations and actions that need to be implemented at different phases of the evaluation, from design to data validation and reporting phase.

7. FINDINGS

7.1. RELEVANCE AND APPROPRIATENESS OF THE PROJECT INTERVENTIONS

The project is in general relevant and appropriate to the need of the targeted beneficiaries and the existing socio-economic situation of vulnerable youths, women and children in the Dugda Woreda. The project interventions and project activities that were being implemented in the selected Kebeles of the district were highly relevant & appropriate as well as fit with the existing local context. Apparently high unemployment rate among the youth cohort is the critical challenge everywhere in the country. As per the findings of the key informant interviews with the different government stakeholders, there is high unemployment rate among the different segment of the youth community members; there are significant number of graduated youths from the different universities and colleges who don't have any job in Dugda district and the same unemployment rate is also common among the high school completed and out-of-school youths. While on the other hand, government has quite limited capacity to employ and create jobs for the existing high number of youths. Existing skill gaps among the vulnerable youths was an important obstacle to youths to engage in the formal and informal economic sectors as commented in the key informant interviews by representatives from the different government stakeholders. Moreover, study conducted by relevant regional government sector office two years before the launching of YEEP II project indicated that, youths in the Dugda woreda have limited skill and capacity as well as lack favorable behavior towards starting new businesses. At the beginning of the YEEP II project, majority of youths graduated from the different higher training institutions had little motivation and commitment to engage in any available income generating opportunities; often these youths aspire to be employed by government institutions as revealed in the qualitative findings. It was also indicated by the key informants from the different sector offices that the saving culture of youths was very weak.

“There was a behavioral problem among youths towards the different available income generating opportunities. They want a business that provides them an income over a single night. They don't want to face the ups and downs experienced in running any income generating business”

Similarly, access to finance to youths who want to start new income generating business was also a critical challenge in the woreda at the inception phase of the project. The capacity of the duty bearers and their level of responsiveness were not also good enough to satisfactorily address the demand and need of the youth community members. As found in the qualitative findings, start-up capital, finance and short term skill development trainings were not easily accessed by the youths with low socio-economic status which was a critical bottleneck to youths to start their own income generating businesses.

Child abuse and labor exploitation was also the prevalent problem in the intervention Kebeles and in the Dugda Woreda. Since Dugda Woreda is know by the production and selling of large amount of vegetables where the demand for cheap labour is very high. As found in the qualitative findings, small scale irrigation scheme is commonly used for the production of large volume of vegetables which is labor intensive and require large number of man power. Because of the high demand of man power in the district, migration and labor exploitation of children was common at the design stage of the YEEP II project. While, the level of duty bearers capacity, responsiveness, and commitments was below satisfactory at the beginning of the YEEP II project as witnessed in the qualitative findings. As a result, getting the necessary services from the relevant government sector offices was challenging to unemployed youths who were seeking some kind of income generating business opportunities. The same was true regarding the level of responsiveness of duty bearers to child protection issues, GBV, and child labor exploitation.

“Before YEEP project started the committee was not active even though the prevalence of child problem was high. Children were used to face a number of problems. No one was interested to bring child abuse case to the relevant legal body and it was a hidden yet highly prevalent problem in this community.” (FGD with CRC committee)

Given the socio-economic status of the youths and the level of capacity & commitment of the duty bearers, the project interventions can be said appropriate and quite relevant to address the above mentioned problems. Moreover, the project integrated and holistic intervention approach- financial and non-financial interventions was appropriate to address the multifaceted problems around youth economic empowerment in the Dugda district. The project support on youth skill development, enhancing access to finance, and sensitization forums & events, and behavioral change activities as well as project interventions that targeted to improve the commitment and responsiveness of the duty bearers were appropriate to realize the project objectives and the overall project outcome.

7.2. EFFECTIVENESS

7.2.1. Employability and Employment of youth

Readiness of Youth for Employment and Employment status of the Youth. The project has been implementing different activities to improve the engagement of youths in the formal and informal economic sectors. The findings of the endline evaluation showed that the YEEP II project recorded remarkable achievements in improving the employment readiness and employment status of youths in the intervention Kebeles of Dugda Woreda. In the quantitative household survey, youths were asked whether or not they have attended any training on labour market skills and if they are currently enrolled in trade/ technical vocational courses along with the financial sponsor of the respective trainings. In this regard, about 25% and 22% of the youth respondents received training on labour market skill preparation from the intervention and non-intervention Kebeles respectively. Similarly, very few respondents from the intervention and non-intervention Kebeles were currently enrolled in trade/technical vocational courses (11.5% and 5.6 non-intervention Kebeles respectively). Moreover, NGO/Charity was reported as the sponsor of the courses for 41.9% and 14.3% of the respondents in the intervention and non-intervention Kebeles respectively (Table 2).

Table 2: Training on labour market skills and technical vocational course among youths in Dugda Woreda, April 2021

Varibales	Case (n=375)		Control (n=124)	
	n	%	n	%
Participants ever attended any training in labour market skills preparation	92	24.5	27	21.8
Participants currently attending any trade or technical vocational course	43	11.5	7	5.6
Sponsor of the course (<i>Multiple response</i>)	(n=43)		(n=7)	
Government	10	23.3	1	14.3
Self-financing	15	34.9	5	71.4
NGOs/charity	18	41.9	1	14.3

Positive results were observed when comparing quantitative result of the baseline and endline evaluation values regarding youth readiness to employment and employability. In this regard, the proportion of youths who received labor market skill preparation training/course increased from the baseline value of 6.1% to 11.9% in the endline evaluation. While, 1.9% and 11.5% of the youths were currently enrolled in similar trainings/courses at the time of the baseline survey and endline evaluation

respectively. NGOs as the sponsor of the course was reported by 8.7% and 41.9% of the respondents participated in the baseline and the end line evaluation respectively (Figure 1).

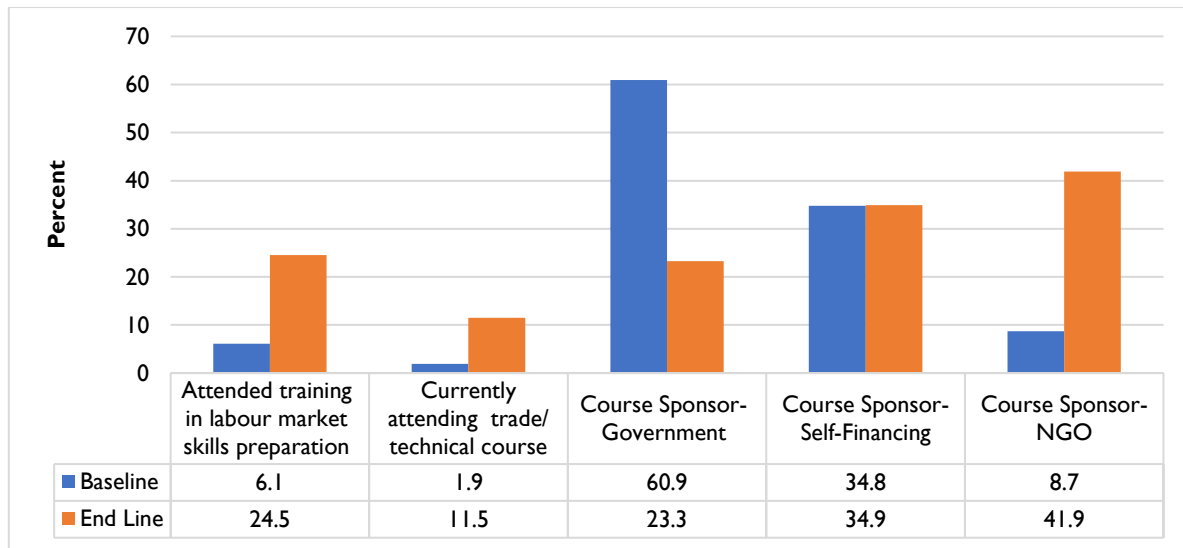


Figure 1; Baseline Vs End- Line Comparison on labour market skills and technical vocational training among youth in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Qualitative findings from the key informant interviews with the different stakeholders and focus group discussion with the project beneficiaries youths further support the positive findings observed in the quantitative results and revealed the contribution of the project in improving the readiness of youths to employment and their employability status. Training topics supported by the project such as training/courses/ on entrepreneurship, financial management saving and credit cooperatives methodology reusable sanitary pad production and tailoring, poultry management, dairy production management, milk collection & processing, cattle fattening management, and motivational and life skill brought a significant positive results and contributed a lot in increasing the engagement of vulnerable youths in the formal and informal economic sectors. Moreover, the capacity and skill improvement trainings supported by the project significantly improved the confidence, motivation, readiness and employability status of the targeted youths in the six project intervention Kebeles as revealed in the key informant interviews and focus group discussions.

Youth’s engagement in own business and Confidence to start own business enterprises.

Youths were asked about their ever engagement on own business or in an enterprise (small project) that generates income. Based on the finding of the evaluation, almost half of female youths from both the intervention (55.4%) and non-intervention Kebeles (47.1%) reported that they were never engaged and owned income generating business. The proportion of female youths who were engaged in more than one small business that generated income accounted 57.5% and 63.2% in the intervention and non-intervention kebeles respectively (Table 3).

Table 3; Youth’s engagement on own business or in an enterprise (small project) that generates income in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Intervention (n=375)		Non-intervention (n=124)	
	n	%	n	%
No, Never				
Female	124	55.4	33	47.1

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	Male	100	44.6	37	52.9
Yes, More than Once	Female	42	57.5	12	63.2
	Male	31	42.5	7	36.8
Yes, Only Once	Female	37	47.4	22	62.9
	Male	41	52.6	13	37.1

When comparing youth's ever engagement on own income generating business between the baseline and endline values, large proportion of youths (82.9% Female and 87.8% Male) never engaged in small projects that generated income at the baseline survey compared to almost half of the youths (Female-55.4% and Male 44.6%) in the endline evaluation. In line with this, 9.6% of female and 6.9% of male youths participated in the baseline reported their ever engagement in more than one small projects while in the end line evaluation 57.5% of female and 42.5% of male youths reported their engagement in more than one small projects that generate income (Table 4).

Table 4; Baseline Vs End- Line Comparison; Youth's engagement on own business or in an enterprise (small project) that generates income in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline (n=375)		End Line (n=375)		
	n	%	n	%	
No, Never					
	Female	155	82.9	124	55.4
	Male	165	87.8	100	44.6
Yes, More than Once					
	Female	18	9.6	42	57.5
	Male	13	6.9	31	42.5
Yes, Only Once					
	Female	14	7.5	37	47.4
	Male	10	5.3	41	52.6

Meaningful improvement was documented regarding the current engagement of youths in small projects that generate income where 43.8% of female and 56.2% of male are engaged in their own business which is by far higher than the proportion reported in the baseline (only 6.9% of female youths and 9.6% of male youths were engaged in own businesses). Similar results were found between the baseline and endline evaluation regarding youths perception on the adequacy of the income they get to make a living. In this regard, 43.8% of female and 56.2% male youths reported in the endline evaluation that the income they get from their own bussiness is enough to make a living (the value is almost the same with the baseline value; 45.8% of female and 46.9% of male youths (Table 5).

Table 5; Baseline Vs End- Line Comparison; Youth's current engagement in an enterprise (small project) of their own that generates income in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline		End Line		
	n	%	n	%	
Participants currently engaged in an enterprise (small project) of their own that generates income					
	Female	13	6.9	32	43.8
	Male	18	9.6	41	56.2
Participants who reported that income they got from their own enterprise was enough to make a living					
	Female	11	45.8	32	43.8

The future plan and confidence in establishing own business/enterprise was also assessed among youths who were not currently or ever engaged in their own business. Accordingly, very large majority 77.7% of youths from the non-intervention Kebeles and 71.4% of youths from the non-intervention Kebeles reported that they have a future plan and confidence to establishing their own business/enterprise that generates a living income. However, 6.7% of youths from the intervention Kebeles and 27.8% from the non-intervention Kebeles reported that they already have the budget to start their own business/establish an enterprise which generates a living wage. When comparing the future plan and confidence of youths to establishing own business/enterprise and the availability of budget between baseline and the end line evaluation, nearly similar proportion (Baseline- 75.0% and End Line- 77.7%) of youths reported that they have future plan and confidence to start and own income generating business. The availability of budge to establish own business/enterprise however, slightly declined from the baseline value of 11.6% to 6.7% in this evaluation.

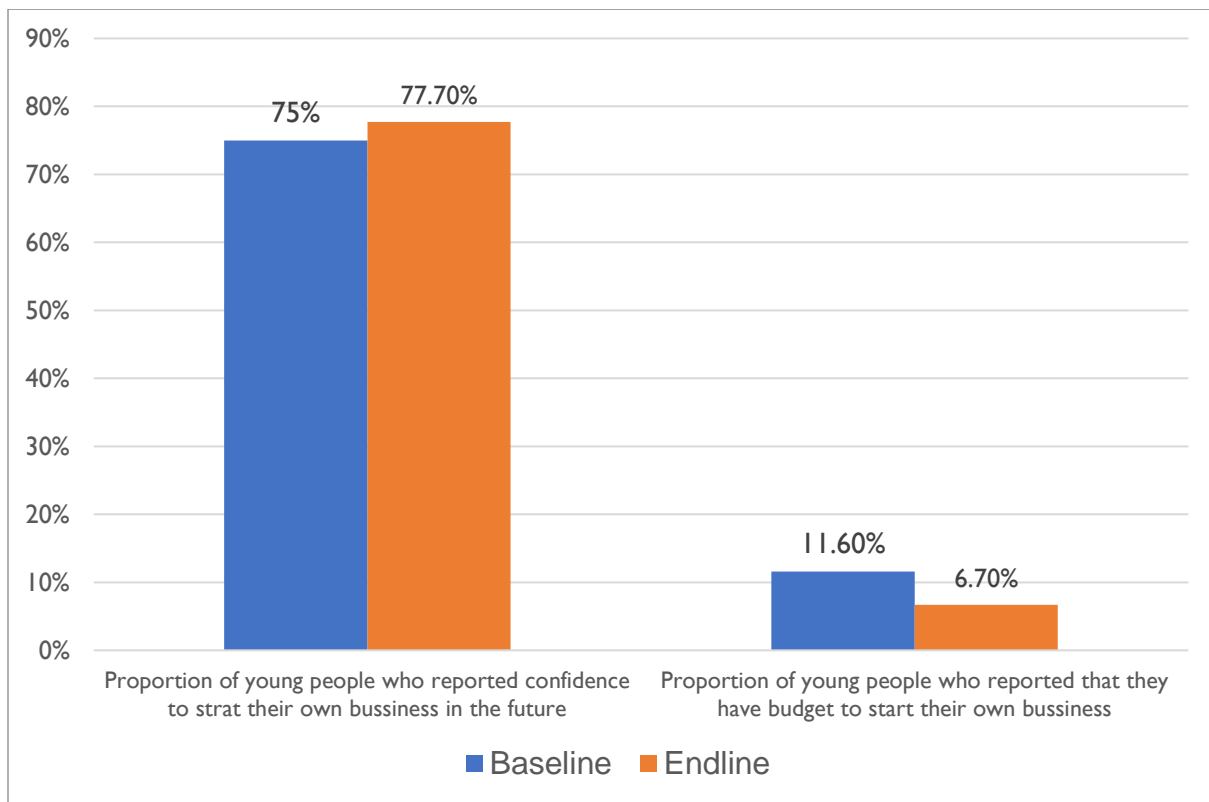


Figure 2 ; Baseline Vs End- Line Comparison; Youth’s future plan and confidence establishing own business/enterprise that generates a living income in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Information generated from the desk review and qualitative findings revealed that the project brought a significant change among the direct project beneficiaries to own income generating business entities as well as in improving the confidence and mindset of the vulnerable youths. The project has been supporting youths on garment/sewing, milk processing, poultry, goat and sheep fattening, sanitary pad production, and supported the establishment of 6 youth saving groups during implementation period. The project enhanced access to finance to youths by providing matching startup capital and facilitated access to loan from the local private micro finance institution through allocating the required contribution money (guarantee fund) that is supposed to be expected from the youths. The allocation of the minimum contribution money/guarantee fund/ to the local micro finance institution by the

project significantly avoided the challenges related to the minimum saving amount expected from the youths. Such arrangement by the project helped youths to access finance and establish their own small income generating businesses. Moreover, the skill improvement training along with facilitating access to finance and startup material (machines such as sewing machines) and the necessary kit provision by the project helped the targeted youths to establish their own business enterprise. Even though the project has been targeting small number of youths in the income generating opportunities, it was learned that the project positively influenced and motivated the mindset of other youth community members towards starting their own business.

“The project supports significantly motivated us to do our own business and we didn’t have that kind of work motivation before the project started to implement. We are female and we didn’t think that we would take care of outdoor business and run income generating business other than doing household chores.” (FGD female youth engaged in the garment business)

Moreover, the project activities were implemented in close coordination with the different government sector offices such as Woreda women, children and youth affairs office, labor and social affairs office, Kebele and Woreda administration office, Medium and Small scale enterprise, Livestock development office, job creation unit, TVET, and other Woreda level key government stakeholders. Launching and baseline survey validation workshops were convened at the initial phase of the project which created opportunity to build consensus across the woreda level project stakeholders and provided a clear picture to the key stakeholders on the project interventions, project thematic areas and activities. The convened workshops that were organized at the beginning of the project had significant contribution to establish smooth & strong coordination platform and helped to buy-in the support of the government sector offices in the project implementation process. During the project implementation period relevant stakeholders were involved from preparing the selection criterion of youth beneficiaries to periodically reviewing the performance of the project. Findings from the key informant interviews and focus group discussions revealed that the project improved the responsiveness, commitment, motivation, and coordination of duty bearers in the provision process of the necessary services for any youth groups that want to initiative their own business. For example, the TVET has been providing the training to the project targeted youth with a discount price which is an indication for improved commitment and responsiveness of duty bearers to respond to the need of the vulnerable youth community members.

Though the YEOP II project brought a positive results in creating income generating business for the vulnerable youths, significant number of challenges, gaps and weakness were reported in the qualitative findings that affected the performance of the project. In the first place, lack of the revolving fund and regular loan from the government MFI created significant challenges for the project to effectively meet the project target under sub-goal I. Initially the project was intends to organize and provide the necessary skill trainings to selected youth groups to enhance their ability to be employed in the formal and informal economic sectors. While it was assumed at the design stage of the project that the youth revolving fund would be availed from the government MFI to the targeted youth groups. Duty bearers from the government sector were also responsible to provide work space and lands to youth groups to start and run their own income generating business. Unfortunately the provision of the government youth revolving fund was not released as it was assumed at the design phase of the project. Previous challenges related to timely return of loans made the MFI (called WALQO) less interested to make available additional loan for the youth groups unless the required collateral requirements are fulfilled. The project tried to bridge the above gaps through availing matching funds and guarantee funds to the youths. However, such challenge somehow affected the effectiveness of the project and created financial challenges to smoothly deliver some of the original project activities.

High inflation rate in the country was also reported as the critical challenge that was affecting the effectiveness of the established new businesses. Given the current rate of price increment of inputs, youth groups were quite challenged to run their business and simultaneously to periodically pay the loan received from the local microfinance institution (i.e. Meklit Microfinance institution). For example, due to the rapid increase of feed price, youth groups engaged in the poultry and milk processing business have been critically challenged to run their business as it was initially expected. The same is true regarding the project plan to purchase cows for youth groups established under the milk processing business. There was an initial plan to purchase cows for two established youth groups. However, there was a huge mismatch between the actual and the previously estimated prices of cows which created challenges for the project. As a result, the original plan was revised and replaced by purchasing goat and sheep for the established youth groups to engage in the fattening business area. Furthermore, COVID-19, inadequate amount of start up money due to high rate of price increment, gap in the selection process of youth beneficiaries, lack of commitment of the youths, and absence of adequate market were dominantly reported as the challenges that affected the performance of the project under the youth economic creation project component.

“COVID-19 pandemic affected our work because customers were not willing to come and buy for milk which critically affected our business.” (FGD with youth group engaged in the milk processing business)

“The amount of money we had as startup wasn’t enough. We had to return the money right away and we feared for bankruptcy. As the result we had to keep the loan without doing any business and started to regularly return the money to Meklit (the private MFI).”

Main Challenges Youth face to Start their own Business Enterprises. In assessing the main challenges to establish own enterprise/ start business, significant proportion of youths from the intervention Kebeles reported that lack of startup capital (75.7%), limited access to loan services (67.5%), and bureaucratic line to access loan services (62.1) in their order of magnitude as the main challenges youths face to start their own business entity. Similarly, youths from the non-intervention Kebeles reported that limited access to loan services (88.7%), lack of entrepreneurship skills (88.7%), lack of startup capital (87.9%), bureaucratic line to access (87.9%), weak effort that has been done in value/supply chain for micro enterprises (87.9%), and lack of teamwork skill (87.9%) as the main challenges to establish own enterprise/ start business in their order of magnitude.

The baseline and endline values on the main challenges for youth to establish their own enterprise were compared. Accordingly, lack of start-up capital (Baseline-94.1% Vs End line- 75.7%) and limited access to loan services (Baseline- 43.7 Vs End line- 67.5%) were the two mainly challenges reported both in the baseline survey and the end line evaluation. Lack of role models in the area (business & education) was the least reported challenge mentioned by 15.2 % of youths participated in the baseline and 33.1% of youths participated in the end line evaluation (Table 6).

Table 6; Baseline Vs End- Line Comparison; Main challenges Youth reported to be able to establish their own enterprise and to start business in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Variables (Multiple Responses)	Baseline	End Line
Lack of marketable technical skill	43.7	56.3
Lack of startup capital	94.1	75.7
Limited access to loan services	43.7	67.5
Bureaucratic line to access	40.8	62.1
Weak effort has been done in value/supply chain for existing micro enterprises	29.6	55.5

Lack of entrepreneurship skill	48.5	51.2
Irregular and ineffective coaching	16.5	55.2
Lack of land for farming	30.1	40.3
Limited skill training opportunities	23.7	49.1
Lack of role models in their area (business & education)	15.2	33.1
Limited motivation for some jobs that have smaller return of investment	20.5	48.0
Lack of teamwork skill	29.6	51.2

7.2.2. Responsiveness of Duty Bearers

Support and Services Youth Received from Duty Bearers. 29.6%, 31.7%, and 39.5% youths from the intervention Kebeles received support /services in the areas of youth employment/ livelihood creation, social empowerment/ participation and support /services to promote health development and well being of the youths respectively. While in the non-intervention Kebeles 35.5%, 37.9%, and 49.2% of youths reported that they have received similar support / services mentioned above respectively. When asked about the type of services/support regarding the health development and well-being services, 82.4%, 83.1% and 85.8% of youths from the intervention Kebeles reported that they have received training on health issues, information, counseling and advice and SRH services respectively. While from the control Kebeles nearly all of the youths has received training on health issues, information, counseling and advice and SRH services to promote their health development and well being.

Compared with the baseline indicator, the present evaluation found valuable improvements regarding the proportion of youths who received various types of support/ service from government offices in the last 12 months before the survey. To this end, the proportion of youths in the intervention Kebeles who received support/ services on youth employment/ livelihood creation has improved from 3.5% in the baseline to 29.6% in this end line evaluation. The proportion of youths in the intervention Kebeles who received support/ services to promote youth social empowerment and participation was also improved from 1.9% at the baseline to 31.7% in the current endline evaluation. Similarly, the proportion of youths who received support/ services to promote health development and well being was also improved from 26.4% at the baseline to 39.5% in the end line evaluation (Table 6).

Table 6; Baseline Vs End- Line Comparison; Youth who received various types of support or service from Government Offices in the last 12 months before the survey in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline		End Line	
	n	%	n	%
Received Support /Services for youth employment or livelihood creation and better socio economic wellbeing	13	3.5	111	29.6
Received Support /Services to promote youth social empowerment and participation	7	1.9	119	31.7
Received Support /Services to promote health development and well being of the youth	99	26.4	148	39.5
The type of services/support received by those who received health development and well-being services (multiple answer)				
Training on health issues	14	14.1	122	82.4
Information,Counseling and advice	93	93.9	123	83.1

SRH services	51	51.5	127	85.8
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In assessing the satisfaction level of youths regarding the support/ service they have received from various types of government offices, 20.7%, and 21.8 % from the intervention Kebeles reported their satisfaction on the support/services they have received in the areas of youth employment/ livelihood creation, and social empowerment/ participation respectively. However, half of youths participated from the intervention Kebeles reported that they were satisfied with the support /services they had received to promote their healthy development and well being.

The satisfaction level of youths from the intervention Kebeles on the supports/ services they have received from the concerned governmental offices showed a declining pattern in the endline evaluation. To this end, the proportion of youths who were satisfied on the support /services they have received on the areas of youth employment/ livelihood creation were declined from 30% in the baseline to 20.7% in this evaluation. Similarly, the proportion of youths who were satisfied with the support/ service they have received on social empowerment/ participation and healthy development/ well being were also declined from 28.6% and 85.9% to 21.8% and 51.4% respectively (Table 7).

Table 75; Baseline Vs End- Line Comparison; Satisfaction on support /services made by the government with regard to youth development, social empowerment and health development of the youth survey in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline		End Line	
	n	%	n	%
Satisfied with the services/support provided by duty bearers meant for youth employment or livelihood creation and better socio economic wellbeing (Case, BL = 13, End Line-111 : Control, BL=3, End line-441)	4	30.8	23	20.7
Satisfied with the services/support provided by duty bearers meant for youth to promote social empowerment and participation of the youth(Case, BL = 7, End Line-119 : Control, BL=2, End line-47))	2	28.6	26	21.8
Satisfied with the services/support provided by duty bearers meant for youth to promote health development and well being of the youth(Case, BL = 99, End Line-148 : Control, BL=5, End line-61)	85	85.9	76	51.4

Knowledge and Awareness of Social and Economic Rights. To examine youth's awareness on social and economic rights entitled to as a human being and type of rights they knew, several question were included in the end line assessment. Accordingly, 90.9% of youths from the intervention Kebeles and 93.5% from the non-intervention Kebeles reported that they are being aware of their social and economic rights. When asked the specific types of social and economic rights such as the right to/ of an adequate standard of living, the right to work, the right to education, the right to form trade unions/ join a trade union, the right to social protection and the right to highest attainable standards of physical and mental health nearly all of the youth study participants both from the intervention and non-intervention Kebeles reported being aware of such a specific types of social and economic rights they are entitled to as a human being.

Similar proportion of youths from the intervention and non-intervention Kebeles at the baseline survey and the endline evaluation reported being aware of their social and economic rights. However, when specific types of social and economic rights were compared, differences were revealed between and baseline and the end line values. To this end, 79.4% of male and 79.5% of females participated in the baseline reported being aware of the right to/of an adequate standard of living, including adequate food, clothing and housing while 100% of male and 99.5% of female reported being aware of the same right in the endline evaluation. Similarly, 80.0% of male and 75.9% of females participated in the baseline reported being aware of the right for work while 99.3% of male and 99.5% of female reported being aware of the same right in this evaluation. Regarding the right to education, 78.3% of male and 75.3% of females participated in the baseline reported being aware of the right to education while 100% of male and 98.4% of female reported being aware of the same right in the endline evaluation. In the baseline assessment, 27.4% of male and 27.1% of female reported being aware of the right to form trade unions/ join a trade union while nearly all participated youth (96.7% male and 94.7% female) in this evaluation had awareness on the social and economic rights entitled as a human being. Regarding claiming the social and economic rights of youths' entitled to as a human being, nearly half of male (47.5%) and female (46.4%) participated in the baseline and nearly all of male (90.2%) and female (92.0%) participated in this evaluation reported that they were able to claim their social and economic rights.

Table 8; Baseline Vs End- Line Comparisons; Youths awareness on social and economic rights entitled to as a human being and type of rights they knew in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Variables	Baseline		End line	
	n	%	n	%
Youth who reported being aware of their social and economic rights	341	90.9	341	90.9
Males	175	93.1	153	88.9
Females	166	88.8	188	92.6
Aware of the right to/of an adequate standard of living, including adequate food, clothing and housing				
Males	139	79.4	153	100
Females	132	79.5	187	99.5
Aware of the right to Work				
Males	140	80.0	152	99.3
Females	126	75.9	187	99.5
Aware of the right to Education				
Males	137	78.3	153	100
Females	125	75.3	185	98.4
Aware of the right to form trade unions and join a trade union				
Males	48	27.4	148	96.7
Females	45	27.1	178	94.7
Aware of the right to Social protection				
Males	53	30.3	142	92.8
Females	49	29.5	164	87.2
Aware of the right to highest attainable standards of physical and mentalhealth				
Males	66	37.7	149	97.4
Females	67	40.4	183	97.3
Aware about their social and economic rights and able to claim such rights				
Males		47.5		90.2
Females		46.4		92.0

Youth Involvement in Participatory Forums. In this evaluation, about 30% and 37.1% of youths in the intervention and non-intervention Kebeles were ever involved in youth participatory forums during the past 12 months prior to the evaluation. There is higher proportion of youths reported in this evaluation compared to the baseline figure on the proportion of youths who participated in youth participatory forum during the last 12 months. In this regard, the proportion of youths ever involved in youth participatory forums has increased from 15.5% at the baseline to 29.9% in the endline evaluation.

Table 6; Baseline Vs End- Line Comparison; Youths participation and frequency of participation in forums initiated and organized by the government in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline		End line	
	n	%	n	%
Ever involved in youth participatory forums initiated and organized by the government bodies in the last 12 months before the survey	58	15.5	112	29.9
Average times that youth participated in forums initiated and organized by the government bodies in the last 12 months	Mean(\pm SD)		Mean(\pm SD)	
	2.7(\pm 2.1)		2.68(\pm 1.28)	
Participated in projects ,activities or social events that were organized by school (clubs), community and others				
Yes(always)	47	12.5	37	9.9
Yes (sometimes)	71	18.9	149	39.7
No,never	257	68.5	189	50.4

7.2.3. Safe and Supportive Environment for Youths

Youth Participation in Community Development Activities. Youth evaluation participants were asked if they were participated in any community development activities in the past 12 months prior to this evaluation. In this regard, 61.9% and 75% of the youths were participated in any community development activities in the past 12 months in the intervention and non-intervention Kebeles. About 73.1% of the youths in the intervention Kebeles reported in this evaluation that they have received support and encouragement of adults to engage in any community development activities. There is a significant increment in this evaluation from the baseline value on the proportion of youths who participated in any community development activities and youths received support/encouragement to participate in different community development activities. The proportion of youths who participated in any community development activities has increased from the baseline value of 39% to 61.9% in this evaluation. While, proportion of youths who reported support/encouragement of adults to engage in community development activities also increased from the baseline value of 42.4% to 73.1% in the endline evaluation. The same positive change is also recorder on the proportion of youths who reported support/encouragement/ of parents to engage in the different community development activities (Table 10).

Table 7; Baseline Vs End- Line Comparison; Youth Participation in Community Development Activities in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline	End line
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	n	%	n	%
Youths reported participation in any community development activity In the last 12 months	146	39	232	61.9
Youths reported the support/ encouragement of adults in your community to engage in community development activities	159	42.4	274	73.1
Youths reported the support/ encouragement of parents to engage in community development activities	240	64.0	288	76.8

Youth Sexual Exploitation or Abuse. About 31.3% and 12.8% of youths in the intervention and non-intervention Kebeles respectively reported that the practice of sexual harassment or abuse as common occurrences in their respective community. The proportion of youths who reported the practice of sexual harassment or abuse as common occurrences in community showed a slight increment in this evaluation as compared to the baseline proportion; 22.1% at the baseline and 31.3% in the end line evaluation. The results of the quantitative household survey of the endline evaluation somehow suggested the declining trend of sexual harassment and abuse in the Dugda district. In this regard, proportion of youth who knew any young person (15-24) who was subjected to sexual harassment or abuse in the past 12 months decreased from 73.5% at the baseline to 67.7% in the endline evaluation.

Table 11; Baseline Vs End- Line Comparison; knowledge on and practices of sexual harassment or abuse and handling of such incidences in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Varibales	Baseline		Endline	
	n	%	n	%
Youth who reported that practices of sexual harassment or abuse on youth (15-24) are common in their community	83	22.1	156	31.3
Youth who knew any young person (15-24) who was subjected to sexual harassment or abuse, during the last 12 months	61	73.5	149	67.7
Youth who ever faced sexual harassment or abuse by anyone in the community in the last 12 months before the survey				
<i>Males</i>	2	1.1	73	29.8
<i>Females</i>	31	16.7	97	39.6
Among those, the type of sexual harassment they were subjected to				
Improper sexual comments	12	36.3	153	62.4
unwanted kissing or touching on sexual parts of your body	17	51.5	132	53.9
Forced or threatened with harm to have sex	4	12.1	89	36.3
Among those, who reported the incidence to anyone				
<i>Males</i>	1	50.0	35	35.0
<i>Females</i>	21	67.7	34	34.0
Reported cases managed according to professional standards by community protection mechanisms	(n=69)		(n=31)	
<i>Males</i>	-	-	33	47.8
<i>Females</i>	13	41.9	27	39.1

Youth Labour Exploitation. The quantitative household survey indicated that there is seems improvement of the knowledge of youths on youth and child labor related concepts. In this endline evaluation 49.9% and 24.1% of the youths in the intervention and non-intervention Kebeles respectively reported that they knew any young person who was subjected to labour exploitation in the past 12 months period to the survey. About 40% of youths in the intervention Kebeles reported that they were ever subjected to labour exploitation by anyone in the community during the last 12 months. Among those reported the incidence to anyone in the community, 67.4% of male and 32.6% of female

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reported that the case was managed according to the professional standards by the community protection mechanisms. The proportion of youths who knew young person who experienced labour exploitation has reduced from 17.3% in the baseline to 9.9% in the endline evaluation. Among those ever subjected to labour exploitation, 65.2% of the respondent in this evaluation reported that they reported the incidence to anyone in the community which showed an increase from the proportion reported at the baseline survey (52.9%).

Table 12; Baseline Vs End- Line Comparison; knowledge on and practices of labour exploitation and handling of such Case in the study community incidences in Dugda Woreda of East Shewa Zone, Oromia Ethiopia, April 2021

Variables	Baseline		End Line	
	n	%	n	%
Knew any young person (15-24) who was subjected to labour exploitation (treated unfairly for one's own benefit) during the last 12 months	65	17.3	54	9.9
Ever subjected to labour exploitation by anyone in the community in the last 12 months before the survey				
<i>Males</i>	17	9.0	19	9.8
<i>Females</i>	11	5.9	24	24.5
Among those ever subjected to labour exploitation,, who reported the incidence to anyone				
<i>Males</i>	9	52.9	30	65.2
<i>Females</i>	4	36.4	16	34.8
Among those reported to anyone; such Case were managed according to professional standards by community protection mechanisms				
<i>Males</i>	2	11.8	29	67.4
<i>Females</i>	1	9.1	14	32.6

In the qualitative findings, the project did a remarkable job in improving the capacity, commitment and responsiveness of the relevant government sector offices as well as in improving the knowledge and awareness of the community on child protection, GBV and child/youth labor exploitation issues at the Woreda and Kebele administration levels. The project supported different community conversation and dialogue activities along with the provision of targeted capacity building trainings. The project contributed a lot in improving the awareness of the community on child protection, child/youth labor exploitation, and GBV issues in the woreda. The project enhanced the capacity of the woreda level CRC and Kebele level child protection structures such as CCC. The project capacity building supports for the CRC and Kebele level CCC and sensitization activities that have been supported by the YEEP II project brought positive changes around child protection activities as commented by the different key informants and focus group discussants.

“The community didn’t tell any violence to children to anyone before YEEP II project. Bbut after the project implemented in this Woreda, there is some motivation and dedication among the community members to end different forms of child abuse and violence. For example, before YEEP II project very young girl was raped by her stepfather several times because her mother was not at home. But later she went and started to live with her aunt. Even though the girl told the situation to her aunt, they kept it secret. Then after the YEEP II being implemented in the Woreda, they brought the girl case to the court because they were encouraged enough by the activity YEEP II project was doing.” (FGD CRC committee)

As revealed in the qualitative findings, before the beginning of the YEEP II project, there was weak coordination and working arrangement between the Woreda Women, Children and Youth affairs office (WWCYA) and the CRC. The project supports which were provided to the WWCYA office

and the CRC has strengthened their capacity and enhanced the coordination between the two entities towards reducing the incidence of child exploitation and abuse in the Dugda Woreda. Nowadays, the government legal entities at the Woreda and Kebele level such as police officers/stations have better understanding on child protection issues and are responsive when there is any incidence of child abuse and labor exploitation in the Woreda. Even though there is no empirical data, reports of child abuse and child labor cases have reduced in the woreda after the implementation of the YEEP II project as commented by the key informant interview with the representative of the relevant government sector offices.

“The YEEP II project created a good opportunity to have better coordination and collaboration with the different sectors. YEEP II gave us an additional opportunity to work at kebeles administration level where violence is highly prevalent. At present, there is a strong coordination among the relevant government sector offices to better report and manage incidence of child protection related cases in the project implementation Kebeles.”

Moreover, the support of the YEEP II project through the school Aflateen social and financial education network brought a significant positive change among students as reported in the key informant interview with the school directors and Aflateen focal teachers. The project supported ToT trainings for selected teachers and strengthened school Aflateen clubs through provision of technical and material supports such as office materials for the clubs. After the support of the project for the school Aflateen clubs and teachers, there is remarkable improvement among students on self-understanding and confidence, and their knowledge and skills on rights and responsibilities, saving money and resources, and decision making capabilities.

“The most visible result seen so far is the community being able to report violence, rape and abduction. The other result is the schools movement is quite active towards ending child abuse and violence. There are youth clubs in the schools and are active in reporting cases. Students have now better communication on issues around child protection and GBV.” FGD CRC committee)

“In the club, students were educated on the importance of saving money and resources. Now there is a good saving culture in this school and students already began saving money every month. This year students were able to buy school uniform for few number of students who don't have parents and income sources. This is really an excellent change made by the project.” (KII, school director and Aflateen club focal person)

7.3. EFFICIENCY

The project can be said efficient in terms of timeliness, manpower and financial utilization to deliver the intended activities and project outputs. The project had three full time staffs based at Dugda Woreda and overseen at higher level by the Project coordinator at the ChildFund country office. Given the YEEP II project components and the number of project activities implemented during the project period, it can be concluded that the project was efficient in terms of meeting the project objectives using limited number of staffs. Majority of the project activities were implemented within the planned project timeframe.

However, the problem related to the youth revolving fund created financial challenges to the project and made the project stretched to efficiently deliver quality outputs as well as affected the timeliness of the few project activities. As a result of lack of youth revolving fund that was supposed to be provided by the local government MFI, youths were not able to access loan and start their new business timely as it was originally planned at the inception phase of the project. On the other hand, the high increment of the price of inputs has significantly affected the quality of the project interventions and outputs which particularly affected youth groups engaged in the different small income generating

enterprises. Indeed, the project was flexible and tried a different mechanism such as using of money gained from the exchange rate to bridge the challenges around the price increment and lack of youth revolving fund. Exchange rate gained by the project was used as a matching fund to bridge the gap related to the youth revolving fund and to some extent reduced the impact of the high rate of price increment of inputs (high inflation rate) which indicate the level of the project flexibility/adaptability/ to the changing circumstances. Moreover, due to the high price increment of inputs, some of the originally planned youth businesses enterprises were modified and changed to similar business areas. In this regard, the good example is the project plan to purchase cows for youth groups established under the milk processing business. There was an initial plan to purchase cows for two established youth groups. However, due to the huge mismatch between the actual and the previously estimated prices of cows, the original plan was revised and replaced by purchasing goat and sheep for the established youth groups. Thus, it can be concluded that the high increment of the price of inputs has affected the quality of the project interventions in some of the project initiated business opportunities.

7.4. IMPACT

The integrated approach of the YEOP II project which is the use of financial and non-financial supports provided by the YEOP II project will have an impact on poverty reduction of individual youth beneficiaries and the community targeted. The project also created the foundations for long-lasting impact to the direct project beneficiary youths, and across the duty bearers. The capacity building interventions, coordination platforms, community consultations, experience sharing, and skill improvement activities, among others, laid the foundation for the impact of the YEOP II project on youth's economic empowerment. Besides, almost half of the YEOP II project beneficiaries were female youths under the economic empowerment project thematic areas; which will certainly contribute to narrow gender equality as well as enhance the different efforts around the women economic empowerment activities.

The comments provided by the different key informants and focus group discussants revealed that the project has created opportunity for youths to run income generating business which is also an important opportunities to the youth groups in the future to better manage and expand similar income generating businesses. Moreover, good performing business entities run by the supported youth groups may attract other youth community members and would potentially influence them to engage in the similar business enterprises in the future. Qualitative findings in this final evaluation also confirmed that the YEOP II project has positively influenced the behavior and mindset of the youths towards the possibility of initiating their own income generating business; which will potentially contribute to the youth job creation and unemployment reduction of the government agenda.

The capacity building supports provided to the duty bearers coupled with availability of better coordination and collaboration platform will likely improve the level of duty bearers responsiveness in the future so as it will enhance the provision of the necessary services to the youths and contribute to improve the efforts towards the youth economic empowerment. Moreover, YEOP II project achievements on child protection, GBV and child labour exploitation will likely improve the safety and wellbeing of children in the future in the targeted project implementation Kebeles as well as in the Dugda Woreda.

7.5. SUSTAINABILITY

The project effectively used the existing local government system and structure in the implementation process of the different project intervention which is a good strategy to sustain the project results and interventions. The capacity building trainings and material supports provided by the project under the different project thematic areas as well as improved collaboration and coordination among the relevant

duty bearers were a favorable foundation made by the YEEP II project which highly contribute to the sustainability of the project achievements and interventions.

Mixed findings were revealed from the qualitative findings on the sustainability of the project results and the established youth businesses enterprises after the end of the project. The sustainability of the established business opportunities varies by the type of the income generating business. Findings from key informant interviews revealed that the majority of the youth income generating business in the garment, small scale restaurant & traditional coffee making business, and sanitary pad production will have a better potential to sustain in the future. However, the sustainability of some of the youth business group engaged in some of the business area such as the poultry business is uncertain given the current performance and situation as witnessed during the evaluation period. As reported in the qualitative findings and evidence generated from the field observation, the commitment and willingness of the youths, lack of adequate marketing, promotional and team management skills, limited access to market to poultry products (i.e. egg), and high cost of input such as feeds are the major reported factors that is affecting the continuation of the business.

Moreover, access to finance will remain a critical challenge after the end of YEEP II project. So far the government youth revolving fund is still not available and easily accessed by the youth segment of the community either to start their own business or expand their current enterprises. Government affiliated MFI like the Oromia Saving and Credit Company is not currently interested to provide loan to youths in the absence of the necessary collateral requirements; where fulfilling the requirements is quite difficult to youths with low socio-economic status. Similarly, the re-payment of the loan within the agreed timeframe is also a critical challenge to some of the business entities as revealed during the evaluation period. Some of the business groups are either less interested to return the loan within the agreed time frame or unable to pay the loan due to the limited return of investment of the business and high rate of the market inflation.

“The project provided us milk processing training and startup money. Immediately after we started the business COVID-19 get introduced in the country. During the COVID-19, the community didn’t want to use cold drinks like yogurt and so customers shifted to hot drinks with a perception that hot drinks prevent COVID-19. As a result of the above challenge, our business was shut down and it’s recently that we re-opened the business again. We didn’t start to pay the loan yet, and we don’t know how we are going to pay because we are literally in the bankrupt. We are planning to do another business because we already lost our customers.” (FGD with youths engaged in the milk processing business)

On the other hand, the achievements made by the project in improving the responsiveness effort of duty bearers for youth employability and social service as well as results made by the project under the creation of safe and supportive environment for youths would have a better prospects to be sustainable in the future. As commented by the key informant from the different government sector offices, the project supports has brought better coordination, collaboration and commitment among the key duty bearers which would certainly enhance the sustainability of the project results. Moreover, similar donor funded projects that are currently being implemented in the Dugda Woreda on child protection issues would further intensify the YEEP II project results and achievements so as ensure the continuation of the achievements and interventions in the future.

8. CONCLUSION AND RECOMMENDATION

8.1. Conclusion

This evaluation indicated that the YEEP II project components and activities are relevant to improve the wellbeing and socio-economic status of the vulnerable youths in the Dugda Woreda. As found in

this evaluation high unemployment rate is still remain the major challenge affecting the livelihood of the youth segment of the community in the project implementation Kebeles. The project design and implementation approaches are also relevant and appropriate to implement the planned project activities and interventions.

The project can be concluded as effective in terms of achieving the majority of the target set under the four project sub-goals. In relative terms, project interventions to improve the responsiveness of duty bearers for youth employability and social service needs, creation of safe and supportive environment for vulnerable youths, and strengthening the capacity of local relevant institutions recorded a better performance compared to the achievements made by the project under the project component aimed to create job opportunities and income generating businesses for vulnerable youths community members.

Despite considerable internal and external changes, the project was seen to have been efficiently managed. Of particular note were the recruitment and deployment of skilled human resources and the strategic use of different delivery mechanisms to respond to changes in project context seems efficient. The timeliness of the project intervention was also at the acceptable level as found in this evaluation, though lack of youth revolving fund and high inflation rate were reported as the main factors that affected the timeliness and the quality of some of the project activities.

Multiple likely impacts can be anticipated from the implementation of the YEEP II project. In this regard, the project will have a contribution to reduce unemployment rate and contribution to improve the wellbeing and socio-economic status of the youth community members. The integrated approach of the YEEP II project which is the use of financial and non-financial supports provided by the YEEP II project will have an impact on poverty reduction of individual youth beneficiaries and the community targeted. The project also created the foundations for long-lasting impact to the direct project beneficiary youths, and across the duty bearers. The capacity building interventions, coordination platforms, community consultations, experience sharing, and skill improvement activities, among others, laid the foundation for the impact of the YEEP II project on youth's economic empowerment.

As concluded from this evaluation, the sustainability of the majority of the created income generating business enterprises under the small scale restaurant, garment/sewing, saving groups, and sanitary pad production will have a better chance to sustain in the future compared to the other income generating business entities such as goat and sheep fattening, milk processing, and poultry. On the other hand, the improved capacity of the duty bearers and availability of better coordination and collaboration mechanism created a favourable foundation and likely ensure the sustainability of project results and interventions in the rest of the project components.

8.2. Recommendation

- Consider similar projects to have long project duration in order to able to have more impact and provide the flexibility often required in emergency responses. Income generation opportunities should be implemented in close coordination with the relevant regional and Woreda level financial institution/MFI to bring better achievements. Improving access to loan services through strong advocacy activities to be focused in the future.
- Project design need to adequately examine and assess the existing and anticipated risks and opportunities to avoid the associated negative impacts. Designing project that largely depends to the government capacity to allocate budget (money) for certain type of activities may result in project ineffectiveness (e.g. youth revolving fund) which needs to design alternatives in the future. Moreover, designing alternative scenarios and mitigation measures for risks such as high rate of inflation and price increment of inputs should be adequately included in similar project design in the future.

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- Similar project implementation process need to critically give emphasis on the selection process of vulnerable youths and need to set system for check and balance and verification system in coordination with the relevant local government entities to avoid challenges related to beneficiaries selection. Collecting information about the beneficiaries down to the root and trying to get the right individual would be a good approach in the future.
- Bringing all the relevant duty bearers with clear role and responsibilities of each sector office is critical to smoothly coordinate activities and deliver the intended project results. Thus, future similar project should follow the same coordination and collaboration approaches to ensure the effectiveness of the project interventions and strategy.
- Given the high youth unemployment rate in the Dugda Woreda, similar project need to consider increasing intervention area and the number of target groups specifically with regards to skill development trainings and advocacy/sensitization activities to improve the readiness of youths and motivation towards initiating own income generating businesses.
- Strong follow up and monitoring of the established business entities is expected from the relevant Woreda and Kebele level government administration offices to closely support the youths as well as to ensure youths to continue in the business in the future.
- The capacity building supports of schools through the school Aflateen social and financial education network need to strengthened and expanded in the future to other schools to intensify child protection concepts and saving culture among in-school youths and children.

ANNEX I: Evaluation Design Matrix

Table: Evaluation design Matrix (Key criteria/parameters, evaluation question, data source and analysis approach)

¹ Key Criteria/Parameters	Evaluation questions	Sources of data & method of data collection	Data Analysis and Management approach
Relevance	<i>Is the project intervention appropriate to the problem that it was supposed to address?</i>	<p>Sources:</p> <ul style="list-style-type: none"> - Documents such project proposal, LGF of YEEP II, annual narrative report of the project, baseline survey report etc - Representatives from ChildFund Ethiopia(at country level) and Dugda Children's and Family Charitable Organization (DCFCO) - Representatives from Woreda Youth and sport office, Women and Children affairs office, Woreda Labor and social affairs office, Woreda job creation unit, Woreda Micro and small enterprise office, Kebele administration office, local Micro-finance institutions (MFIs) , district child right committee, school club leaders, school directors, and representative from the community committee. - Representatives from youth beneficiaries from the project implementation Kebeles and sampled youths from the different project supported business areas <p>Methods:</p> <ul style="list-style-type: none"> - Key Informant Interview (KIIs) - FGD (focus group discussion) - Synthesis of findings from the desk review and descriptive analysis of secondary data 	<p>Thematic analysis based on evaluation parameters and project intervention areas</p> <p style="text-align: center;">&</p> <p>Syntheses of data and evidence generated from the desk review under the main evaluation questions</p> <p style="text-align: center;">&</p> <p>Triangulation of different data sources</p>
Effectiveness	<i>To what extent the project's anticipated outputs have been attained and specific objectives have been achieved?</i>	<p>Sources:</p> <ul style="list-style-type: none"> - Documents such project proposal, LGF of YEEP II, annual narrative report of the project, baseline survey report etc - Representatives from ChildFund Ethiopia(at country level) and Dugda Children's and Family Charitable Organization (DCFCO) 	<p>Thematic analysis based on evaluation parameters and project intervention areas</p> <p style="text-align: center;">&</p> <p>Descriptive/Analytical analysis of monitoring and HH survey data</p>

¹Based on Development Assistance Committee [DAC] Evaluation Criteria

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	<ul style="list-style-type: none"> - Representatives from Woreda Youth and sport office, Women and Children affairs office, Woreda Labor and social affairs office, Woreda job creation unit, Woreda Micro and small enterprise office, Kebele administration office, local Micro-finance institutions (MFIs) , district child right committee, school club leaders, school directors, and representative from the community committee. - Representatives from youth beneficiaries from the project implementation Kebeles and sampled youths from the different project supported business areas - Sample household/youths from the project implementation Kebeles <p>Methods:</p> <ul style="list-style-type: none"> - Quantitative HH survey - Key Informant Interview (KIIs) - FGD (focus group discussion) - Synthesis of findings from the desk review and descriptive analysis of secondary data - Field observation 	<p style="text-align: center;">&</p> <p>Syntheses of data and evidence generated from the desk review under the main evaluation questions</p> <p style="text-align: center;">&</p> <p>Triangulation of different data sources</p>
<p>Efficiency</p> <p>How the various activities of the intervention transformed the available resources into anticipated results, in terms of quantity, quality and timeliness?</p>	<p>Sources:</p> <ul style="list-style-type: none"> - Documents such project proposal, LGF of YEEP II, annual narrative report of the project, baseline survey report etc - Representatives from ChildFund Ethiopia(at country level) and Dugda Children’s and Family Charitable Organization (DCFCO) - Representatives from Woreda Youth and sport office, Women and Children affairs office, Woreda Labor and social affairs office, Woreda job creation unit, Woreda Micro and small enterprise office, Kebele administration office, local Micro-finance institutions (MFIs) , district child right committee, school club leaders, school directors, and representative from the community committee. - Representatives from youth beneficiaries from the project implementation Kebeles and sampled youths from the different project supported business areas <p>Methods:</p> <ul style="list-style-type: none"> - Key Informant Interview (KIIs) - FGD (focus group discussion) 	<p>Thematic analysis based on evaluation parameters and project intervention areas</p> <p style="text-align: center;">&</p> <p>Synthesis & analysis of relevant project reports & other documents</p> <p style="text-align: center;">&</p> <p>Triangulation of different data sources</p>

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		- <i>Synthesis of findings from the desk review and descriptive analysis of secondary data</i>	
<i>Impact</i>	<i>What are the contributions of the various interventions to the broader objective or goal of the project?</i>	<p><i>Sources:</i></p> <ul style="list-style-type: none"> - <i>Documents such project proposal, LGF of YEEP II, annual narrative report of the project, baseline survey report etc</i> - <i>Representatives from ChildFund Ethiopia(at country level) and Dugda Children’s and Family Charitable Organization (DCFCO)</i> - <i>Representatives from Woreda Youth and sport office, Women and Children affairs office, Woreda Labor and social affairs office, Woreda job creation unit, Woreda Micro and small enterprise office, Kebele administration office, local Micro-finance institutions (MFIs) , district child right committee, school club leaders, school directors, and representative from the community committee.</i> - <i>Representatives from youth beneficiaries from the project implementation Kebeles and sampled youths from the different project supported business areas</i> - <i>Sample household/youths from the project implementation Kebeles</i> <p><i>Methods:</i></p> <ul style="list-style-type: none"> - <i>Quantitative HH survey</i> - <i>Key Informant Interview (KIIs)</i> - <i>FGD (focus group discussion)</i> - <i>Synthesis of findings from the desk review and descriptive analysis of secondary data</i> - <i>Field observation</i> 	<p><i>Thematic analysis based on evaluation parameters and project intervention areas</i></p> <p style="text-align: center;"><i>&</i></p> <p><i>Descriptive/Analytical analysis of monitoring data and HH survey data</i></p> <p style="text-align: center;"><i>&</i></p> <p><i>Syntheses of data and evidence generated from the desk review under the main evaluation questions</i></p> <p style="text-align: center;"><i>&</i></p> <p><i>Triangulation of different data sources</i></p>
<i>Sustainability</i>	<i>How are the interventions of a continuation in the stream of benefits produced by the project after phase out of the project?</i>	<p><i>Sources:</i></p> <ul style="list-style-type: none"> - <i>Documents such project proposal, LGF of YEEP II, annual narrative report of the project, baseline survey report etc</i> - <i>Representatives from ChildFund Ethiopia(at country level) and Dugda Children’s and Family Charitable Organization (DCFCO)</i> - <i>Representatives from Woreda Youth and sport office, Women and Children affairs office, Woreda Labor and social affairs office, Woreda job creation unit, Woreda Micro and small enterprise office, Kebele administration</i> 	<p><i>Thematic analysis based on evaluation parameters and project intervention areas</i></p> <p style="text-align: center;"><i>&</i></p> <p><i>Synthesis & analysis of project reports</i></p> <p style="text-align: center;"><i>&</i></p> <p><i>Triangulation of different data sources</i></p>

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	<p><i>office, local Micro-finance institutions (MFIs) , district child right committee, school club leaders, school directors, and representative from the community committee.</i></p> <ul style="list-style-type: none">- <i>Representatives from youth beneficiaries from the project implementation Kebeles and sampled youths from the different project supported business areas</i> <p><i>Methods:</i></p> <ul style="list-style-type: none">- <i>Key Informant Interview (KIIs)</i>- <i>FGD (focus group discussion)</i>- <i>Synthesis of findings from the desk review and descriptive analysis of secondary data</i>	
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ANNEX II: DATA COLLECTION TOOLS

STRUCTURED SURVEY QUESTIONNAIRE: ENDLINE EVALUATION OF YOUTH ECONOMIC EMPOWERMENT PROJECT IN SIX KEBELES OF DUGDA DISTRICT OF OROMIA REGIONAL STATE - ETHIOPIA

	Name	code							
Kebele:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
Village	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
Respondent:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
enumerator:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>				
Date:--	<input type="text"/>								
Starting time	<input type="text"/>								
End time	<input type="text"/>								

INTRODUCTION

Hello, My name is _____ and I am here to collect data for the final evaluation of the ChildFund Ethiopia project entitled “ Youth Economic Empowerment Project II (YEPP II)” in partnership with Dugda Children’s and Family Charitable Organization in Six Kebeles of Dugda district of Oromia Regional State. The project was implemented since 2017 for the past three years and it will end on April 2021. The objective of the project was to improve the socio-economic wellbeing of vulnerable youth (15-24) through safe, supportive and responsive environments, and contribute to lasting and positive change in their communities. The aim of this evaluation is to measure the contribution of the project that indicates youth employment, duty bearer’s responsiveness to youth employability, the support level towards preventing and responding to sexual and labor exploitation in the community after the inception of the project interventions. This data collection is therefore intended to collect information to measure the contribution of the project and the result achieved during the project implementation period. In addition the evaluation will seek understand factors that made possible or created obstacles to the achievement of results, and to identifying any key lessons that would lead to improved future interventions in the country/region/sector of operation and/or elsewhere.

The information we collect during this interview will be entirely confidential and will not ask for the names of the participant. Also, when the results of all of the interviews are combined, we will not identify specific individuals with any of the information collected. The project benefits your community as a whole and there will not be any financial or other benefits that you will receive as a result of your participation. Furthermore, there are no known risks associated with your participation in this survey. As participation in this survey is voluntary, please let us know your decision whether you want to take part in this evaluation as an informant or not.

(Please circle the category that describes the decision made by the respondent).

Consent granted _____

Consent refused _____

Date of Interview: _____

Code of the Interviewer: _____

SECTION 1: SOCIO-DEMOGRAPHIC CHARACTERISTICS

No.	QUESTIONS	CODING CLASSIFICATION	SKIP TO
1.1	Sex of respondent	Male.....1	
		Female.....2	
1.2	Age in complete yearsold	
1.3	Marital status	Single.....1	
		Married and living together2	
		Not married but together3	
		Divorced.....4	
		Widowed.....5	
1.4	What the highest level of education you completed?	No education.....1	
		None formal education.....2	
		Primary 1 st cycle3	
		Primary 2nd cycle4	
		Secondary 1 st cycle5	
		Secondary 2 nd cycle6	
		Technical and Vocational Education7	
		College and above.....8	
1.5	Are currently in-school or not ?	Yes, enrolled in school this last year.....1	
		Yes, enrolled in school this last year but dropped out of school temporarily.....2	
		Not in school3	

SECTION 2: YOUTH EMPLOYABILITY AND EMPLOYMENT

No.	QUESTIONS	CODING CLASSIFICATION	SKIP TO
2.1	Have you ever attended any training in labour market skills preparation ?	Yes1	If '0' skip to Q. 2.4
		No.....0	
2.2	If YES, what Labour market skills did you learn in the training you attended?	
	Put the technical code provided	
2.3	If YES, who provided you with the training ?	Government1	
		Employer2.	
		Self-financing3	
		Private institutions/agencies/persons4.	
		Non-profit organization/charity5.	
		International organization6	
Other, specify7			
2.4	Are you currently attending any trade or technical vocational course ?	Yes1	If '0' skip to Q. 2.10
		No.....0	
2.5	what type of technical skills did you learn or have?	
		
	Put the technical code provided	

2.6	Where did you acquire these skills	Vocational school course.....1	
		Apprenticeship or on job training2 Learned from a friend or family.....3 NGO4 Community organization5 Other Specify6	
2.7	Who was the main sponsor for this course ?	Government1	
		Employer2. Self-financing3 Private institutions/agencies/persons4. Non-profit organization/charity5. International organization6 Other, specify7	
2.8	Did you complete the course	Yes1	If '0' skip to Q.2.10
		No.....0	
2.9	If completed what happened three months after you completed?	Nothing1	
		I was able to get a job.....2 My salary increased3 I was promoted to work.....4 My job skills have improved5 I got internship/traiing with my company.....6 Other specify.....7	
2.10	Are you currently studying or working?	Working only1	If '4' skip to Q.2.12
		Studing only.....2 Studing and working3 Not studying not working4	
2.11	What type of work do you do ?	Work per day....1	
		Work with out pay in a family farm , non agriculture family/household enterprise or business etc2 Self emplyed3 Hired employment---4 Other (specifay).....	
2.12	During the last 7 days, did you do any work for wage, salary, commissions, tips or any other pay, in cash or in kind, even if only for one hour? (including paid internees) ?	Yes1	
		No.....0	
2.13	During the past 7 days, did you run or do any kind of business, farming or other activity to generate income, even if only for one hour?	Yes1	
		No.....0	
2.14	During the past 7 days, did you help unpaid in a business owned by a household or family member, or help a member of household or family in his/her paid job, even if only for one hour?	Yes1	
		No.....0	

2.15	Did you have any other paid job or business or performed any secondary activity to generate an income, even if only for one hour during the last 7 days?	Yes1 No.....0																																																					
2.16	During the past 7 days, how many hours per day did you have actually worked?	Less than 7 hours 1 About 8 hours2 Above 8 hours3																																																					
2.17	Have you ever started an enterprise (small project) of your own that generates income for you?	Yes (more than once)..... 1 Yes (only once).....2 No, never..... 3	If '3' skip to Q. 2.20																																																				
2.18	If yes, are you currently engaged in your own enterprise (small project) that generates income for you?	Yes1 No.....0																																																					
2.18	Is the income (Wage) you get from your enterprise enough to make a living for you?	Yes1 No.....0																																																					
2.19	Are you confident that you can support yourself and will have a better future?	Yes1 No.....0																																																					
2.20	If your answer to Q 2.17 is no, are you confident that you could start your own business (enterprise)?	Yes.....1 No.....2 I don't know3																																																					
2.21	If your answer to Q 2.17 is no, do you think you have the budget to start your own business or establish an enterprise which generates a living wage.	Yes.....1 No.....2 I don't know3																																																					
2.22	What are the main challenges for youth in your community to start their own enterprise (business) that generates a living wage for them?	<table border="1"> <thead> <tr> <th>Issues</th> <th>Yes</th> <th>No</th> <th>I don't Know</th> </tr> </thead> <tbody> <tr> <td>1. lack of marketable technical skill</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>2. lack of startup capital (financial and kits)</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>3. limited access to loan services</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>4. bureaucratic line to access loan</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>5. weak effort has been done in value/supply chain for existing micro enterprises</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>6. lack of entrepreneurship skill</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>7. irregular and ineffective business coaching</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>8. lack of land for farming</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>9. limited skill training opportunities</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>10. lack of role models in their area (business & education</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>11. limited motivation for some jobs that have smaller return of investment</td> <td>1</td> <td>0</td> <td>98</td> </tr> <tr> <td>12. Lack of teamwork skill</td> <td>1</td> <td>0</td> <td>98</td> </tr> </tbody> </table>	Issues	Yes	No	I don't Know	1. lack of marketable technical skill	1	0	98	2. lack of startup capital (financial and kits)	1	0	98	3. limited access to loan services	1	0	98	4. bureaucratic line to access loan	1	0	98	5. weak effort has been done in value/supply chain for existing micro enterprises	1	0	98	6. lack of entrepreneurship skill	1	0	98	7. irregular and ineffective business coaching	1	0	98	8. lack of land for farming	1	0	98	9. limited skill training opportunities	1	0	98	10. lack of role models in their area (business & education	1	0	98	11. limited motivation for some jobs that have smaller return of investment	1	0	98	12. Lack of teamwork skill	1	0	98	
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11. limited motivation for some jobs that have smaller return of investment	1	0	98																																																				
12. Lack of teamwork skill	1	0	98																																																				

SECTION 3: RESPONSIVENESS OF DUTY BEARERS

No.	QUESTIONS	CODING CLASSIFICATION	SKIP TO					
3.1.	In the last 12 months, have you received any support or service from any of the woreda government offices that helps you in your employment or livelihood creation and better socio economic wellbeing?	<table border="1"> <tr> <td data-bbox="883 365 1182 401">1. Yes</td> </tr> <tr> <td data-bbox="883 401 1182 436">2. No</td> </tr> </table>	1. Yes	2. No	If '2' skip to Q. 3.4			
1. Yes								
2. No								
3.2.	<p>If yes, what was the support/service you received that helps you in your employment or livelihood creation and better socio economic wellbeing?</p> <p><i>(Probe and record all mentioned)</i></p>	<table border="1"> <tr> <td data-bbox="883 506 1182 596">1. Business management related training</td> </tr> <tr> <td data-bbox="883 596 1182 632">2. Skill Training</td> </tr> <tr> <td data-bbox="883 632 1182 688">3. Credit and loan service</td> </tr> <tr> <td data-bbox="883 688 1182 758">4. Information, Counseling and advice</td> </tr> <tr> <td data-bbox="883 758 1182 848">5. Other (Please specify)</td> </tr> </table>	1. Business management related training	2. Skill Training	3. Credit and loan service	4. Information, Counseling and advice	5. Other (Please specify)	
1. Business management related training								
2. Skill Training								
3. Credit and loan service								
4. Information, Counseling and advice								
5. Other (Please specify)								
3.3.	Are you satisfied with the services meant for youth and provided by the government sectors you mentioned above ?	<table border="1"> <tr> <td data-bbox="883 873 1182 909">Yes1</td> </tr> <tr> <td data-bbox="883 909 1182 945">No,0</td> </tr> </table>	Yes1	No,0				
Yes1								
No,0								
3.4.	In the last 12 months, have you received any social support or service from any of the woreda government offices or civil societies and associations that helps to promote your social empowerment and participation in your community?	<table border="1"> <tr> <td data-bbox="883 1062 1182 1098">Yes1</td> </tr> <tr> <td data-bbox="883 1098 1182 1134">No,0</td> </tr> </table>	Yes1	No,0	If '0' skip to Q. 3.7			
Yes1								
No,0								
3.5.	<p>If yes, what was the social support/service you received that helps to promote your social empowerment and participation in your community?</p> <p><i>(Probe and record all mentioned)</i></p>	<table border="1"> <tr> <td data-bbox="883 1224 1182 1260">1. Skill Training</td> </tr> <tr> <td data-bbox="883 1260 1182 1316">2. Counseling and Advice</td> </tr> <tr> <td data-bbox="883 1316 1182 1352">3. Networking</td> </tr> <tr> <td data-bbox="883 1352 1182 1388">4. Other (Specify...)</td> </tr> </table>	1. Skill Training	2. Counseling and Advice	3. Networking	4. Other (Specify...)		
1. Skill Training								
2. Counseling and Advice								
3. Networking								
4. Other (Specify...)								
3.6.	Are you satisfied with services meant for youth and provided by the government sectors you mentioned above ?	<table border="1"> <tr> <td data-bbox="883 1465 1182 1501">Yes1</td> </tr> <tr> <td data-bbox="883 1501 1182 1537">No,0</td> </tr> </table>	Yes1	No,0				
Yes1								
No,0								
3.7.	In the last 12 months, have you received any health service from any of the woreda government offices or civil societies and associations that helps to promote your healthy development and wellbeing in your community?	<table border="1"> <tr> <td data-bbox="883 1633 1182 1669">Yes1</td> </tr> <tr> <td data-bbox="883 1669 1182 1705">No,0</td> </tr> </table>	Yes1	No,0	If '0' skip to Q. 3.10			
Yes1								
No,0								

3.8.	<p>If yes, what was the health service you received that helps to promote your healthy development and wellbeing in your community?</p> <p>(Probe and record all mentioned)</p>	<p>1. Training on health issues</p> <p>2. Information, counseling and Advice</p> <p>3. SRH service</p> <p>4. Other (Specify)</p>																						
3.9.	<p>Are you satisfied with services meant for youth and provided by the government sectors you mentioned above ?</p>	<p>Yes1</p> <p>No,0</p>																						
3.10	<p>In the last 12 months , have you been involved in youth participatory forums initiated and organized by the government bodies</p>	<p>Yes 1</p> <p>No, never.....0</p>	<p>If '0' skip to Section 3.13</p>																					
3.11	<p>How many of such youth participatory forums initiated and organized by the government bodies were organized in the last 12 months ?</p>	<p>..... Times</p>																						
3.12	<p>In how many of these youth participatory forums initiated and organized by the government bodies did you participate ?</p>	<p>..... Times</p>																						
3.13	<p>Do you participate in projects , activities or social events that are organized by your school (clubs), your community , others.</p>	<p>Yes (always).....1</p> <p>Yes (sometimes).....2</p> <p>No, never.....3</p>																						
3.14.	<p>Are you wellaware about your social and economic rights that you are entitled to as a human being?</p>	<p>Yes.....1</p> <p>No.....2</p> <p>I don't know3</p>	<p>If '2' or '3' skip to Section 3.16</p>																					
3.15	<p>If yes, what are some of the social and economic rights you are entitles to as a human being?</p>	<table border="1"> <thead> <tr> <th data-bbox="863 1291 1221 1325">Response</th> <th data-bbox="1227 1291 1305 1325">Yes</th> <th data-bbox="1305 1291 1383 1325">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="863 1325 1221 1472">The right to an adequate standard of living, including adequate food, clothing and housing</td> <td data-bbox="1227 1325 1305 1472">1</td> <td data-bbox="1305 1325 1383 1472">0</td> </tr> <tr> <td data-bbox="863 1472 1221 1514">The right to work</td> <td data-bbox="1227 1472 1305 1514">1</td> <td data-bbox="1305 1472 1383 1514">0</td> </tr> <tr> <td data-bbox="863 1514 1221 1556">The right to education.</td> <td data-bbox="1227 1514 1305 1556">1</td> <td data-bbox="1305 1514 1383 1556">0</td> </tr> <tr> <td data-bbox="863 1556 1221 1661">The right of everyone to form trade unions and join a trade union</td> <td data-bbox="1227 1556 1305 1661">1</td> <td data-bbox="1305 1556 1383 1661">0</td> </tr> <tr> <td data-bbox="863 1661 1221 1724">The right to social protection</td> <td data-bbox="1227 1661 1305 1724">1</td> <td data-bbox="1305 1661 1383 1724">0</td> </tr> <tr> <td data-bbox="863 1724 1221 1829">The right to the highest attainable standards of physical and mental health</td> <td data-bbox="1227 1724 1305 1829">1</td> <td data-bbox="1305 1724 1383 1829">0</td> </tr> </tbody> </table>	Response	Yes	No	The right to an adequate standard of living, including adequate food, clothing and housing	1	0	The right to work	1	0	The right to education.	1	0	The right of everyone to form trade unions and join a trade union	1	0	The right to social protection	1	0	The right to the highest attainable standards of physical and mental health	1	0	
Response	Yes	No																						
The right to an adequate standard of living, including adequate food, clothing and housing	1	0																						
The right to work	1	0																						
The right to education.	1	0																						
The right of everyone to form trade unions and join a trade union	1	0																						
The right to social protection	1	0																						
The right to the highest attainable standards of physical and mental health	1	0																						

3.16	Do you think you are able to claim your social and economic rights?	Agree.....1 Disagree.....2 I don't know3	
3.17	Do you accept and support youth's effort and contribution towards the community development ?	Yes1 No,0	
3.18	Do your parents, family or the community accept and support your efforts and contribution towards the community development?	Yes1 No,0	

SECTION 4: SAFE AND SUPPORTING ENVIRONMENT FOR YOUTH

No.	QUESTIONS	CODING CLASSIFICATION	SKIP TO																			
6.1	In your community, are practices such as sexual harassment or abuse and exploitation on youth 15-24 common?	Yes,1 No.....0	If '0' skip to Q. 6.3																			
6.2	If yes, during the last 12 months do you know any young person (15-24) who was subjected to sexual harassment or abuse and exploitation?	Yes1 No.....0																				
6.3	Have you ever been subjected to any of the following practices by any one in the community in the last 12 months?	<table border="1"> <thead> <tr> <th>Response</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Subjected to improper sexual comments</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Subjected to unwanted kissing or touching on sexual parts of your body</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Forced or threatened with harm to have sex</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Forced to remove or stripped of my clothing</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Other (specify) _____</td> <td></td> <td></td> </tr> </tbody> </table>	Response	Yes	No	Subjected to improper sexual comments	<input type="checkbox"/>	<input type="checkbox"/>	Subjected to unwanted kissing or touching on sexual parts of your body	<input type="checkbox"/>	<input type="checkbox"/>	Forced or threatened with harm to have sex	<input type="checkbox"/>	<input type="checkbox"/>	Forced to remove or stripped of my clothing	<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____				
Response	Yes	No																				
Subjected to improper sexual comments	<input type="checkbox"/>	<input type="checkbox"/>																				
Subjected to unwanted kissing or touching on sexual parts of your body	<input type="checkbox"/>	<input type="checkbox"/>																				
Forced or threatened with harm to have sex	<input type="checkbox"/>	<input type="checkbox"/>																				
Forced to remove or stripped of my clothing	<input type="checkbox"/>	<input type="checkbox"/>																				
Other (specify) _____																						
6.4	Did you talk with anyone about this/these incidents of violence that happened to you?	Yes1 If '1' skip to Q.7 No.....0																				

6.5	If yes, with whom did you talk about this/these incidences?	Response	Yes	No
		Family Member	1	0
		Friend	1	0
		Health worker	1	0
		Teacher	1	0
		Police	1	0
		Other (specify) _____		
6.6	Do you think the case was handled professionally?	Yes, 1		
		No, 2		
6.7	Were you comfortable that you brought the case up?	Yes, 1		
		No 2		
6.8	if not what were the main reasons you were not able to talk to anyone about the violence?	Response	Yes	No
		Did not know where to go	1	0
		No use/would not do any good	1	0
		Embarrassed	1	0
		Afraid of more violence	1	0
		Afraid of causing problems in relationship	1	0
		Would not be believed/taken seriously	1	0
		Violence normal/no need to complain	1	0
		Thought she/he would be blamed	1	0
		Bring bad name to family	1	0
Other (specify) _____				
6.9	During the last 12 months, do you know any young person (15-24) who was subjected to labor exploitation (treated unfairly for one's own benefit)?	Yes 1		
		No..... 0		
6.10	Have you ever been subjected to labor exploitation by any one in the community in the last 12 months?	Yes 1		
		No..... 0		
6.11	Did you talk to/ report to anyone about this/these incidents of labor exploitation?	Yes 1		
		No..... 0		

6.12	If yes, with whom did you talk about /reported this/these incidences?	Response	Yes	No
		Family Member	1	0
		Friend	1	0
		Co worker		
		Police	1	0
		Government office		
		Other (specify) _____		
6.13	Do you think the case was handled professionally?	Yes,1		
		No,2		
6.14	Were you comfortable that you brought the case up?	Yes,1		
		No2		
6.15	In the last 12 months, have you participated in any community development activity such as planting trees, climate change and environmental protection activities, etc?	Yes,1		
		No2		
6.16	Do you think adults in your community support and encourage youth to engage in these community development activities?	Yes,1		
		No,2		
6.17	Do your parents support and encourage you to engage in these community development activities	Yes,1		
		No,2		

TECHNICAL SKILLS CODE FOR SECTION 2 QUESTION 2.2 and 2.5			
1. I don't have any	15. Welding	27. Automotive body repair	37. Manicure and Pedicure
2. Masonry	16. House keeping	28. Software Development	38. Painting and decoration
3. Milk processing	17. Plumbing	29. Computer maintenance	39. Beauty therapy
4. Carpentry	18. Concrete masonry	30. Crop production	40. Multimedia
5. Livestock	19. Food processing	31. Agriculture Mechanization	41. Screen printing
6. Automotive technology	20. Leather craft	32. Engine mechanics	42. Sport and Medical Massage
7. Horticulture production	21. Animal health	33. Agri-Business	43. Tailoring
8. Culinary arts	22. Hairdressing	34. Forestry	44. Crochet embroidery
9. Food & Beverage services	23. Auto- Electricity	35. Bee Keeping	45. Industrial electricity
10. Domestic Electricity	24. Biding and Jewelries	36. Music	46. Pottery
11. Front office	25. construction		
12. Film making	26. Motor vehicle engine mechanics		
13. Civil construction			
14. nursery growing			

AFAN OROMO VERSION OF THE HH SURVEY TOOL

QORANNO KA'UMSAA PIROJEKTII DARGAGOOTA DINAGDEEN OF DANDEESSISUU KAN GANDOOTA JA'AN AANAA DUGDAA MOOTUMMAA NAANNOO OROMIYAA - ITIYOOPIIYAA

Ganda _____ Araddaa _____

MaqaaAfgaafataa: _____ MaqaaTo'ataa : _____

Guyyaa _____

KUTAA 1: HAALA JIREENYAA FI HAWAASUMMAA

LAKK	GAAFFILEE	QOODAMAKOODII	DARBI
1.1	Saaladeebisaa	1. Dhiira 2. Dhalaa	
1.2	Umuriiwaggaan	Waggaa	
1.3	HaalaGaa'ilaa	1. Gaa'ila kan hin qabanne	4. Kan hiike/te
		2. Kan waliin jiraatan garuu gaa'ilaan miti	5. Kan jalaa du'e/tee
		3. Gaa'ila kan qabuu/du fi wal jiraatu/ttu	
1.4	Sadarkaanbarumsaanolanaaatixumurte meeqa?	1. Hin baranne 2. Barumsa idilee hin barannee 3. Marsaa duraa 1 ^{ffaa} 4. Marsaa duraa 2 ^{ffaa}	4. Marsaa lamataa 1 ^{ffaa} 5. Scondary 2 nd cycle Marsaa lamataa 2 ^{ffaa} 6. Barumsa ogummaa fi tekniikaaa 7. Koleejjii fi isaa ol
1.5	Yeroo amma barachaa jirta moo hin barattu?	1. Eeyyee, waggaa darbe kana keessa barumsaa seenera 2. Barachaa hin jiru	Eeyyee, waggaa darbe kana keessa barumsaa seenera garuu yeroof addaan kuteera

KUTAA 2: QACARAMUMMAA FI QACARRII DARGAGOOTAA

LAKK	GAAFFILEE	QOODAMAKOODII	DARBI
2.1	LeenjiiOgummaahojiigabaaf of qopheessuuirrattihiirmaatteebeektaaa?	1. Eeyyee 0. Lakkii	Yoo '0' ta'e gara G.2.4tti darbi
2.2	EEYYEE yoota'e, leenjiihirmaatteirraaogummaahojiigabaaakkamii baratte? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	47. Hirmaadheehinbeeku 48. Dhagaa/Biloketiiijaarsaaq opheessuu 49. Oomishaannanii 50. Hojiimukaa/ Carpentry 51. Horsisabeeyla 52. TekinoolojiiAutoomotivii	53. Qonnaa 54. Qophiinyaataa 55. Ijarsaamanaa 56. Hojii sibilaa 57. Hojii godaa 58. Rifeensa sirressuu 59. Awutooelektriksitii 60. Hojii mukaa 88. Kan biraa
2.3	EEYYEE yoota'e, leenjiichaenyutusiifkenne?	1. Mootummaa 2. Qacaraa 3. Kaffalttii ofiin 88. Kan biraa, ibsi	4. Dhaabata/ajeensii dhunfaa 5. Dhaabata bu'aa maalaqaaf hin hojjenne/dhaabata gargarsaa/dhaabata Addunyaawaa
2.4	Yerooamma kana barumsawaa'eedaldalaayknOgummaatekinikaabaraachaajirtaa?	1. Eeyyee 0. Lakkii	Yoo '0' ta'e gara G.2.10 tti darbi

2.5	Ogummaa tekniikaa akkamii baratte ykn qabda? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	1. Hirmaadheehinbeeku 2. Dhagaa/Biloketiiijaarsaafqo pheessuu 3. Oomishaannanii 4. Hojiimukaa/ Carpentry 5. Horsisabeeyla 6. TekinoloojiAwutomotivi	61. Qonnaa 62. Qophiinyaataa 63. Ijarsaamanaa 64. Hojii sibilaa 65. Hojii godaa 66. Rifeensa sirressuu 67. Aatoolektriksiitii 68. Hojii mukaa 88. Kan biraa
2.6	Ogummaa kana eessaaargatte? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	1. Mootummaa 3. Qacaraa 3. Kaffaltii ofiin 88. Kan biraa, ibsi	4. Dhaabata/ajeensii dhunfaa 5. Dhaabata bu'aa maalaqaaf hin hojjenne/dhaabata gargarsaa/dhaabata Addunyaawaa 1. Dhabata miti mootummaa 2. Dhaabata hawasaa
2.7	Adda durummaan leenjiiichaa eenyuutu ispoonsara godhe?	1. Vocational school course Barumsa mana barumsa ogeessumma irraa 2. Leenjii hojii irraati 3. Hiriyyoota ykn maatii irraan baradhe 88. Kan biraa, ibsi	1. Dhabata miti mootummaa 2. Dhaabata hawasaa
2.8	Leenjiiichaaxumurtee?	1. Eeyyee 0. Lakkii	Yoo '0' ta'e gara G.2.10 tti darbi
2.9	Yooxumurteettata'eeergaxumurteeji'asadiibood amaaltuta'e?	1. Hoomaa 2. Hojii argadheera 3. Miindaan koo dabaleera 88. Kan biraa, ibsi	4. Guddina hojii argadhe 5. Ogummaa hojii koo fooya'eera 6. Dhaabata koo waliin leenjii argadhe
2.10	Yerooammaabarachajirta moo hojiqabda?	1. Hojii qofaa 3. Barachuu qofa	2. Barachuu fi hojichuu Barachaas hojechaas hin jiru Yoo '4' ta'egara G.2.11 ttidarbi
2.11	Hojiikkamihojetta?	1. Hojii guyyaa 2. Kaffaltii malee oiruu maatii, qonna kan hin ta'iin dhaabata maatii kessaa 88. Kan biraa (ibsi).....	3. Hojii ofii 4. Hojii acarriidhaan

2.12	Guyyotatorbandarbankeessa, sa'atokkofilleehaata'uuhojiinatihojjetteeakkamindaatti, kaafaltiitti, tiipiitiiyknhaalabiraansiifkafalameejiraa?	1. Eeyyee 0. Lakki
2.13	Guyyotatorbandarbankeessasa'atokkofilleehaata'uugaliargachuujechadalagaawwanakk adaldalaa, qonnaykndalagaabiraatatidalagdeenijiraa?	1. Eeyyee 0. Lakki
2.14	Guyyotatorbandarbankeessa, sa'atokkofilleehaata'uuhojiimiseensamaatiiososiifhinkafalamiingargarteettaayknhojiimi seensimaatiikaffaltiihojjetu/ttugargarteettaa?	1. Eeyyee 0. Lakki
2.15	Guyyotatorbandarbankeessa, sa'atokkofilleehaata'uugaliargachuujechahojiikafaltiiqabukanbiraaykndaldalaayknakkah ojiidabalataatiwantihojjettenijiraa?	1. Eeyyee 0. Lakki
2.16	Guyyoota turban darbankeessattiguyyaaakeessattisa'ameeqaafsirrittihojittibobbaate?	1. Sa'a 7 gad 2. Gara sa'a 8 3. Sa'a 8 ol
2.17	Galiimataakeetiimaddisiisuufhojiinterpirayizii (pirojectiixixiqaa) ofiikeetiijalqabddebeektaa?	1. Eeyyee (si'a tokkoo ol) 2. Eeyyee (si'a tokko qofa) 3. Lakki, hoomayyuu Yoo '3' ta'e gara G 2.20tti darbi

2.18a	Eeyyeyoota'e. yeroammaahojiiinterpirayizii (pirojectiixixiqaa) ofiikeetiikangaliisiifmaddisiisuurrattijirtaa	1. Eeyyee	0..Nakkakki
2.18b	Galiatiinterpiraayizii ofiikeetiirraa argattuu jireenya keef ga'aadhaa?	1. Eeyyee	0..Nakkakki
2.19	Of degeruu fi jirenyafooya'agarafuladurattijiraachuuf fittiamanamummaa qabdaa?	1. Eeyyee	0..Nakkakki Yoo '0' ta'e gara C 2.2tti
2.20	Yoodeebiinke G 2.17 lakkita'e, interpirayizii ofiikeetiijalqabuuf fittiamanamummaa qabdaa?	1. Eeyyee 2. Lakkii 3. Hin beeku	
2.21	Yoodeebiinke G 2.17 lakkita'e, interpirayizii galiittin jiraattusii faddisiisuudhaabachuuf baajata qabajetteniya adaa?	1. Eeyyee 2. Lakki 3. Hin beeku	
2.22	Interpirayizii mataa isaaniikan galiittin jiraatan maddisiisuujal qabuuf dargagootanaannook eetiirrattihudhawantiittita'u maali?	Hudhaa	Eeyyee Lakki Hin beeku
	13. Ogummaa adda abar baadamudhabuu	1	0 98
	14. Kaapitala (qarshii fi meeshaalee) ittin jalqabamudhabuu	1	0 98
	15. Tajajillaliqii argachuun mirta'aata'u	1	0 98
	16. Haalliitni liqee fatamudhiphoo'tuu	1	0 98
	17. Interpirayizii xixiqaa jiruuf xiyyeeffanna ankennamedadhabaata'u uisaa	1	0 98
	18. Ogummaa interpirineraadhabuu	1	0 98
	19. Leenjii daldala aittif insahinqabnee fi bu'aadhabeesa	1	0 98
	20. Laftiqonnaadhibuu	1	0 98
	21. Carraan leenji ogummaa muraasa	1	0 98
	22. Namni moodela ta'u naannoorra hin jiru (daldalaa fi barumsaan)	1	0 98
	23. Hojii wwanbu'aasaanii gad aanaa muraasata'uu	1	0 98
	24. Lack of teamwork skill Ogummaa waliin hojachuudhabuu	1	0 98

KUTAA 3: DEEBII ITTI GAAFATAMTOOTAA

No.	QUESTIONS	CODING CLASSIFICATION	SKIP To
3.1.	Ji'oota 12 darbankeessatti haala qacarriyknwaanittiin jiraattu akkamuutuu fi jireenyahawasummaa fooya'aa nakka qabaattuuf degersi ykn tajaajilliati wajjiro tamootummaa ana airraafudhatten ijiraa?	1. Eeyyee 0. Lakkii	Yoo '0' ta'e gara G 3.4tti darbe
3.2.	Eeyyeyoota'e, haala qacarriyknwaanittiin jiraattu akkamuutuu fi jireenyahawasummaa fooya'aa nakka qabaattuuf degersi ykn tajaajillia tiargattemaaliidha? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	1. Leenjii haaladaldalaahogganuu 2. Leenjii ogummaa 3. Tajaajilaliqii fi qusannaa 4. Odeeffannoo fi Gorsa	88. Kan biraa (lbsi)
3.3.	Tajaajilamootumma kennekan armaanolitti ibsiteetti sun siifquubsadhaa?	1. Eeyyee 0. Lakki	
3.4.	Ji'oota 12 darbanittihawaasakessattiga'umsa fi hirmaanahawasaa akka qabattuuf kansikakaase degersi ykn tajaajilahawasaati wajji raale mootummaa anaaykn dhabat hawaas airraa gatten ijiraa?	1. Eeyyee 0. Lakki	Yoo '0' ta'e gara G 3.7tti

3.5.	Eeyyeyoota'e, hawaasakessattiga'umsa fi hirmaanahawasaakkaqabattufdegersaykntajaajilahawasaatiargattemaaliid ha? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	1. Leenjii ogummaa 2. Gorsa 3. Walitti dhufenya uumu 88. kan biraa (ibsii).....																					
3.6.	Tajaajilamootummaakennekanarmaanolittiibsiteetti sun siifquubsaadhaa?	1. Eeyyee 0.Lakki																					
3.7.	Ji'oota 12 darbanittihawaasakeekeessattifayyummaakeeguddifachuuf tajaajillifayyaaati wajjiraalemootummaaanaaykndhabatahawaasairraa argattenijiraa?	1.Eeyyee 0. Lakkii Yoo '0' tae gara G 3. 10tti darbi																					
3.8.	Eeyyeyoota'e, darbanittihawaasakeekeessattifayyummaakeeguddifachuuf tajaajillifayyaaati argattemaaliidha? (Gad fageenyaan gaafachuun kan himame hundaa guuti)	1. Leenjii dhimmoota fayyaa walqabatu 2. Odeeffanno fi gorsa 3. Tajaajila fayyaa sirna saalaa fi walhormaataa 88. Kan biraa (ibsi)																					
3.9.	Tajaajilamootummaakennekanarmaanolittiibsiteetti sun siifquubsaadhaa?	1. Eeyyee 0. No Lakki																					
3.10	Ji'oota 12 darbankeessatti, waltajiwandargagotahirmaachisankanqaamotamootummaanqophaa'aanirratihirmaatteebeektaa ?	1.Eeyyee 0. Lakkii yoo '0' ta'e gara G 3.13tti darbi																					
3.11	Ji'oota 12 darbankeessatti, waltajiwandargagotahirmaachisankanqaamotamootummaanqophaa'aanme eqature?	Si'a.....																					
3.12	Ji'oota 12 darbankeessatti, waltajiwandargagotahirmaachisankanqaamotamootummaanqophaa'aanme eqairrattihirmaattee?	Si'a																					
3.13	Pirojectii, gochaawwanykntaateewwanummataakan mana barumsaakee (gumii), hawassa fi kankeessattinihirmaattaa?	1. Eeyyee (yeroo hundaa) 2. Eeyyee (al tokko tokko) 3. Lakki, hoomaa																					
3.14.	Waa'eemirgahawaasummaa fi dinagdeetiakkamirganamummattiqabdunibeektaa	1. Eeyyee 2. Lakki Yoo '2' ta'e gara 3.16tti darbi 3. Hin beeku Yoo '3' ta'e gara 3.16tti darbi																					
3.15	Eeyyeyoota'e, mirgihawaasummaa fi dinagdeetiakkamirganamummattiqabduhammitokkomaalfaadha?	<table border="1"> <thead> <tr> <th>Response</th> <th>Eeyyee</th> <th>Lakki</th> </tr> </thead> <tbody> <tr> <td>Mirgajireenyaga'akanakkanyaataaga'a, uffataa fi mana jireenyaa</td> <td>1</td> <td>0</td> </tr> <tr> <td>Mirgahojjichuu</td> <td>1</td> <td>0</td> </tr> <tr> <td>Mirgabarachuu</td> <td>1</td> <td>0</td> </tr> <tr> <td>Mirga nama hunda unienii daldalaa dhaabuu fi unieni daldalaa keessatti hirmachuu</td> <td>1</td> <td>0</td> </tr> <tr> <td>Mirgaeegumsahawaasummaargachuu</td> <td>1</td> <td>0</td> </tr> <tr> <td>Mirgafayyumaaqaamaa fi sammuuisaolaanaaqabaachuu</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Response	Eeyyee	Lakki	Mirgajireenyaga'akanakkanyaataaga'a, uffataa fi mana jireenyaa	1	0	Mirgahojjichuu	1	0	Mirgabarachuu	1	0	Mirga nama hunda unienii daldalaa dhaabuu fi unieni daldalaa keessatti hirmachuu	1	0	Mirgaeegumsahawaasummaargachuu	1	0	Mirgafayyumaaqaamaa fi sammuuisaolaanaaqabaachuu	1	0
Response	Eeyyee	Lakki																					
Mirgajireenyaga'akanakkanyaataaga'a, uffataa fi mana jireenyaa	1	0																					
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Mirgaeegumsahawaasummaargachuu	1	0																					
Mirgafayyumaaqaamaa fi sammuuisaolaanaaqabaachuu	1	0																					
3.16	Waa'eemirgahawasummaa fi dinagdeekiyyaayaadadiyeessuu nan danda'ajedheenyaada?	1. Itti walii gala 2. Itti walii hun galu 3. Hin beeku																					

3.17	Ji'oota 12 darbankeessaattiinterpiraayzihawasa (projectii mana barumsaakooyknhawasafooyeessuuirrattikaayyefate) irrattihirmaachaanture.	1. Itti walii gala 2. Itti walii hun galu 3. Hin beeku
3.18	Hirmaannaa fi tattaaffiikooguddinahaawaasakeessattibu'aaguddaaqaba	1. Eeyyee (yeroo hundaa 2. Eeyyee (al tokko tokko) 3. Lakki, hoomaa

KUTAA 4: HAALA MIJATAA FI DEGERSA DARGAGOOTAA

LAKK.	GAFFILEE	QOODAMAKOO DII	DARBI																									
6.1	Hawaasakeekeessattigochaawwankanakkamidhaakorniyaabu'urefatekandargagoot aumuriinisaanii 15 – 24 irraga'unibaay'ataa?	1.Eeyyee	0. Lakki	yoo '0' ta'e gara G.6.3tti darbi																								
6.2	Yooeeyyeta'e, ji'oota 12 darbankeessattimidhaanyknhubamnikorniyaabu'ureefatedargagoo/ttii (15-24) irraga'enibeektaa ?	1.Eeyyee	0. Lakkii																									
6.3	<i>Ji'oota 12 darbankeessattikanarmanangadiikeessaahawasakessajiraattukeessaanamisirraanga'ejiraa?</i>	<table border="1"> <thead> <tr> <th colspan="2">Deebii</th> <th>Eeyyee</th> <th>Lakkii</th> </tr> </thead> <tbody> <tr> <td>Saalaanwalqabateeyaadnisirriihintaanenarraga'eera</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>Osoohinbarbaadiindhungooyknqaamasalakeetiibu'uu</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>Walqunnamtiisaalaakkagodhuufdirqiffameeraykndhibbaanmidhaageessis uufsaaxilamuu</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>Uffataakka of irraabaasuufyknqullaakkata'uufdirqisiifameera</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>Kan biraa (ibsi)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Deebii		Eeyyee	Lakkii	Saalaanwalqabateeyaadnisirriihintaanenarraga'eera		1	0	Osoohinbarbaadiindhungooyknqaamasalakeetiibu'uu		1	0	Walqunnamtiisaalaakkagodhuufdirqiffameeraykndhibbaanmidhaageessis uufsaaxilamuu		1	0	Uffataakka of irraabaasuufyknqullaakkata'uufdirqisiifameera		1	0	Kan biraa (ibsi)			
Deebii		Eeyyee	Lakkii																									
Saalaanwalqabateeyaadnisirriihintaanenarraga'eera		1	0																									
Osoohinbarbaadiindhungooyknqaamasalakeetiibu'uu		1	0																									
Walqunnamtiisaalaakkagodhuufdirqiffameeraykndhibbaanmidhaageessis uufsaaxilamuu		1	0																									
Uffataakka of irraabaasuufyknqullaakkata'uufdirqisiifameera		1	0																									
Kan biraa (ibsi)																												
6.4	<i>Waa'ee miidhaa sirra ga'ee kana nama itti himte qabdaa?</i>	1. Eeyyee	Yoo '1' ta'eegara G.7 darbi																									
6.5	<i>Yooeeyyeta'e, waa'eegochaatasata'e kana eenyuuwaliinhaasofte?</i>	<table border="1"> <thead> <tr> <th>Deebii</th> <th>Eeyye</th> <th>Lakki</th> </tr> </thead> <tbody> <tr> <td>Miseensamaati</td> <td>1</td> <td>0</td> </tr> <tr> <td>Hiriyyaa</td> <td>1</td> <td>0</td> </tr> <tr> <td>Ogeessafayyaa</td> <td>1</td> <td>0</td> </tr> <tr> <td>Barsiisaa</td> <td>1</td> <td>0</td> </tr> <tr> <td>Poolisii</td> <td>1</td> <td>0</td> </tr> <tr> <td>Kan biraa (lbsa)</td> <td></td> <td></td> </tr> </tbody> </table>			Deebii	Eeyye	Lakki	Miseensamaati	1	0	Hiriyyaa	1	0	Ogeessafayyaa	1	0	Barsiisaa	1	0	Poolisii	1	0	Kan biraa (lbsa)					
Deebii	Eeyye	Lakki																										
Miseensamaati	1	0																										
Hiriyyaa	1	0																										
Ogeessafayyaa	1	0																										
Barsiisaa	1	0																										
Poolisii	1	0																										
Kan biraa (lbsa)																												
6.6	<i>Dhimmi sun Ogeessummaanhiikamerajetteeyaaddaa?</i>	1. Eeyyee	0. Lakkii																									
6.7	<i>Dhimmichaakkabeekamugochuunkeesittoleeraa?</i>	1.Eeyyee	0. Lakkii																									

6.8	Yoolakkita'esababniatidhiibbaasirraga'esananamabiraawaliinhiinhaasofneefmaal?	Deebii	Eeyyee	Lakki
		Bakkadeemamuhinbeekne	I	0
		Hinfayyadu/waangaariihinta'u	I	0
		Nan qaana'a	I	0
		Midhaadabalataasodaachuu	I	0
		Walittidhifeenyairrattimidhaageessisajechuu nsodaachuu	I	0
		Hinamanamu	I	0
		Midhaanakkasiwaanbeekamaa/yeroohundat a'uudha	I	0
		Koomituisa/isheeirraga'ajedhaniyaaduu	I	0
		Maqaamaatitubada	I	0
		Kan biraa (ibsi)		
6.8a	Midhaa sirra ga'ee ofirra deebisuuf ykn garaa-ga'uuf na gargaaru jettee wantooti ati yaaddu ni jiruu?		Eeyyee	Lakkii
		Gareedegersaadubartootaaf	I	0
		Hiriyyaawaliinmari'achuu	I	0
		Hojjettoota dhabata miti mootumaa irraa degersa argachuu	I	0
		Gorsa seera/murtii karaa aadaa	I	0
		Gorsa Amantaa	I	0
		Gorsa karaa fayyaa sammuu	I	0
		Degersa hojjetaa fayyaa	I	0
		Dhimma sana hiraanfachuu	I	0
Kan biraa (ibsi)-----				
6.9	Ji'oota 12 darbankeessattidargagoo/ttii (umurii 15-24) midhaanyknhubamnihojiin (kununsisirriihinta'iin) irraga'enibeektaa ?	I. Eeyyee	0. Lakkii	
6.10	Ji'oota 12 darbankeessattihawasakeessajiraattukeessaanamnimidhaahojiihumnaasirraanga'ejiraa?	I. Eeyyee	0. Lakkii	
6.11	Waa'eemidhaahojiihumnaakaanamniitihimte/beelsistenijiraa?	I. Eeyyee	0. Lakkii	
6.12	Yooeeyyeeta'e, waa'ee kana eenyutthimteyknbeeksiiste?	Deebii	Eeyyee	Lakki
		Miseensamaatii	I	0
		Hiriyyaa	I	0
		Kan waliinhojetan	I	
		Polisii	I	0
		Wajjiramootummaa	I	0
Kan biraa (ibsi)				
6.13	Dhimmi sun Ogeessummaanhiikamerajetteeyaaddaa?	I. Eeyyee	0. Lakkii	
6.14	Were you comfortable that you brought the case up? Dhimmichaakkabeekamugochuunkeesittitoleeraa?	I. Eeyyee	0. Lakkii	
6.15	Ji'oota 12 darbankeessattigochaawwanguddinahawasaakanakkamukadhaabuu, naannoeeugu fi haalaqilleensaajjiruukeessattihirmaattebeektaa?	I. Eeyyee	0. Lakkii	
6.16	Namootnigurguddohawaasakeeessajirangochaawwanguddinahawaasaaakasiik eessattiakkadargagoonihirmaataniifdegersaa fi jajjabinikennuu ?	I. Eeyyee	0. Lakkii	
6.17	Akkaatigochaawwanguddinahawaasa kana keessattiakkahirmaattuufmaatiinkeedegersaa fi jajjabinasiikennuu?	I. Eeyyee	0. Lakkii	

KEY INFORMANT INTERVIEW AND FOCUS GROUP DISCUSSION GUIDES

Introduction and Informed consent

INTRODUCTION

Hello, My name is _____ and I am here to collect data for the final evaluation of the ChildFund Ethiopia project entitled “ Youth Economic Empowerment Project II (YEPP II)” in partnership with Dugda Children’s and Family Charitable Organization in Six Kebeles of Dugda district of Oromia Regional State. The project was implemented since 2017 for the past three years and it will end on April 2021. The objective of the project was to improve the socio-economic wellbeing of vulnerable youth (15-24) through safe, supportive and responsive environments, and contribute to lasting and positive change in their communities. The aim of this evaluation is to measure the contribution of the project that indicates youth employment, duty bearer’s responsiveness to youth employability, the support level towards preventing and responding to sexual and labor exploitation in the community after the inception of the project interventions. This data collection is therefore intended to collect information to measure the contribution of the project and the result achieved during the project implementation period. In addition the evaluation will seek understand factors that made possible or created obstacles to the achievement of results, and to identifying any key lessons that would lead to improved future interventions in the country/region/sector of operation and/or elsewhere.

The information we collect during this interview will be entirely confidential and will not ask for the names of the participant. Also, when the results of all of the interviews are combined, we will not identify specific individuals with any of the information collected. The project benefits your community as a whole and there will not be any financial or other benefits that you will receive as a result of your participation. Furthermore, there are no known risks associated with your participation in this survey. As participation in this survey is voluntary, please let us know your decision whether you want to take part in this evaluation as an informant or not.

(Please circle the category that describes the decision made by the respondent).

Consent granted _____

Consent refused _____

Date of Interview: _____

Code of the Interviewer: _____

Do you have any question before we start our discussion?

Name of Interviewer/Facilitator			
Date of Interview			
Start time		End Time	
Signature			

Region/ Zone		Woreda	
		Kebele	
Age			
Sex			
Name of Organization represented			
Position/Responsibility of interviewee			
Telephone number of interviewee			

KEY INFORMANT INTERVIEW GUIDE FOR CHILD FUND AND DCFCO

Relevance	<p>Is the project intervention appropriate to the problem that it was supposed to address?</p> <ul style="list-style-type: none"> ▪ In general, what was the situation in the Dugda Woreda at the beginning of YEEP II project? What triggering factors were there for the design of this project? Probe for; <ul style="list-style-type: none"> - Context in general (e.g. socio-economic wellbeing of vulnerable youth (15-24 years) in general, youth vulnerability youthetc) - Status of youth employment readiness - Responsiveness of the relevant duty bearers in delivering the necessary services for the different youth community groups - Situation of the enabling environment to ensure youth participation - The context of GBV and child abuses - Capacity, strength and functionality of child protection structures ▪ How would you assess the relevance of the project to the targeted vulnerable youth in the six project implementation Kebeles of the community members (male and female youths) ▪ How do you see the appropriateness of the intervention modalities vis-à-vis the need of the targeted beneficiaries? Please describe the strength, weakness and gaps observed on the intervention modalities of the project used during the implementation period. ▪ Is the project designed in a way to align with government policies, strategies and priorities? In what ways?
Effectiveness	<p>To what extent the project's anticipated outputs have been attained and specific objectives have been achieved?</p> <ul style="list-style-type: none"> ▪ Please describe for us how the project were able to meet the objectives & targets and contributed to the outcomes and outputs (<i>provide evidence on drivers and hindering factors on the performance of the project in each project sub-goals and also provide us if there is any exceptional experiences/achievements</i>): <ul style="list-style-type: none"> - Vulnerable youth (aged 15-24) in six kebeles of Dugda Woreda employed in formal or informal economic sector (<i>achievement of capacity building training, technical skill training and production support, facilitating to access loan from local MFIs, etc</i>) - Improvement regarding duty bearers' responsiveness for youth employability and social service needs (<i>contribution of the project supported capacity building trainings, discussion forums, and experience sharing events</i>) - Creation of safe and supportive environment in Dugda woreda to promote youth employment, and to prevent and responds to sexual and labor exploitation (<i>contribution of project support to strengthen the community based child protection structures, on engagement of the youth in the social dimension of the community through AflateenSocial & Financial Education for Youth (SFEY), and on environmental protection</i>) - <i>Is there any best practices observed in the implementation process of YEEP II project with regards to improving youth economic empowerment and improving duty bearer's responsiveness?</i>
Efficiency	<p>How the various activities of the intervention transformed the available resources into anticipated results, in terms of quantity, quality and timeliness?</p>

	<ul style="list-style-type: none"> ▪ How do you assess the efficiency of the project in terms of timely delivery of outputs, human resource use and other management and administrative issues? ▪ Do you think the project made appropriate and timely adaptations in response to changes in the external environment? How? What examples can you mention? ▪ What innovation introduced by the project do you think is cost effective and needs to be scaled up? (Probe for : <i>project implementation strategy, monitoring mechanisms, collaboration with partners and synergy etc</i>)
Impact	<p>What are the contributions of the various interventions to the broader objective or goal of the project?</p> <ul style="list-style-type: none"> ▪ In your opinion what are the significant changes made due to the implementation of this project? Probe for <ul style="list-style-type: none"> - What was the performance against the state indicators? - Please provide us some real examples on the change observed on the livelihood of the supported vulnerable youth community members and improvement on duty bearer responsiveness to need of the targeted beneficiaries ▪ What factors do you anticipate that affect the long term impact of the project? Are there any unplanned positive or negative effects (impact) of the project?
Sustainability	<p>How are the interventions of a continuation in the stream of benefits produced by the project after phase out of the project?</p> <ul style="list-style-type: none"> ▪ In your opinion, which project activities do you think could the local government entities at all levels take over and implement without the project support? Probe for <ul style="list-style-type: none"> - Why and how? - Which ones cannot be sustained and need further support? Why? Please provide evidence and justification. ▪ To what extent did the project utilize established institutions/mechanisms to ensure sustainability at the end of the project? Are the project measures implemented adequate to guarantee sustainability?

KEY INFORMANT INTERVIEW GUIDE FOR WOREDA GOVERNMENT OFFICES

Relevance	<p>Is the project intervention appropriate to the problem that it was supposed to address?</p> <ul style="list-style-type: none"> ▪ What was your office role and involvement during the implementation period of YEEP II project? ▪ In general, what was the situation in the Dugda Woreda at the beginning of YEEP II project? What triggering factors were there for the design of this project? Probe for; <ul style="list-style-type: none"> - Context in general (e.g. socio-economic wellbeing of vulnerable youth (15-24 years) in general, youth vulnerability youth etc) - Status of youth employment readiness - Responsiveness of the relevant duty bearers in delivering the necessary services for the different youth community groups - Situation of the enabling environment to ensure youth participation - The context of GBV and child abuses - Capacity, strength and functionality of child protection structures ▪ How would you assess the relevance of the project to the targeted vulnerable youth in the six project implementation Kebeles of the community members (male and female youths)
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	<ul style="list-style-type: none"> ▪ How do you see the appropriateness of the intervention modalities vis-à-vis the need of the targeted beneficiaries? Please describe the strength, weakness and gaps observed on the intervention modalities of the project used during the implementation period. ▪ Is the project designed in a way to align with government policies, strategies and priorities? In what ways?
Effectiveness	<p>To what extent the project’s anticipated outputs have been attained and specific objectives have been achieved?</p> <ul style="list-style-type: none"> ▪ Please describe for us how the project were able to meet the objectives & targets and contributed to the outcomes and outputs (provide evidence on drivers and hindering factors on the performance of the project in each project sub-goals and also provide us if there is any exceptional experiences/achievements): <ul style="list-style-type: none"> - Vulnerable youth (aged 15-24) in six kebeles of Dugda Woreda employed in formal or informal economic sector (achievement of capacity building training, technical skill training and production support, facilitating to access loan from local MFIs, etc) - Improvement regarding duty bearers’ responsiveness for youth employability and social service needs (contribution of the project supported capacity building trainings, discussion forums, and experience sharing events) - Creation of safe and supportive environment in Dugda woreda to promote youth employment, and to prevent and responds to sexual and labor exploitation (contribution of project support to strengthen the community based child protection structures, on engagement of the youth in the social dimension of the community through Aflateen Social & Financial Education for Youth (SFEY), and on environmental protection)
Efficiency	<p>How the various activities of the intervention transformed the available resources into anticipated results, in terms of quantity, quality and timeliness?</p> <ul style="list-style-type: none"> ▪ How do you assess the efficiency of the project in terms of timely delivery of outputs, human resource use and other management and administrative issues?
Impact	<p>What are the contributions of the various interventions to the broader objective or goal of the project?</p> <ul style="list-style-type: none"> ▪ In your opinion what are the significant changes made due to the implementation of this project? Probe for <ul style="list-style-type: none"> - What was the performance against the state indicators? - Please provide us some real examples on the change observed on the livelihood of the supported vulnerable youth community members and improvement on duty bearer responsiveness to need of the targeted beneficiaries ▪ What factors do you anticipate that affect the long term impact of the project? Are there any unplanned positive or negative effects (impact) of the project?
Sustainability	<p>How are the interventions of a continuation in the stream of benefits produced by the project after phase out of the project?</p> <ul style="list-style-type: none"> ▪ In your opinion, which project activities do you think could the local government entities at all levels take over and implement without the project support? Probe for

	<ul style="list-style-type: none"> - Why and how? - Which ones cannot be sustained and need further support? Why? Please provide evidence and justification. <ul style="list-style-type: none"> ▪ To what extent did the project utilize established institutions/mechanisms to ensure sustainability at the end of the project? Are the project measures implemented adequate to guarantee sustainability?
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FOCUS GROUP DISCUSSION (FGD) FACILITATION GUIDE FOR CHILD RIGHT AND COMMUNITY COMMITTEE

INTRODUCTION

Hello, My name is _____ and I am here to collect data for the final evaluation of the ChildFund Ethiopia project entitled “ Youth Economic Empowerment Project II (YEPP II)” in partnership with Dugda Children’s and Family Charitable Organization in Six Kebeles of Dugda district of Oromia Regional State. The project was implemented since 2017 for the past three years and it will end on April 2021. The objective of the project was to improve the socio-economic wellbeing of vulnerable youth (15-24) through safe, supportive and responsive environments, and contribute to lasting and positive change in their communities. The aim of this evaluation is to measure the contribution of the project that indicates youth employment, duty bearer’s responsiveness to youth employability, the support level towards preventing and responding to sexual and labor exploitation in the community after the inception of the project interventions. This data collection is therefore intended to collect information to measure the contribution of the project and the result achieved during the project implementation period. In addition the evaluation will seek understand factors that made possible or created obstacles to the achievement of results, and to identifying any key lessons that would lead to improved future interventions in the country/region/sector of operation and/or elsewhere.

As participation in this discussion is voluntary, please let us know your decision whether you want to take part in this evaluation as an informant or not. Please be informed that we will be using voice recorders to capture the discussion; but this is only used for this evaluation purpose to make sure that we don’t forget the most important points you share during the discussion and will not be shared to anyone outside of the evaluation team. We would like to thank you for your time and willingness to participate in this discussion and please be informed that all the information you provide will be confidential and will not be shared to anyone else except the evaluation team. Your name, or any other identifying information, will not be used in a final report or in any other document available to the public. Your participation is voluntary, and you are not obliged to answer any questions you do not want to. The discussion will take about 1hr and 30 minutes to complete.

Do you have any question before we start our discussion? Can we start our discussion now? (Note to the moderator: obtain verbal consent from each participant before you proceed to the discussion)

Background information

Participant	District	Kebele	Sex	Age	Education	Occupation
P1						
P2						
P3						
P4						
P5						
P6						

Guiding Questions

- Let's discuss about the role of your committee in the YEPP II project? What specific activities have you carried out in support of the project?
- What was the situation in this area before the implementation of this project with respect to child abuse, child trafficking, youth vulnerability, and child protection activities (sexual and labour exploitation, child protection referral networks, child protection unit at the justice office, child protection and child wellbeing clubs at school and in the community)?
- What results have you achieved due to support of the project? And due to your contribution to the project? What kind of interventions does the project have been implementing in your community? Probe for:
- What changes has been made after the implementation of the project interventions on the overall child protection at the community and institution/school level?
- How do you explain the participation and engagement of the community members/ beneficiaries in the different project implementation activities? Did you participate in decision making? How? What was the weakness and strength of the community participation and decision making process during the project implementation period? Please provide us some examples
- What opportunities/challenges are there to ensure sustainability of the project and its outcomes? Now that the project has finished and are there things you or the committee will continue to do or do differently because of the project?
- In your opinion, what is your general recommendation in the future to improve child protection issues and youth economic empowerment in this Woreda?
- Anything else that you would like to add

FOCUS GROUP DISCUSSION (FGD) YOUTH BENEFICIARIES

INTRODUCTION

Hello, My name is _____ and I am here to collect data for the final evaluation of the ChildFund Ethiopia project entitled “ Youth Economic Empowerment Project II (YEPP II)” in partnership with Dugda Children’s and Family Charitable Organization in Six Kebeles of Dugda district of Oromia Regional State. The project was implemented since 2017 for the past three years and it will end on April 2021. The objective of the project was to improve the socio-economic wellbeing of vulnerable youth (15-24) through safe, supportive and responsive environments, and contribute to lasting and positive change in their communities. The aim of this evaluation is to measure the contribution of the project that indicates youth employment, duty bearer’s responsiveness to youth employability, the support level towards preventing and responding to sexual and labor exploitation in the community after the inception of the project interventions. This data collection is therefore intended to collect information to measure the contribution of the project and the result achieved during the project implementation period. In addition the evaluation will seek understand factors that made possible or created obstacles to the

achievement of results, and to identifying any key lessons that would lead to improved future interventions in the country/region/sector of operation and/or elsewhere.

As participation in this discussion is voluntary, please let us know your decision whether you want to take part in this evaluation as an informant or not. Please be informed that we will be using voice recorders to capture the discussion; but this is only used for this evaluation purpose to make sure that we don't forget the most important points you share during the discussion and will not be shared to anyone outside of the evaluation team. We would like to thank you for your time and willingness to participate in this discussion and please be informed that all the information you provide will be confidential and will not be shared to anyone else except the evaluation team. Your name, or any other identifying information, will not be used in a final report or in any other document available to the public. Your participation is voluntary, and you are not obliged to answer any questions you do not want to. The discussion will take about 1hr and 30 minutes to complete.

Do you have any question before we start our discussion? Can we start our discussion now? (Note to the moderator: obtain verbal consent from each participant before you proceed to the discussion)

Background information

Participant	District	Kebele	Sex	Age	Education	Occupation
P1						
P2						
P3						
P4						
P5						
P6						

Guiding Questions

- What was your livelihood situation before the implementation of this project? Probe for; employment status, socio-economic well being, access to different services, skills etc
- What kind of support the project provided to you to your business? What results have you achieved due to support of the project?
- What challenges are you experiencing to run your business? Probe for: market related, skill gap, access to finance etc
- How do you explain the participation and engagement of the youth beneficiaries in the different project implementation activities? Did you participate in decision making? How? What was the weakness and strength of the youth participation and decision making process during the project implementation period? Please provide us some examples
- What opportunities/challenges are there to ensure sustainability of your business (achievement of the project)?
- In your opinion, what is your general recommendation in the future to improve youth economic empowerment in the Dugda Woreda?
- Anything else that you would like to add