

LASER PULSE R4D Workshop, ETHIOPIA

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“Transforming the Paradigm in the Partnership Model for Research Translation-Derived Development Solutions”

Inter Luxury Hotel; Addis Ababa, Ethiopia

Increasing Youth Engagement While Mitigating Potential for Conflict in Ethiopia

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1. Purpose, Goal and Objective of the Project

1.1. Need for the Project

- This project was motivated seeing the fact that political mobilization has been increasing with escalating tensions, instability, and violent conflict since 2015 in Ethiopia primarily involving the youth .

1.2. Purpose of the Project

- The purpose of the project is therefore to tackle these pressing social needs while producing rigorous evidence of impact aiming at increasing youth civic engagement and them mitigating the potential for conflict.

1.3. Assumptions

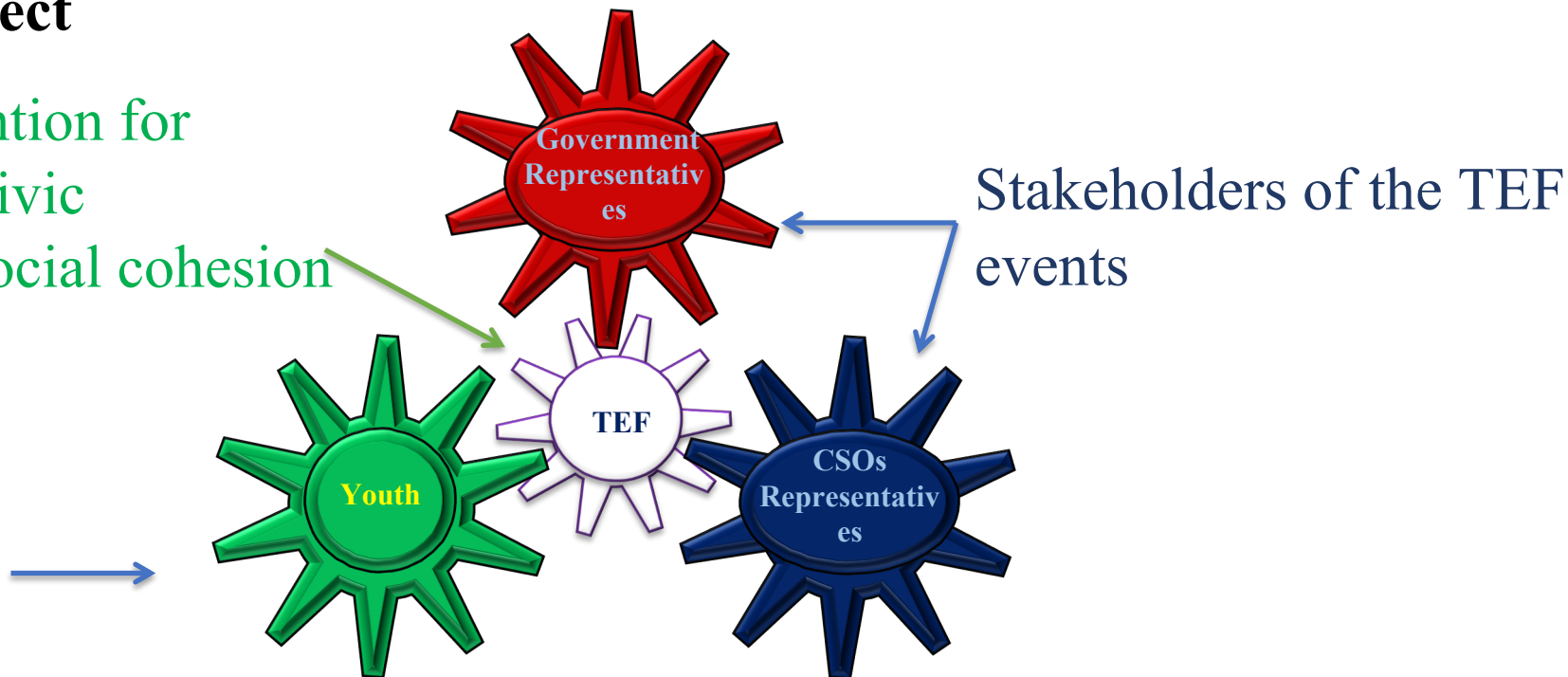
- Increasing youth civic engagement is a necessary step to render the state actors more responsive to the social and economic needs of youth and to secure the role of youth in shaping the political development of their country.
- Any efforts to increase youth civic engagement must be designed to address the key role that ethnic identity and interests play in Ethiopian politics and development.

1. Purpose, Goal and Objective of the Project

1.4. Goal of the Project

TEF as an intervention for increasing youth civic engagement and social cohesion

Target Group of the Intervention



1. Purpose, Goal and Objective of the Project

1.4. Objectives

- The primary objective of this project is to implement and rigorously evaluate the impact of structured dialogue forums designed to promote youth civic engagement, social cohesion, and economic development.
- The Tolerant Engagement Forum (TEF) consists of two components:
 - First, we bring together youth and high-level representatives of government and civil society to:
 - Connect youth to actionable opportunities to participate in formal political institutions and parties,
 - Work with prominent civil society organizations, and benefit from ongoing public and private youth development programs.
 - Second, youth participants engage in structured inter-ethnic contact and political dialogue in small, diverse groups.
 - Therefore, the project aims to increase youth engagement where issue representatives provide youth with actionable information about opportunities including to engage in politics.


1. Purpose, Goal and Objective of the Project

1.5. Measurements

- Outcomes of the intervention (TEF) are being measured using respondents' answers to self-administered online surveys.
- The primary outcomes of interest being measured are rightly the extent of students' Civic and political engagement and their attitudes and feelings of social cohesion with other youth.
- In the measurement we have operationalized the extent of youth engagement by asking students about:
 - ✓ A number of ways they participate in politics;
 - ✓ The frequency of their participation; and
 - ✓ By measuring their uptake of opportunities for participation presented during TEFs.
- We have also operationalized feelings of social cohesion by asking questions that measure in-group bias, the salience of regional, ethnic, and social identities, and their preferences over the organization of Ethiopia's political institutions.

2. Research Context and Implementation

2. 1. Tripartite Partnership



- Addis Ababa University	• Lead Institution of the Research Project
- Lodestar Associates Consult PLC	• Data collection firm based in Addis
- Initiative for Peace and Development	• Lead Institution for Embedded Research Translation
- University of California, Davis	• US Based Universities: Supporting Research Partners
- The DevLab at Duke University	

- This project is the result of a collaborative partnership between researchers at Addis Ababa University, Duke University, The University of South Carolina, practitioners from the Initiative for Peace and Development, a local NGO in Addis Ababa, and Lodestar Associates Consult, data collection firm in Addis Ababa.
- The context and implementation of the project has three important dimensions resulting from the partnership:
 - The first dimension is research – Randomized control trail for behavioral impact assessment
 - The third dimension is research partnership – The implementation of the TEF and the research process
 - The second dimension is research translation – The dissemination of products to the public and policymakers

2. Research Context and Implementation

2.2. Lessons Learned from the Partnership

2.2.1. Team Formation, Composition and Responsibility

- Mesele Mengsteab, PhD is an Assistant Professor in Social Work and Social Development, School of Social Work, Addis Ababa University.
 - ✓ Responsibilities: PI – oversight of all research activities; cooperate in organizing TEF events; lead qualitative data collection; drafting of policy report; contribute to journal articles.
- Fitsum Hailu, Executive Director, Initiative for Peace and Development (IPD).
 - ✓ Responsibilities: Lead for ERT – oversight and design of the TEF events; development of a curriculum on best practices in TEF deployment; recruitment of recruit government officials, civil society organizations, and political parties to participate in TEFs.
- Hareg Adamu, MA, PhD Fellow in Development Studies at Addis Ababa University.
 - ✓ Responsibilities: research design for data collection; survey instrument design; collaborate on policy reports and journal articles.

2. Research Context and Implementation

- Juan F. Tellez, PhD, is an Assistant Professor of Political Science at the University of South Carolina.
 - ✓ Responsibilities: Co-PI – survey instrument design and implementation of randomization; analysis of results; drafting of policy report and journal articles.
- Jeremy Springman, PhD is a Postdoctoral Research Associate at Duke University and DevLab@Duke.
 - Responsibilities: Co-PI – design and programming of baseline and end-line survey instruments; management and quality control of survey responses; cooperate in TEF organization; analyze results; draft policy report and journal articles.
- David Dow, PhD, is Postdoctoral Research Associate at Duke University and DevLab@Duke.
 - Responsibilities: Co-PI – design and programming of baseline and end-line survey instruments; management and quality control of survey responses; cooperate in TEF organization; analyze results; draft policy report and journal articles.

2. Research Context and Implementation

2.2.2. Fostering and Empowering Partnership

Certain lessons have been drawn so far from the team composition of the project:

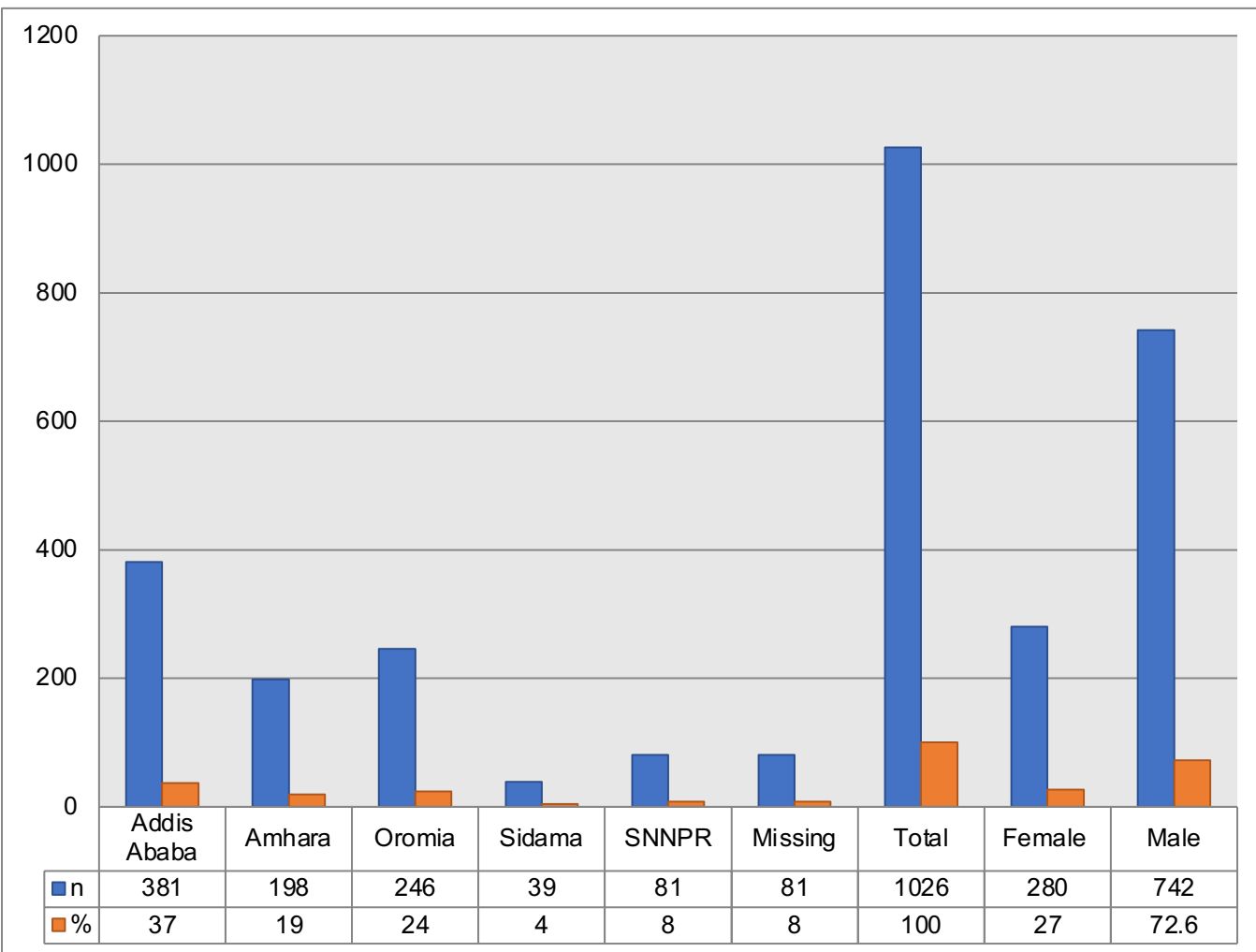
- Professional care and support – safety for the team members
 - Respect for each other's idea
 - Trust and transparency
 - Acknowledgement and appreciation
 - Ownership and authenticity
 - Horizontal power relationship
 - Mutual Interdependency
 - Assuming equally important but different roles and responsibilities
 - Sharing resources

2.2.2. Concern for Quality and Ethical Principles

- Commitment for attending weekly regular team meetings
- Keep holding rigorous discussions
- Sticking to IRB approval

2. Research Context and Implementation

2.3. Key Results of the Baseline Survey

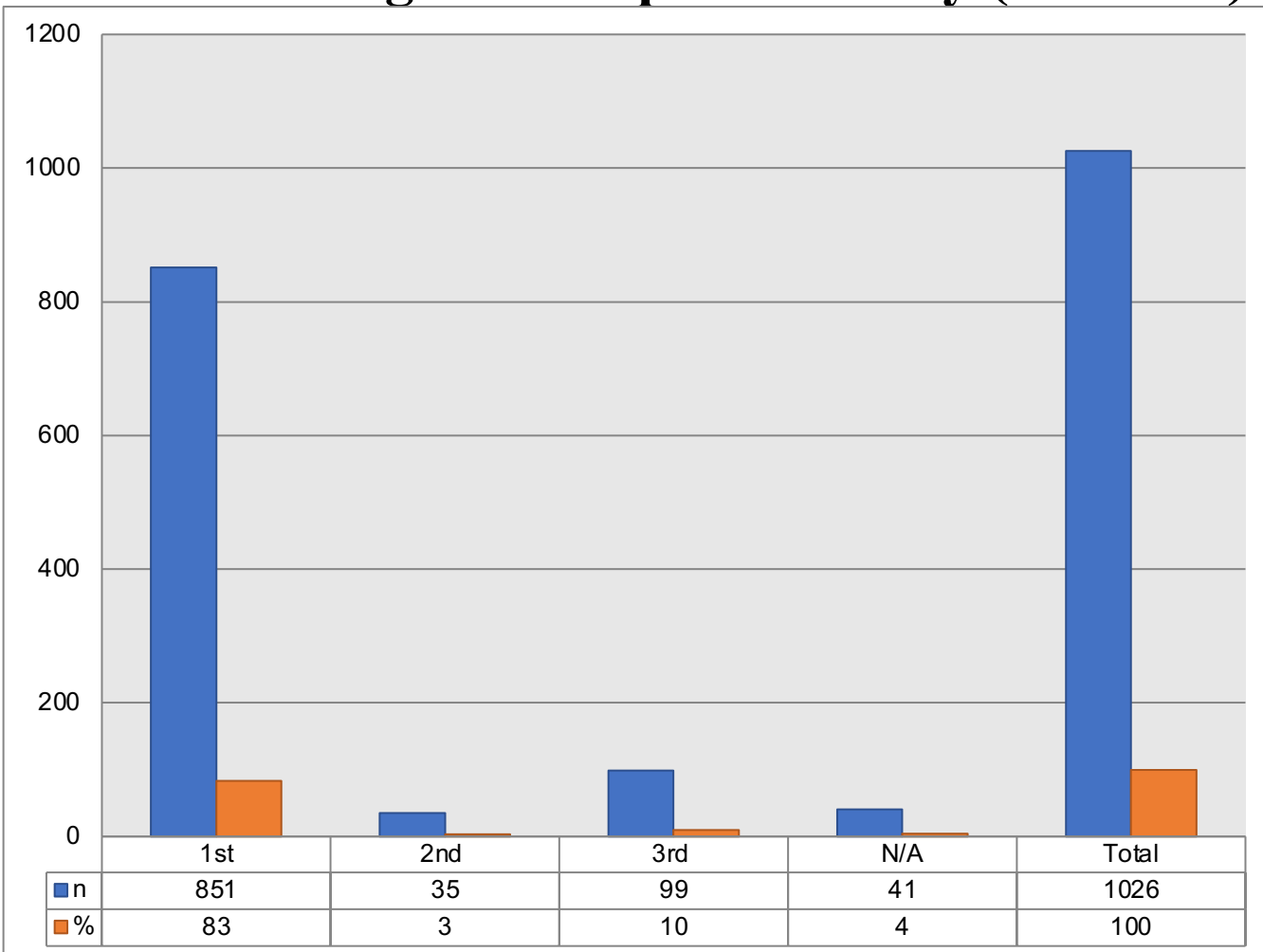


2.3.1. Respondents Home Region (n = 1026)

- Though the recruited respondents were entirely from Addis Ababa University, most of them came from diversely different home regions:
 - ✓ 37 % were from Addis Ababa,
 - ✓ 19 % from the Amhara region,
 - ✓ 24 % from the Oromia region,
 - ✓ 4 % from the newly introduced Sidama region,
 - ✓ 8 % from the Southern Nations, Nationalities and Peoples Region,
 - ✓ while only the remaining 8 % were missing.
 - ✓ In terms of gender, 27 % female, 72.6 % male

2. Research Context and Implementation

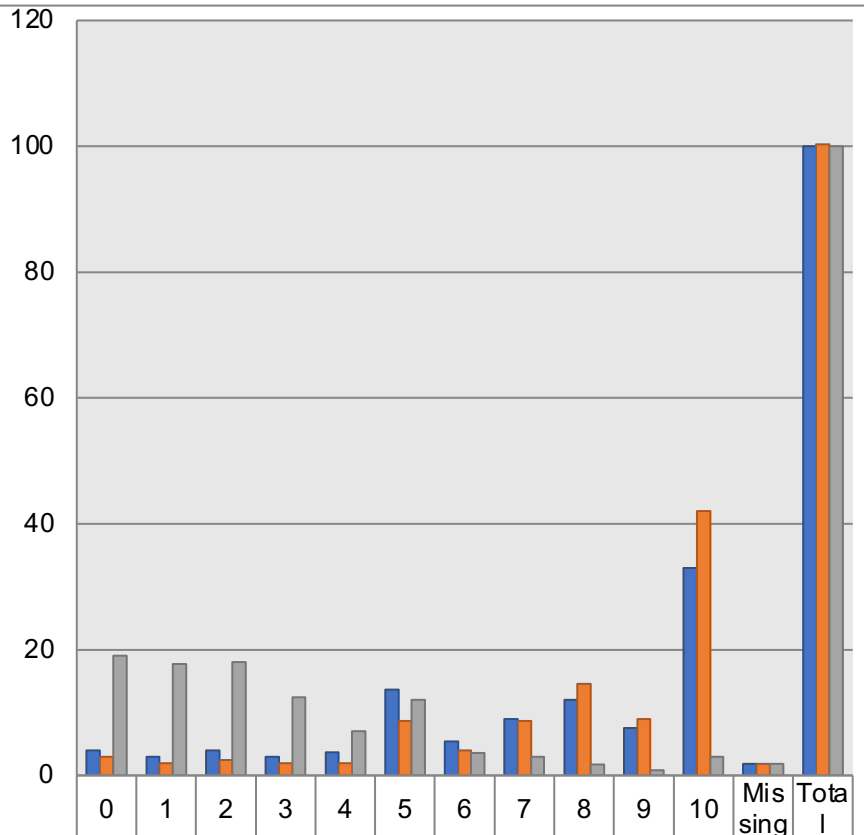
2.3.2. Ranking of Ethiopian Identity (n = 1026)



- Out of the total respondents:
 - 83 % ranked first Ethiopian as their national identity.
 - 3 % ranked second and 10 % ranked third their Ethiopian national identity;
 - Yet, 4 % of the respondents chose “not applicable” to this question.
 - Generally, more than three fourth (83 %) of the respondents gave primacy to be identified as an ‘Ethiopian’ over their ethnic and religious identities.

2. Research Context and Implementation

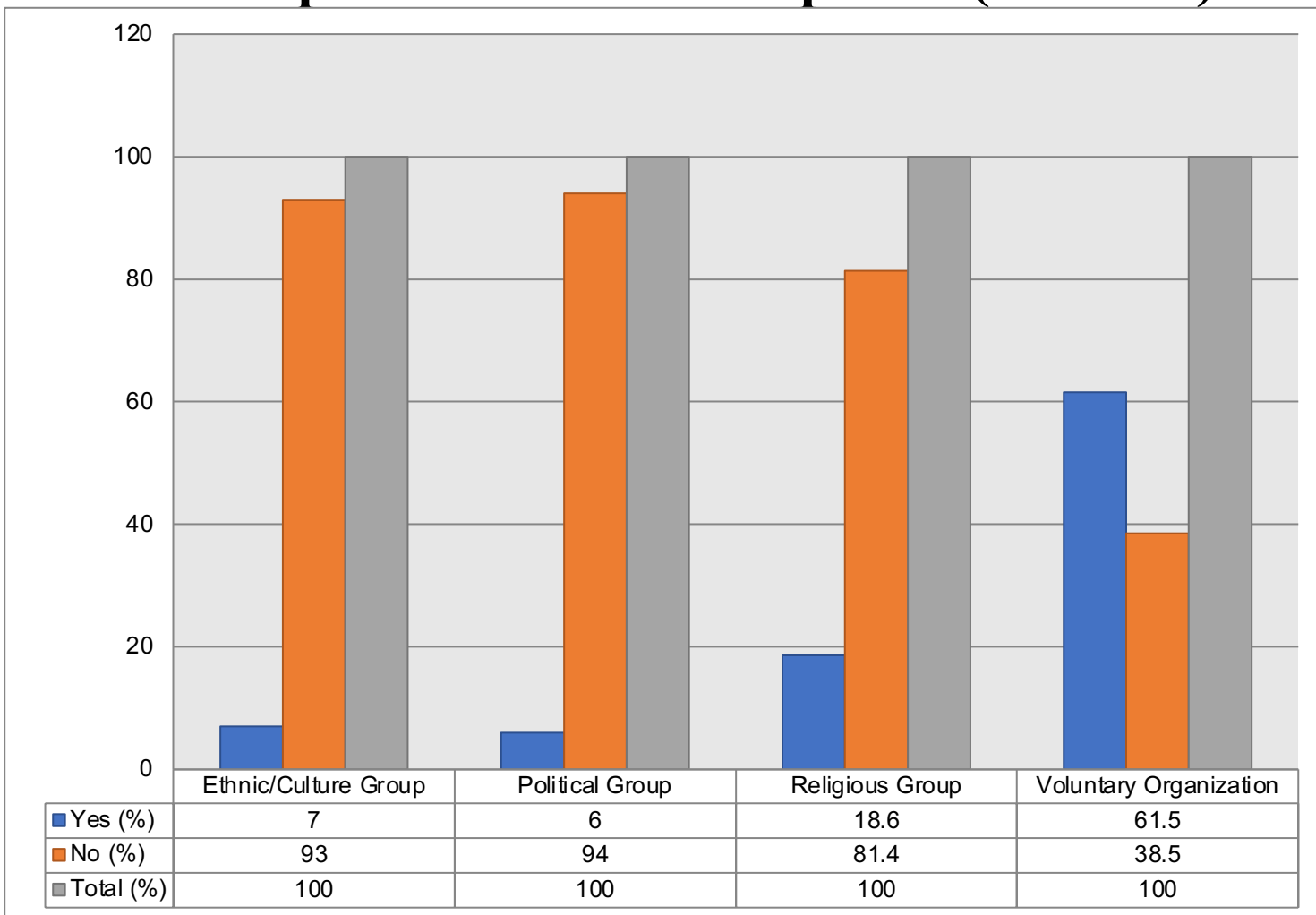
2.3.3. Efficacy and Youth Participation (n =1026)



- Nearly 81 % indicated above an average level of their agreement that they, as an individual can bring positive change.
 - ✓ 33 % strongly agree that they can bring positive change.
- Majority (87 %) showed above an average level of their agreement that youth can bring positive change.
 - ✓ Of this, 42 % strongly agree that youth can bring positive change.
- Yet, the overwhelming majority (74.1 %) disagree that youth have opportunity to change.
 - Of this, 36 % show strong levels of disagreement that youth have the opportunity to engage (responding with a 0 or 1 on a 10 point scale) .

2. Research Context and Implementation

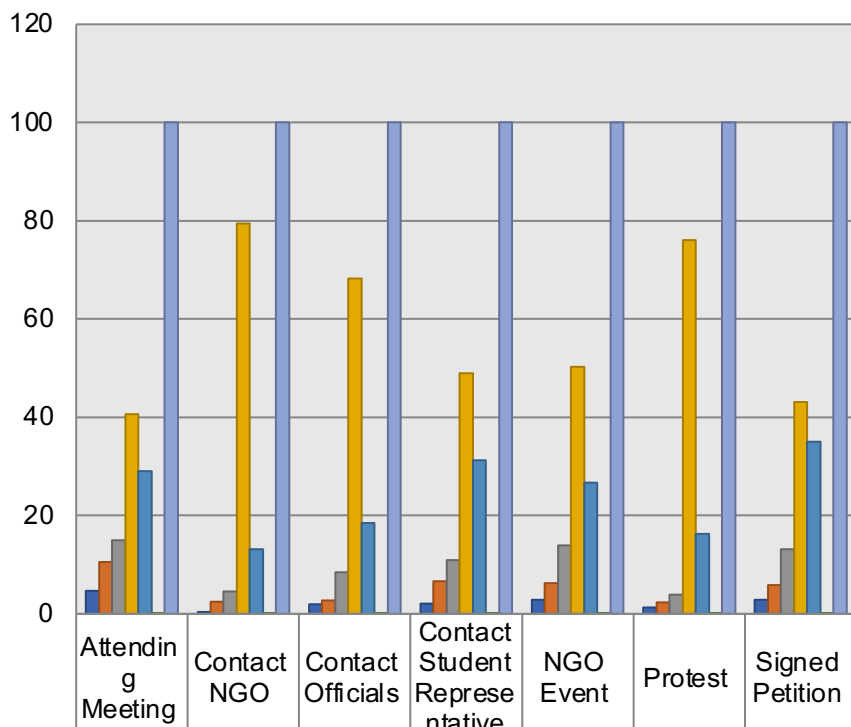
2.3.4. Groups to Join for Participation (n = 1026)



- Of the total respondents, 1026 (100 %):
 - more than half , 61.5 %,were interested to join voluntary organizations,
 - Yet, only 31.6 % (18.6 %, 7%, and 6%) of the respondents showed interest in joining either religious, or ethnic/culture, or political groups, respectively.

2. Research Context and Implementation

2.3.5. Experiences of Youth Participation (n= 1026)



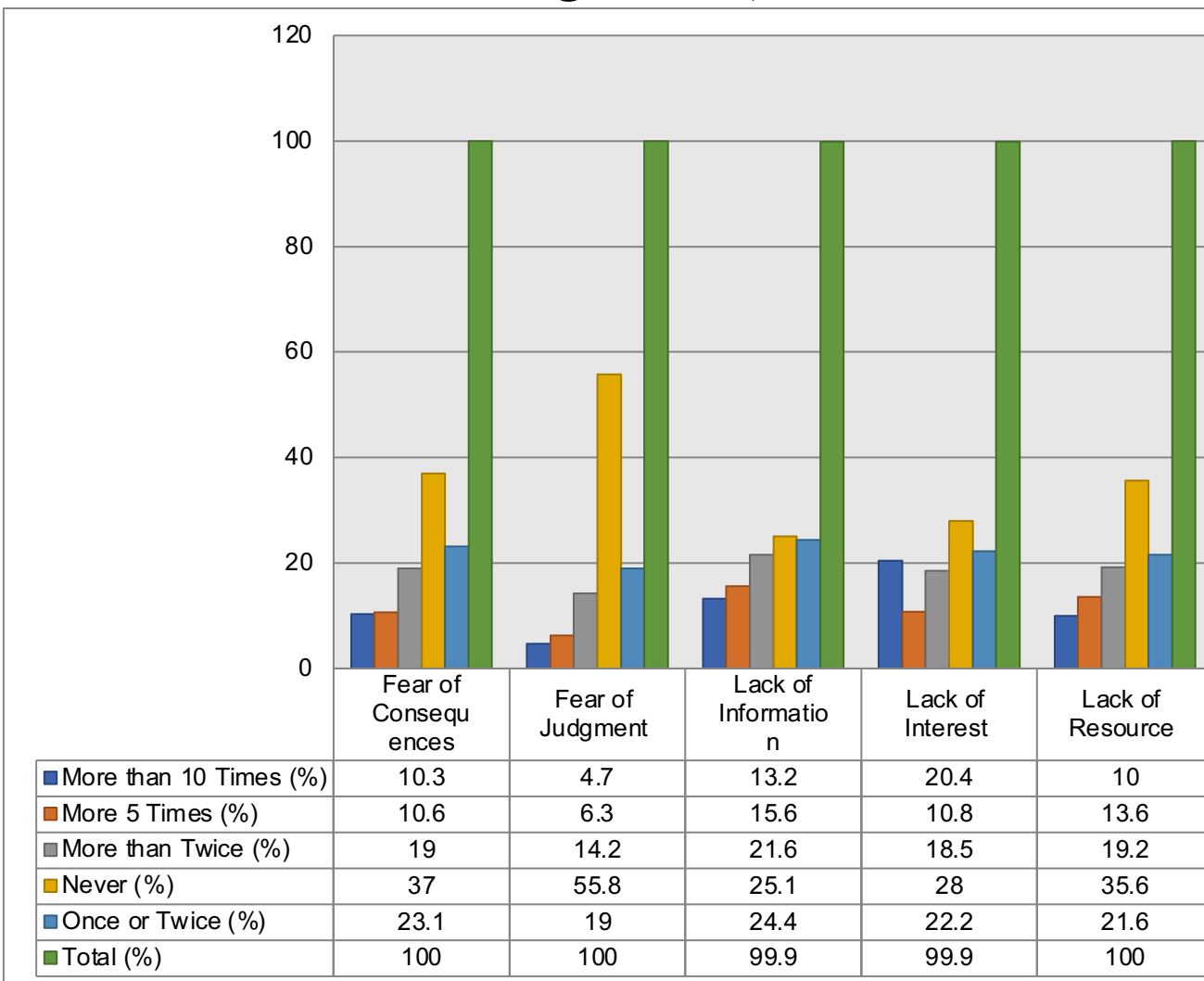
- 40 % have never attended meetings,
- Generally, 59.2 % reported to have had prior experiences in attending meetings, ranging from once to more than ten times.
- 79.4 % have never contacted NGOs.
- 68.3 % have never contacted government officials.
- Nearly half (49 %) of the total respondents have never contacted student representatives.
- The remaining half , 50.9 % (31.2 %, 11 %, 6.6 %, and 2.1 %) have contacted student representatives either once or twice, more than twice, more than five times, or more than ten times, respectively.

2. Research Context and Implementation

- Still, half (50.3 %) of the total respondents have never attended NGO events.
 - ✓ 49.6 % (26.7 %, 13.9 %, 6.2 %, and 2.8 %) of the remaining respondents have attended NGO events either once or twice, more than twice, or more than five times or more than ten times, respectively.
- Majority (76.1 %) of the respondents have never taken part in protests.
 - ✓ Only 23.8 (16.3 %, 3.9 %, 2.3. %, and 1.3 %) of the participants, whereas, have participated in protests either once or twice, or more than five times, or more than ten times, respectively. 43.1 % of the respondents have never signed a petition.
- Slightly more than half, 56.8 % (35 %, 13.2 %, 5.8 % and 2.8 %), of the respondents have signed a petition either once or twice, more than twice, or more than five times, or more than ten times, respectively.
 - ✓ 43.1 % of the respondents have never signed a petition.
- Half (50.3 %) of the total respondents have never attended NGO events.
 - ✓ 49.6 % (26.7 %, 13.9 %, 6.2 %, and 2.8 %) of the remaining respondents have attended NGO events either once or twice, more than twice or more than five times or more than ten times, respectively.

2. Research Context and Implementation

2.3.6. Obstacles Preventing Youth (n = 1026)



- Obstacles that have ever hampered youth participation:
 - ✓ Lack of information, followed by lack of interest and resources were identified as the major obstacles that prevent youth participation.
 - ✓ 74.8 % reported that lack of information was an obstacle of youth participation.
 - ✓ 71.9 % indicated, lack of interest was an obstacle for their participation.
 - ✓ Lack of resource resulted in the third place where 64.4 % of the total respondents indicated it as an obstacle of youth participation.

2. Research Context and Implementation

2. 4. Research and Translation Products

2.4.1. Research Products

- Baseline instrument and data
- Endline instrument and data
- Public presentations
- Policy brief
- 2 journal articles

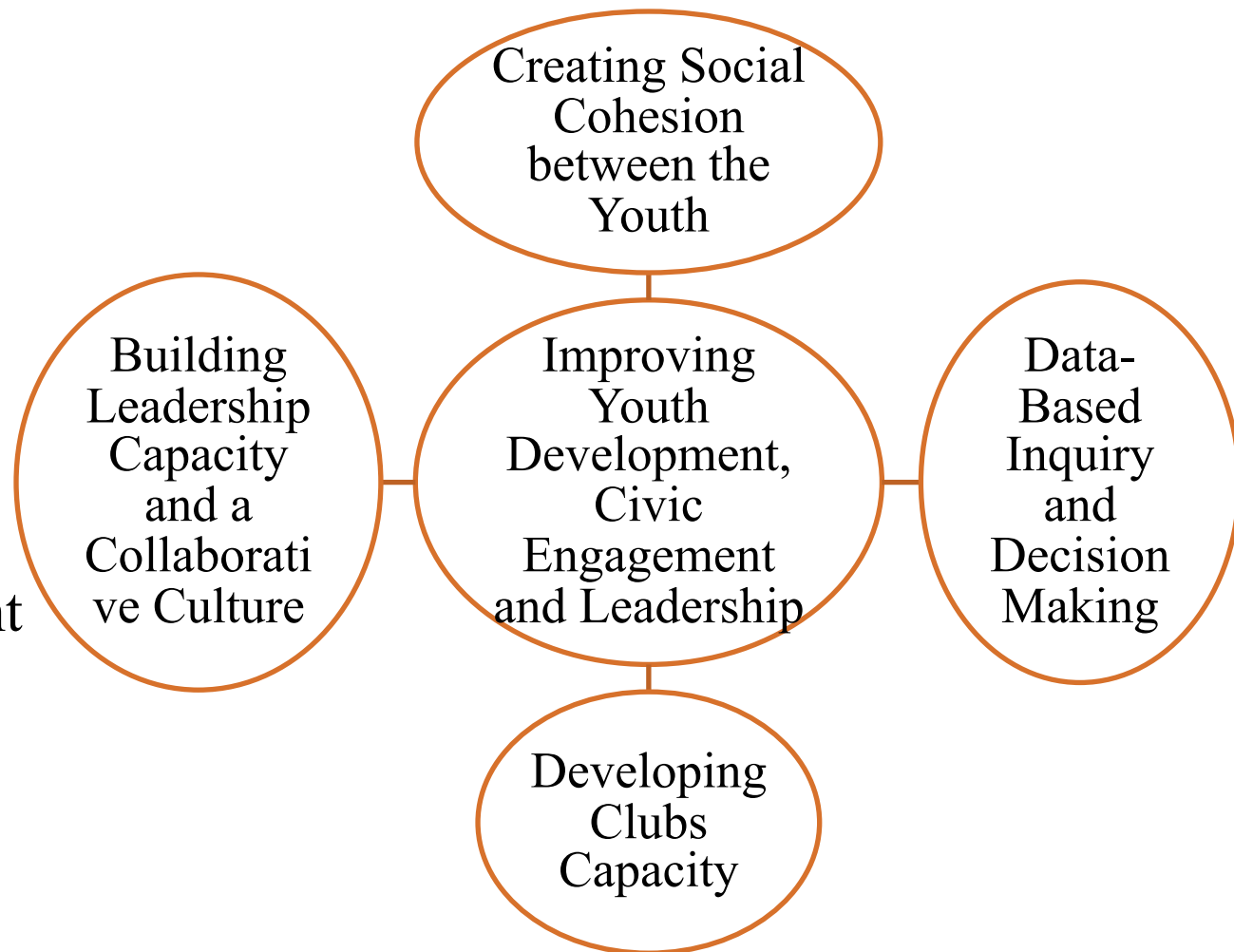
2.4.2. Translation Products

- TEF curriculum guide
- TEF replication manual
- TEF dissemination Video

3. Embedded Research Translation

3.1. TEF Events with Intervention Group 3.1.1. Key Principles of the TEF Curriculum

- The Tolerant Engagement Forum activities are not merely theoretical descriptions and presentations on civic, social, and economic engagement under formal institutions.
- The event stimulates active involvement and encourages the participants to reflect on their context and experience and it encourages them to participate in different civic engagements under formal institutions.



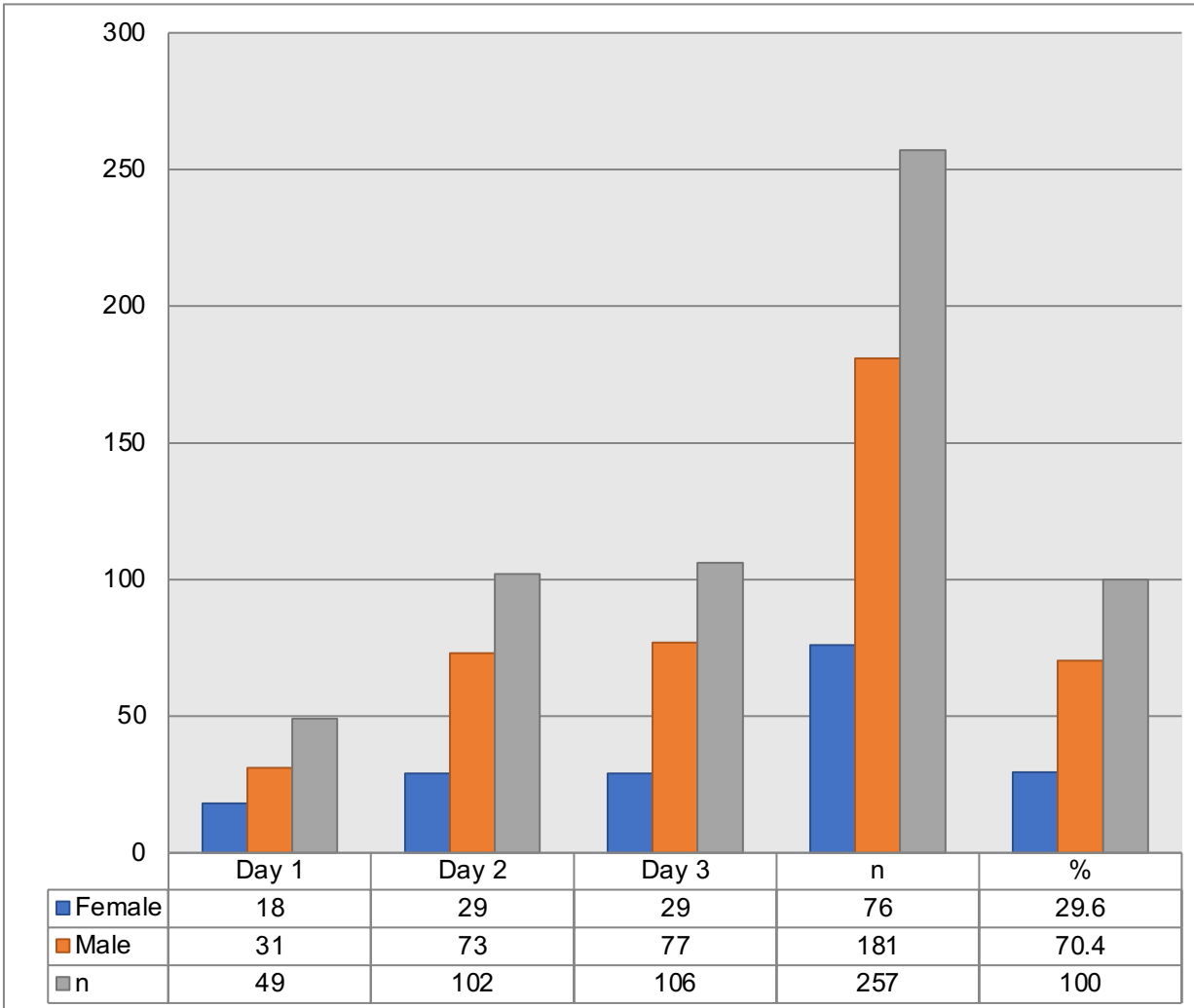
3. Embedded Research Translation

3.1.2. Embedded Research Translation Audience/Stakeholders:

- With respect to our dissemination strategy, we have leveraged IPD's connections to civil society organizations and government agencies to share our findings with key stakeholders and encourage the use of the TEF model by government agencies and civil society organizations.
- These stakeholder organizations primarily include:
 - ✓ The Ethiopian Civil Society Forum,
 - ✓ The Coalition of Ethiopian Civil Society Organizations,
 - ✓ The Network of Ethiopian Women's Associations,
 - ✓ The Ministry of Peace,
 - ✓ The Ministry of Women, Children, and Youth, and
 - ✓ The Addis Ababa City Gulele Sub City Administration

3. Embedded Research Translation

3.1.2. TEF Events with Intervention Group

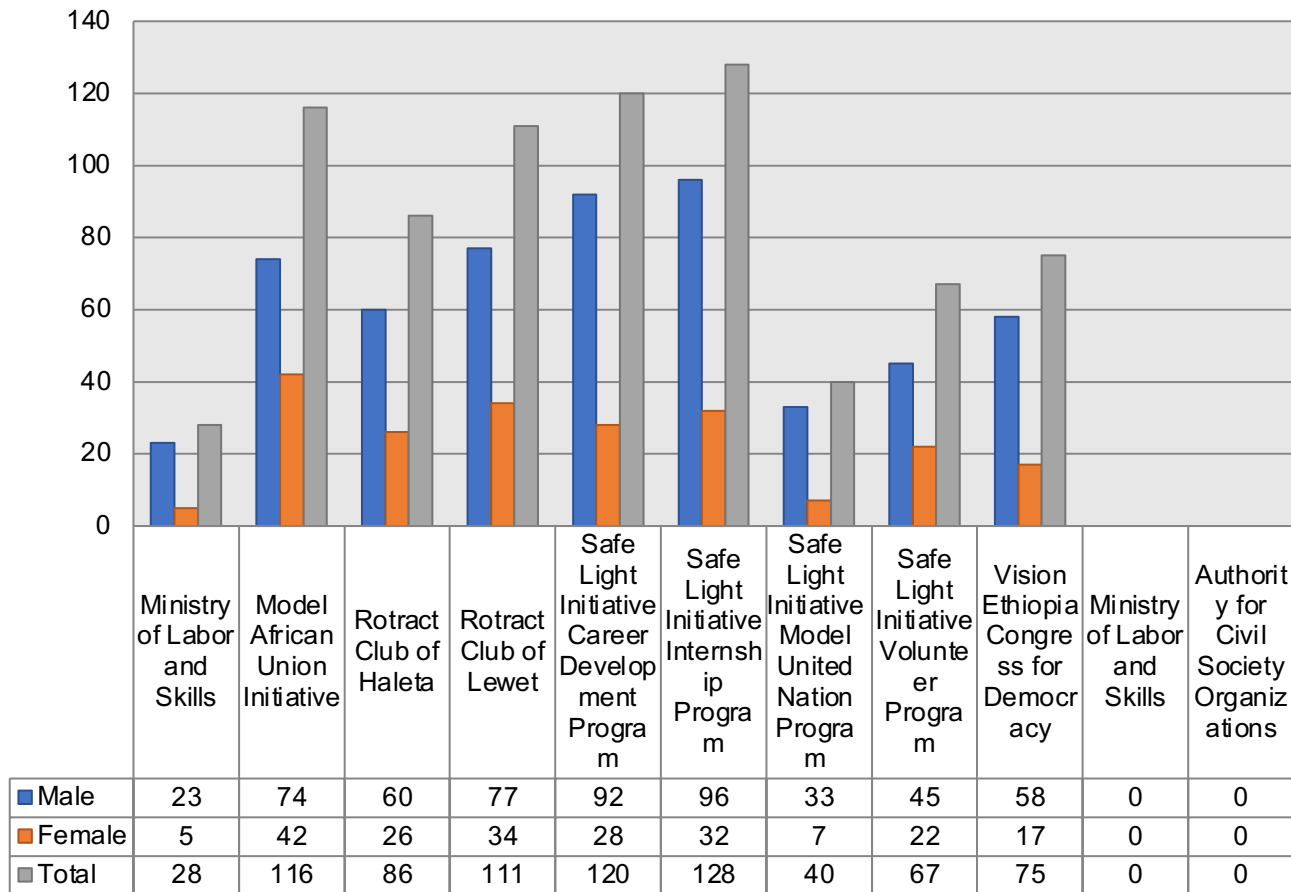


- The TEF events were organized for three consecutive days – 17, 18 & 19 June 2022:
- 300 participants were randomly invited from the respondents of the baseline survey for the TEF events as intervention groups.
- Accordingly, 257 students signed and attended the events, as indicated below:
 - ✓ Day – 1: 49 AAU students (18 female & 31 male) attended;
 - ✓ Day – 2: 102 AAU students (29 female & 73 male) attended; and
 - ✓ Day – 3: 106 AAU students (29 female & 77 male) attended.

3. Embedded Research Translation

3.1.3. Participants Registered for Issue Representatives

TEF Participants Registered to Issue Representatives



- The main purpose of the TEF events were to connect the students with various issue representatives.
- Accordingly, the students got the chance to register for some of the representatives:
 - 28 registered for the Ministry of Labor and Skills
 - 116 registered for Model African Union Initiative
 - 86 for Rotract Club of Geleta
 - 111 for Rotract Club of Levet
 - 128 for Safe Light Initiative Internship
 - 40 for Safe Light Initiative Model United Nation Program
 - 67 for Safe Light Initiative Voluntary Program
 - 75 for Vision Ethiopian Congress for Democracy

Thank You!