



ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES  
MASTERS OF PROJECT MANAGEMENT

THE CONTRIBUTION OF EMPLOYABLE II PROJECT ON YOUTH WITH  
DISABILITY'S LIVELIHOOD: THE CASE OF ETHIOPIAN CENTER FOR  
DISABILITY AND DEVELOPMENT

BY: MASRESHA ALEMAYEHU MEBRATE

JUNE, 2024

ADDIS ABABA, ETHIOPIA

THE CONTRIBUTION OF EMPLOYABLE II PROJECT ON YOUTH WITH  
DISABILITY'S LIVELIHOOD: THE CASE OF ETHIOPIAN CENTER FOR  
DISABILITY AND DEVELOPMENT

BY: MASRESHA ALEMAYEHU MEBRATEI

ID.. No. SGS/0494/2015A

Advisor: Maru Shete (Associate Professor PhD)

A THESIS SUBMITTED TO ST. MARY 'S UNIVERSITY SCHOOL OF  
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS  
ADMINISTRATION IN PROJECT MANAGEMENT

JUNE, 2024

ADDIS ABABA, ETHIOPIA

ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS

RESEARCH TITLE: THE CONTRIBUTION OF EMPLOYABLE II  
PROJECT ON YOUTH WITH DISABILITY'S LIVELIHOOD: THE CASE  
OF ETHIOPIAN CENTER FOR DISABILITY AND DEVELOPMENT

BY: MASRESHA ALEMAYEHU MEBRATE

APPROVED BY BOARD OF EXAMINERS

\_\_\_\_\_  
Dean, Graduate Studies

\_\_\_\_\_  
Signature

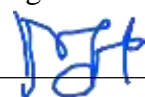
**Maru Shete (PhD)**

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Signature

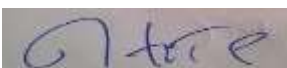
**Desta Mulugeta (PhD)**

\_\_\_\_\_  
External Examiner

  
\_\_\_\_\_  
Signature

**Hailemelekot Taye (PhD)**

\_\_\_\_\_  
Internal Examiner



\_\_\_\_\_  
Signature

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	III
LIST OF TABLES .....	V
LIST OF FIGURES .....	V
ACKNOWLEDGMENT .....	VI
ACRONOMYS .....	VI.
ABSTRACT.....	VIII
CHAPTER ONE.....	1
1. INTRODUCTION .....	1
1.1 Background of the study .....	1
1.2 Statement of the Problem.....	2
1.3 Research Objectives.....	4
1.3.1 General Objective .....	4
1.3.2 Specific Objectives .....	5
1.4 Basic Research Questions .....	5
1.5 Significance of the Study.....	5
1.6 Scope of the study.....	6
1.7 Limitation of the study.....	6
1.8 Definition of terms .....	6
1.9 Organization of the Study .....	7
CHAPTER TWO .....	8
2 LITERATURE REVIEW .....	8
2.1 Introduction.....	8
2.2 Description of Terms .....	8
2.3 Theoretical Review .....	9
2.4 Empirical Review .....	11
CHAPTER THREE .....	15
3 RESEARCH METHODOLOGY .....	15
3.1 Research Design.....	15
3.2 Research Approach.....	15
3.3 Sampling Method.....	15
3.4 Population of the Study .....	15
3.5 Nature and Sources of Data .....	16
3.6 Data Collection Techniques.....	16
3.6.1 Questionnaires.....	16

3.6.2	Key Informant Interviews.....	16
3.7	Data Gathering Procedures .....	16
3.8	Data Analysis .....	16
3.9	Data Validity .....	17
3.10	Ethical Consideration .....	17
CHAPTER FOUR .....		18
4	RESULT AND DISCUSSION.....	18
4.1	Introduction.....	18
4.2	Respondent profile .....	18
4.3	Descriptive Analysis .....	20
4.3.1	Identify the barriers of Employable II project on youth with disabilities‘ livelihoods.	20
4.3.2	The contribution Employable II project on youth with disabilities‘ income status.....	22
4.3.3	The contribution of Employable II project on the youth with disabilities‘ health status.	24
4.3.4	The contribution of Employable II on the youth with disabilities‘ food security .....	25
4.3.4.1	The overall contribution of the Employable II project on their food consumption .....	29
4.4	Qualitative Data Analysis .....	30
4.4.1	Interview Question One .....	30
4.4.2	Interview Question Two .....	31
4.4.3	Interview Question Three .....	32
4.4.4	Interview Question Four.....	33
4.4.5	Interview Question Five .....	34
4.4.6	Interview Question Six .....	36
4.4.7	Interview Question Seven.....	37
4.5	Discussion of Findings.....	38
CHAPTER FIVE .....		40
5.	CONCLUSION AND RECOMMENDATION .....	40
5.1	Introduction.....	40
5.2	Conclusion .....	40
5.3	Recommendation .....	41
REFERENCES .....		43
ANNEX .....		44
Consent Form.....		45
Section I. General Information .....		46
Section II Questionnaire Challenges faced by youth with disabilities _livelihoods .....		47

Contribution of Employable II project on youth with disabilities‘ income status .....	48
Contribution of Employable II project on the youth with disabilities‘ health status .....	49
Contributions of Employable II on the youth with disabilities‘ food security. ....	50
Section III: Key Informants‘ Interview Questions .....	51

## LIST OF TABLES

Table 4-1 respondent profile .....	19
Table 4-2 types of disabilities .....	19
Table 4-3 Challenges faced by youth with disabilities _livelihoods .....	21
Table 4-4 How satisfied are you with the support provided by the Employable II project in overcoming barriers to employment due to your disability .....	21
Table 4-5 annual income effect of participation.....	22
Table 4-6 Monthly Income Effect Participation.....	23
Table 4-7 How would you rate the overall impact of the Employable II project on your health status? .....	24
Table 4-8 How has your access to an adequate and nutritious diet changed since participation .....	25
Table 4-9 How has your ability to afford a balanced and nutritious diet changed since participating in the Employable II project.....	28
Table 4-10 to what extent has the Employable II project helped to improve your access to food?.....	29
Table 4-11 How would you rate the overall contribution of the Employable II project on your food consumption? .....	30

## LIST OF FIGURES

Figure 4-1: Adequate balanced diet nutrition .....	27
--	----

## **ACKNOWLEDGMENT**

First and foremost, I would like to sincerely thank and admire my advisor, Maru Shete (PhD), for his encouragement, constructive criticism, endless assistance in providing useful literature, and engaging and intelligent discussion sessions on the study with the writer. Getahun Simon (PhD) Executive Director of ECDD and former Employable II project teamin ECDD I am grateful for providing the knowledge I needed to plan my study and gather data. Above all, I want to express my gratitude to everyone who took the time to complete the survey and take part in the interview with the key informant.

Lastly, I would like to extend my heartfelt gratitude and deep appreciation to my husband Biruk Mebrate, and my little Son Benyas Biruk for their endless support and for providing continuous encouragement during my studies. Without their encouragement, devotion and sacrifices, not only my education but my life would not have reached this level.

Thank you, God.

## **ACRONYMS**

**ECDD** - Ethiopian Center for Disability and Development

**LMICs:** low- and middle-income countries

**NGO:** Non-Governmental Organization.

**PWDs:** Person with disabilities

**t-test** - Paired t-test

**UNCRPD:** United Nations Convention on the Rights of Persons with Disabilities

**UNDP:** United Nations Development Program

**USAID:** United States Agency for International Development

**USD:** United States Dollar

**WHO:** World Health Organization



## ABSTRACT

*This study assessed the contribution of the Employable II project on 100 individuals with disabilities from the Ethiopian Center for Disability and Development. The sample exhibits a nearly equal gender distribution (55% male, 45% female), with 40% having physical impairments, 42% facing hearing impairments, and smaller proportions experiencing visual impairments (4%) or intellectual disabilities (14%). The project led to a significant increase in participants' annual income, from a mean of 25,210 Birr before to 38,610 Birr after participation, as well as a noteworthy rise in monthly income, from 5,220 Birr to 15,97 Birr. Moreover, 65% of respondents perceived a very positive impact on their health status, while 35% reported a significant increase in access to adequate and nutritious diets. Challenges such as workplace discrimination (38%), insufficient training opportunities (28%), and limited job availability (8%) persist, suggesting the need for targeted interventions. Youth with disabilities face a myriad of challenges in their pursuit of livelihoods, with workplace discrimination and insufficient training opportunities being the most significant barriers. Addressing these issues requires concerted efforts to promote inclusive policies, enhance training programs, improve accessibility, and provide robust support services to ensure that youth with disabilities can achieve their full potential in the workforce. Employable II project has a significant positive impact on the monthly income of individuals with disabilities, leading to a marked improvement in their financial situation. The project has had a generally positive contribution on participants' access to an adequate and nutritious diet, with a significant portion experiencing an increase in this aspect of their lives. Continued efforts to improve access to healthy food options for all participants will be crucial in maximizing the project's benefits for overall health and well-being. Generally positive contribution on participants' access to an adequate and nutritious diet, with a significant portion experiencing an increase in this aspect of their lives. Recommendations include tailored training programs, accessibility enhancements, and strengthened job placement services to foster inclusivity and improve livelihoods for individuals with disabilities.*

**Key words:** *Employable II project, Disabilities, livelihood improvement, Health, Income, Food Security*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Over a billion people live with a disability in the world, about 15 % of the world population, of which 80% reside in developing countries (WHO and World Bank, 2011). The World Report on Disability shows that an estimated 17.6% of the Ethiopian population, including 2.5 million children, have a disability (WHO, 2011). Persons with disabilities are often marginalized, ignored, and left behind in the development process. The stigma towards disability limits access to basic rights and social protections (WHO and World Bank, 2011). The inaccessible environment in their daily lives provides fewer opportunities for persons with disabilities for inclusion, socialization, education, and information to live in a community on an equal basis. As a result, persons with disabilities do not have adequate access to mainstream services including basic education and skill training opportunities and they have often little potential to engage in wage and self-employment that inhibit them from contributing to themselves and their families.

More recently, disability-inclusive development has been significantly acknowledged to have a positive role to challenge exclusion and marginalization and contribute to tackling the socioeconomic inequality and reducing food insecurity and poverty (DFID 2014). These can only be realized through ensuring the equal participation and representation of persons with disabilities in all stages of development programs (UN 2006). The 2030 Agenda for Sustainable Development Goals (SDGs) are also disability-inclusive which highlights the need to empower persons with disabilities and the responsibility of all States to respect, protect, and promote human rights for all. The 2030 SDGs agenda of ‘leaving no one behind’ is also part of such a disability-inclusive mandate. In particular, the SDGs (Goal 10) include a call to ‘empower and promote the social, economic, and political inclusion of all’ (UN 2018). There is also a consensus that disability must be a core issue in development policies and access to mainstream services is a critical issue due to its impact on health and wellbeing (Ibid).

Although the concept of inclusion is significantly getting recognition by national and international communities as central to overall socio-economic growth, persons with disabilities are often excluded from mainstream services, and, above all, policies and development programs are not yet disability sensitive (responsive).

The CRPD and SDGs remain only as a paper tiger without effective implementation and yet, persons with disabilities are more likely than persons without disabilities to encounter barriers to get access to mainstream social services (UN, 2018). Persons with disabilities need to be empowered to advance their own economic and social development. This can be achieved by building their agency and capacity for advocacy as well as linking them to economic opportunities by improving their access to friendly services.

Persons with disabilities and their households in general are more likely to live in poverty compared with the rest of the population (Jones et al. 2019). One notable argument is that disability may lead to, or aggravate poverty through lost earnings due to barriers in the labor market, and through the additional costs of living with disability, such as extra medical, housing, and transport costs.

Ethiopia is one of the poorest countries in the world, with a poverty rate of 23.5% (World Bank, 2011). The country has a large population of Youth with disabilities who are often marginalized and excluded from mainstream development programs. The Nifasilk Lafto Sub-city in Addis Ababa is one of the most densely populated areas in the city, with a high concentration of people living in poverty. The sub-city has a large number of Youth with disabilities who are in need of support and assistance. Youth people with disabilities are among the poorest and most marginalized of the world's youth, with nearly 80% of them living in developing countries. In Ethiopia, persons with disabilities and their households are more likely to live in poverty compared with the rest of the population. This study aims to explore the contribution of development projects in NGOs in poverty reduction of youth with disabilities in Nifasilk Lafto Sub city.

Hence, the Ethiopian Centre for Disability and Development (ECDD) is working with other organizations to promote and facilitate the inclusion of persons with disabilities and disability issues in mainstream service delivery and development programs envisioning an inclusive Ethiopia where persons with disabilities exercise the same rights and have access to the same services and opportunities enjoyed by other citizens. From the previous projects that were implemented by ECDD, the Employable III project is assessed concerning its contribution to livelihood of youth with disabilities. This paper has assessed the contribution of the Employable II project to youth with disabilities' livelihood in Nifas Silk Lafto Sub-City.

## **1.2 Statement of the Problem**

Persons with Disabilities tend to face social discrimination right from their childhood. The State Government as well as the Central Government has initiated lot of programs and

measures for the welfare of PWDs and enacted a number of legislations for their welfare. However, most such schemes are based on a medical model of rehabilitation and merely address the medical needs rights and entitlements of PWDs. In the absence of any program to develop their residual skills and day-to-day functional abilities, PWDs tend to grow up being dependent on others and deprived of gainful livelihood opportunities in most cases.

Disability issues may be addressed from different perspectives. The common dichotomy in disability studies is between the biomedical model – focusing on individual impairments – and the social model, which considers how social, economic, and political structures are related to disability (Dubois & Trani, 2009; Graham, Moodley & Selipsky, 2013). During the last few decades, the social model of disability has been the driving force for disability movement and social activism of people with disabilities. The key distinction between impairment and disability, as argued by Barnes (1991), is that impairment is the functional limitation within the individual caused by physical, mental or sensory impairment, whereas disability is the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers (Barnes, 1991: 2).

The social model of disability includes a variety of social approaches to disability, laying emphasis on slightly different aspects of disability but still sharing a common aim to improve the lives of people with disabilities by promoting social inclusion and removing barriers (Shakespeare, 2014). Shakespeare (2006; 2014) argues that in real life, however, impairment and disability – the biological and the social are always intertwined. Shakespeare emphasizes that it is not just environmental factors, social and economic policies, cultural representations, and attitudes that shape disability.

Additionally, various biological and psychological factors are part of that complex interaction which affects how disability is experienced in different contexts and by different individuals. (Shakespeare, 2014.) Instead of the dichotomy between impairment/disability, Shakespeare calls for a holistic understanding of disability in which the relations between individual and structural factors are taken into account. Individual factors (such as the nature and severity of a person's impairment, his/her own attitudes to it, personal qualities and abilities, and personality) both affect and are affected by structural or contextual factors (such as the attitudes and reactions of others, the extent to which the environment is enabling or disabling, and wider cultural, social, and economic issues relevant to disability in that society). The interactional approach to disability suggested by Shakespeare acknowledges the wide spectrum and diversity of disability experiences and considers the medical, psychological,

environmental, economic, and political aspects that are involved in these experiences. (Shakespeare, 2006; 2014.)

Livelihood skills interventions for people with disabilities in low- and middle-income countries (LMIC) have the potential to improve their livelihood outcomes. However, the evidence is limited, and more rigorous evaluations are needed. There is a close association between disability and poverty, and livelihood development can play a vital role in lifting disabled people out of poverty.

A livelihoods approach that recognizes the agency of individuals with disabilities and identifies systemic barriers and opportunities can help understand how they sustain themselves and make livelihood choices. Certain competencies in managerial skills have been found to promote entrepreneurship among people with disabilities, supporting their incorporation into the labor market and promoting their inclusion in society. Disability impacts various socioeconomic outcomes, including labor market participation, and supporting the active participation of people with disabilities in livelihood activities is important.

Although Ethiopian Center for Disability and Development has been implementing a number of projects to the youth with disabilities to enhance the livelihood of this target groups, its contribution to poverty has not yet been studied. Employable II project is one of ECDDs project that have been implemented in Addis Ababa from Sept. 2020-Dec. 2022 aiming at enabling targeted youth with disability to have sufficient income and resources to sustain productive and fulfilling lives for 100 youth with disabilities in Nifasilk Lafto sub-city.

Youth with disabilities in Nifasilk Lafto Sub city are disproportionately affected by poverty and are often excluded from mainstream development programs. This exclusion led to a lack of access to education, healthcare, and employment opportunities, which can further perpetuate the cycle of poverty. The proposed study aims to address this gap in the literature by examining a specific development project implemented by the Ethiopian center for Disability and Development in Nifasilk Lafto Sub-city, assessing the contribution of these project on poverty reduction of youth with disabilities, and identifying the challenges faced by the organization in implementing projects for youth with disabilities.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

The general objective of the research was to assess the contribution of Employable II project on youth with disability's livelihood: the case of ECDD.

### **1.3.2 Specific Objectives**

1. To identify the barriers of Employable II project on youth with disabilities' livelihoods.
2. To identify the contribution Employable II project on youth with disabilities' income status
3. To assess the contribution of Employable II project on the youth with disabilities' health status.
4. To identify the contribution of Employable II on the youth with disabilities' food security.

### **1.4 Basic Research Questions**

1. What are the barriers of Employable II on the youth with disabilities' livelihoods
2. What is the contribution of Employable II project is contributed on the youth with disabilities' income status ?
3. What is the contribution of Employable II project is contributed on the youth with disabilities' health status?
4. What is the contribution of Employable II project is contributed on the youth with disabilities' food security?

### **1.5 Significance of the Study**

The proposed study has several significant implications. First, it will contribute to the existing literature on the role NGOs in poverty reduction of youth with disabilities in Ethiopia. The findings of this study will be useful to Ethiopian Center for Disability and Development and like-minded organizations, and other stakeholders in designing and implementing effective development projects for youth with disabilities in Nifasilk Lafto Sub city. Second, the study will provide insights into the types of development projects implemented by NGOs in Nifasilk Lafto Sub city and their impact on poverty reduction of youth with disabilities.

This study can be used to inform the development of future projects and programs aimed at reducing poverty among youth with disabilities in the sub city. Third, the study will identify the challenges faced by NGOs in implementing development projects for youth with disabilities in Nifasilk Lafto Sub city.

This study will help to develop projects to overcome these challenges and improve the effectiveness of development projects for youth with disabilities. Finally, the study will raise awareness about the situation of youth people with disabilities in Nifasilk Lafto Sub city and the need for more inclusive development programs that address their specific needs and

challenges. In line with objectives of the study it is believed that the research is important because many projects fail without delivering the expected outcomes and many projects are not meeting their goal in accomplishment as kindly planned in the project document earlier.

## **1.6 Scope of the study**

The study was focused specifically on the project called EMPLOYABLE II, which was implemented by ECDD. It assessed the contribution of the EMPLOYABLE II project on youth with disabilities' livelihoods, focusing on three livelihood segments: income, health, and food security. The study used a mixed research approach and could be applied with descriptive and explanatory research designs.

## **1.7 Limitations of the Study**

limitations during the study; some of them were solved without significant effects on the study others are beyond the scope of the author. Due to time and resource limits, the research addressed only one Civil Society Organization (CSO) in one specific project. Also, the researcher intended to approach Prosperity Scoring Match (PSM) to study the impact of the employable II project on youth with disabilities' livelihoods and planned to evaluate the before-and-after study; however, they didn't categorize the control groups because the target populations are 100 of the project's participants, who are called the treatment group. Thus, the researcher took immediate action to use descriptive research and focused on the contribution by changing the impact study.

## **1.8 Definition of terms**

**Employable:** Employability is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work (CBI,1999, p.1).

**Livelihood:** is sustainable when it can cope with and recover from stress and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base.' (Chambers & Conway, 1991).

**Youth with Disability:** is defined as someone who (1) has a physical or mental impairment that substantially limits one or more –major life activities,|| (2) has a record of such an impairment, or (3) is regarded as having such an impairment Baltimore Racial Justice Action. (2016). Baltimore Racial Justice Action: Definitions. November 30, 2016. <http://bmoreantiracist.org/resources-2/explanations/>

**Income Status:** is the money you receive in exchange for your labor or products. Income may have different definitions depending on the context—for example, taxation, financial accounting, or economic analysis.

**Health Status:** Health status is sometimes equated with having one or more physical, psychological, or mental diseases or conditions. A variety of approaches can be used to measure disease incidence and prevalence, including reporting of a diagnosis by a health-care provider, reporting of symptoms (if an appropriate symptom battery exists), medication use, and direct diagnostic testing (Calogero Caruso, Sonya Vasto, in *Encyclopedia of Immunobiology*, 2016).

**Food Security:** Food security is defined as the availability of food and one's access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation. Stages of food insecurity range from food secure situations to full-scale famine. It is also defined as when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life. Food security also broadly refers to the ability of individuals to obtain sufficient food on a day-to-day basis. The USAID (1992) defined food security as When all people, at all times, have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

### **1.9 Organization of the Study**

This study has five chapters. The first chapter deals with introduction, statement of the problem, basic research questions, objectives of the study, definition of terms, significance of the study, scope of the study and organization of the paper. Chapter two presents review of related literature. Chapter three described the methodology of the study. The empirical findings of the study presented in chapter four. Chapter five deals with summary, conclusions and recommendations. Finally, references are listed; appendices and annexes are attached at the end.



## CHAPTER TWO:

### 2 LITERATURE REVIEW

#### 2.1 Introduction

The literature review has three parts as theoretical, empirical and conceptual framework; which have focused on livelihood, youth with disabilities, income, health status and food security.

#### 2.2 Description of Terms

**Livelihood:** Livelihoods are formed within social, economic and political contexts. Institutions, processes and policies, such as markets, social norms, and land ownership policies affect our ability to access and use assets for a favorable outcome. As these contexts change, they create new livelihood obstacles or opportunities. These include: Social relations: The way in which gender, ethnicity, culture, history, religion and kinship affect the livelihoods of different groups within a community. Social and political organization: Decision-making processes, civic bodies, social rules and norms, democracy, leadership, power and authority, rent-seeking behavior.

**Income Stability:** Broadly, financial stability can be thought of in terms of the financial system's ability: (a) to facilitate both an efficient allocation of economic resources—both spatially and especially intertemporally—and the effectiveness of other economic processes (such as wealth accumulation, economic growth, and ultimately social prosperity); (b) to assess, price, allocate, and manage financial risks; and (c) to maintain its ability to perform these key functions—even when affected by external shocks or by a buildup of imbalances— primarily through self-corrective mechanisms.

**Health Status:** is a dynamic concept with multiple meanings that are dependent on the context in which the term is used and the people who use it. People see health as essential to well-being, but how people define their own health varies according to their own social experience, particularly in relation to their age, personal knowledge, and social and illness experiences.

**Food security:** is defined as the availability of food and one's access to it. A household is considered food secure when its occupants do not live in hunger or fear of starvation. Stages

of food insecurity range from food secure situations to full-scale famine. It is also defined as when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life. Food security also broadly refers to the ability of individuals to obtain sufficient food on a day-to-day basis. The USAID (1992) defined food security as When all people, at all times, have physical and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life. People who do not satisfy the conditions in this definition are considered food insecure.

Utilization refers broadly to the actual food that is consumed by individuals; how it is stored, prepared, and consumed; and what nutritional benefits the individual derives from consumption. It is defined by USAID (1992) as when: -Food is properly used; proper food processing and storage techniques are used; adequate knowledge of nutrition and child care techniques exist and are applied; and adequate health and sanitation services exist.¶

### **2.3 Theoretical Review**

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) defines disability as -long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder [a person's] full and effective participation in society on an equal basis with others¶ (UN, 2006). More than 1 billion persons in the world have some form of disability (World Health Organization, 2011).

The figure corresponds to about 15% of the world's population. In Ethiopia, different estimates of the rate of disability have made it difficult to find reliable statistics. The Secretariat of the African Decade of Persons with Disabilities (2010) estimated more than 7.3 million disabled people in Ethiopia while the Ethiopian Central Statistics Agency (CSA) (2008) estimated 805,492 people, which is about 1.09% of the total population.

It is increasingly acknowledged that disability and poverty are tightly interdependent, being both cause and consequence of each other. Even though the causal links between disability and poverty are not yet fully recovered, there are strong evidence about their relationship (e.g. Graham et al., 9 2013; Groce, Kett, Lang & Trani, 2011; Mitra, Posarac & Vick, 2013). Persons with disabilities are more likely to be amongst the most vulnerable and the poorest of the poor, especially in low-income countries. Persons with disabilities have a higher risk of multidimensional poverty than nondisabled, and they are often worse off in different dimensions of poverty due to lack of or less opportunities.

The mechanisms that bring and keep persons with disabilities in poverty are linked to different cultural, political and structural phenomena. Negative attitudes, various forms of discrimination and other exclusion processes reduce persons with disabilities' access to

education, employment and healthcare, limit their opportunities to accumulate assets and to participate in social and political life. (Eide & Ingstad, 2011; 2013; Shakespeare, 2006; Trani, Bakhshi, Brown, Lopez & Gall, 2018.) For example, as described by Muyinda and Whyte (2011), when people with disabilities are excluded from essential service development, their needs are not considered in the development processes and consequently those needs will not be met.

Thus, exclusion is worsening the situation of persons with disabilities and their families and pushing them further into poverty. (Muyinda & Whyte, 2011.) In addition, depending on the impairment, persons with disabilities may have other needs resulting in higher cost of living to achieve a certain level of wellbeing. At the same time, being poor often leads to social exclusion and health risks that create and exacerbate disabling conditions, thus increasing the risk of having a disability. (Eide & Ingstad, 2011; 2013; Shakespeare, 2006; Trani, Bakhshi, Brown, Lopez & Gall, 2018.) It is important to note that multiple factors, individual differences of people with disabilities as well as contextual differences, are likely to affect how the relationships of poverty and disability evolve. The mechanisms that are related to persons with disabilities being and remaining in poverty are complex and contextual by nature. Thus, the linkages between disability and poverty are highly likely to include even more complex relations that are yet to be uncovered. (Eide & Ingstad, 2013).

Economic growth in many developing countries has not been enough to reduce poverty levels, indicating that some context-specific structural constraints are there to hinder poverty alleviation (Akanbi & Du Toit 2011, as cited in Akanbi, 2015, p. 123). In addition to macroeconomic determinants, successful poverty reduction strategies should also address structural and institutional factors and the inequality gap within the society. (Akanbi, 2015.) Dang et al. (2017) suggests that the most effective way to reduce chronic poverty includes a combination of interventions.

Addressing the factors that promote long-term income prospects (e.g. PWDs' participation in the society) is as important as advancing economic growth in sectors where the poor are engaged in income generating activities. (Dang et al., 2017.) The achievement of economic benefits and wider wellbeing can be supported also through good quality, market-relevant vocational training and education, and including aspects of empowerment into the interventions (Hilal, 2012). The rural women included in Sheheli's (2012) study suggest various development actions that could improve their livelihoods. Based on their views, Sheheli recommends that availability of credit, opportunities to work, food availability,

education and proper housing should all be considered when planning and implementing rural women's livelihood programs.

Sheheli also highlights training exposure as a key factor for rural women to gain new ideas for their income generating activities. (Sheheli, 2012.) As explained before, the poor are more vulnerable to adverse shocks, partly due to lack of assets. One way to reduce this vulnerability is to support livelihood diversification of the poor. Martin and Lorenzen's (2016) study on poverty reduction in rural Laos points out the significance of livelihood diversification for poverty reduction and economic development. Instead of focusing on only one.

According to Stage et al. (2002) household livelihood security is often influenced by the ability of the household to diversify livelihood sources and assets. This shows that the more livelihood strategy and asset (the bigger its capacity and asset) that have in the household are having a chance more secure livelihood than a household have less livelihood assets. Livelihood diversification refers to a household's attempt to reduce its vulnerability by having more than one livelihood activity. In a diversified household, if one productive activity does not provide enough, or fails completely, there are other sources of livelihood that the household can fall back on. They use their different capabilities and the tangible and intangible assets and entitlements to which they have access as the basis for different livelihood sources and activities.

## **2.4 Empirical Review**

Empirical evidence shows that Persons with Disabilities are the vulnerable communities that get marginalized in the competition for access to assets and markets, having a huge negative impact on their social, emotional and economic well-being. In this competitive race, person with disability are the majority group on the peripheries with no access to human, social and financial capital and having limited or negligible control and access to physical and political capital. The negative fallout of the same hampers their enjoyment and opportunity of economic livelihood.

Development projects to improve livelihoods and alleviate poverty have been implemented and studied extensively in different contexts. UNDP (2002) has identified three main causes of poverty that need to be addressed in order to achieve sustainable results in poverty reduction efforts (as cited in Eide & Ingstad, 2011, p. 3). First, lack of income and assets restrain people from achieving basic preconditions such as food, shelter, clothing, adequate level of health and education. Thus, poor people have fewer opportunities in many aspects of

life. Second, poor people lack voice and power in different decision-making processes, and their participation in political life is limited.

Hence, poor people have less control in their own lives and are often unable to claim their rights. Finally, poor people are vulnerable to adverse shocks and have limited capacity to cope with them, in part due to lack of assets that could help them to adapt and mitigate the impacts of these shocks. The mechanisms of poverty and the linkages between disability and poverty may vary in different contexts. These context-specific features must be considered carefully when planning and implementing poverty reduction programs.

To address the above-mentioned main causes of poverty, it is essential to provide equal opportunities, empowerment, and security for the poor to participate in all aspects of life. (Eide & Ingstad, 2011.) In her study on the livelihoods of rural women in Bangladesh, Sheheli (2012) brings forward various constraints to their participation in income-generating activities. Most often, rural women have inadequate financial assets, which do not allow engaging in income generating activities.

Another significant issue is lack of appropriate income generating activities, referring to the fact that the income generating activities of rural women often yield too small an income for them to make a living, and/or income generating activities are difficult to combine with family life and other commitments. Rural women often lack education and formal training. Thus, they have inadequate technical knowledge and may face serious challenges in understanding training materials due to illiteracy. Other constraints for rural women's participation in income generating activities in Bangladesh include high price of input and lack of availability of agricultural input, poor infrastructure, low cooperation from husband and family members, as well as social insecurity, lack of training programs, and natural disasters. (Sheheli, 2012).

Similar findings arise also in studies conducted in sub-Saharan Africa. Poverty levels in sub-Saharan Africa are generally higher in rural areas than in urban areas (Batana, 2013; Dang, Lanjouw & Swinkels, 2017). According to Dang et al. (2017), education, having a female household head, urban residence, and formal work significantly correlate with reduced household poverty in Senegal. Batana (2013) continues that the poverty of women in sub-Saharan Africa is mainly due to lack of education and lack of empowerment. Additionally, Akanbi's (2015) findings indicate that economic growth, human capital, social and financial inclusion, as well as the level of governance and physical infrastructure are all significant factors of poverty. In his literature review, Agyapong (2010) found out that micro, small, and medium enterprises (MSMEs) have an important role in creating jobs and improving the

living standards of people in Ghana. A major constraint for many small businesses is lack of partnership and team work.

Lastly, Kargbo and Sen (2014) examined how different aid categories affect poverty reduction in Sierra Leone. Their results indicate that instead of loan programmes or technical assistance, more effective and sustainable poverty reduction results were achieved when the aid was delivered in the form of grants. Grants significantly promoted pro-poor growth in the long term, whereas loans and technical assistance did not. This may be due to country's inability to effectively handle loans, and the burden associated with loans and repayment requirements. Kargbo and Sen also suggest that donors should reconsider how they provide aid in the form of technical assistance and spend less money on expatriate or local consultants. Instead, drawing on knowledge and experience of groups and networks within communities would strengthen their commitment and yield more effective and sustainable results. (Kargbo & Sen, 2014.)

Globally, it has been observed that the vulnerability index is increased manifold due to disability. It is directly impacted by the ecosystem in which the vulnerable live. People's livelihoods and the wider availability of assets are fundamentally affected by critical trends as well as by shocks and seasonality over which they have limited or no control. Shocks can be the result of human health, natural events, economic uncertainty, and conflict and crop/livestock health. The vulnerability context in turn affects a household's assets.

On the other hand, it is encouraging to note that if appropriate state policies and programs are in place, the vulnerability index can be countered. There are positive evidences available from Korea and China, which showcase the ability of person with disabilities to undertake almost all jobs right from managerial positions to working as machinery assemblers.

In Africa, a study was conducted to investigate the role of NGOs in urban poverty reduction in Kibera from the perceptions of low-income urban households and NGOs operating in this sector. It finds that while there are some successes - in addressing the environmental risks by providing clean water, sanitation services, providing health services, and building social capital of the low income households excluded from government services and policies on poverty reduction, for example - there are also some barriers to improving NGO programs. These are the need to include the community in design and implementation of poverty reduction programs, and the need to adopt an integrative approach that not only delivers programs based on service delivery, as is the current focus, but that complements this with a stronger role in advocacy and policy influence. (Mohamed, 2010).

Disability is a major development concern, not only for individuals with disability but for their family members and communities: it is a major contributing factor in pushing families into deep poverty (CBM, 2017). Because of stigma and discrimination, a vast majority are excluded from accessing basic services such as health, education and work opportunities (ILO, 2009). Nearly 98% adults with disabilities are unemployed or dependent upon others due to attitudinal, institutional/legal and environmental barriers. Exclusion of Person with disabilities shows 3-7% deficit in GDP (ILO) The World Report on Disability released in 2011 identifies 15% of the globe's population as consisting of people with a disability, with one in five people living in poverty in developing countries having a disability.

Decreased availability of arable land, increased producer/consumer ratio, credit delinquency, and environmental deterioration can be indeed important drives towards diversification. Economic and political shocks are often a major reason for migrate. Similarly, Meser and Townsley (2003) argued that different livelihood activities have different requirements, but the general principle is that those who are amply endowed with assets are more likely to be able to make positive livelihood choices. That is, they will be choosing from a range of options in order to maximize their achievement of positive livelihood outcomes, rather than being forced into any given strategy.

Thus, people's access to different levels and combinations of assets is probably the major influence on their choice of livelihood strategies. Some activities require, for example: particular skills or may be very labor intensive (high levels of human capital required); start-up (financial) capital or good physical infrastructure for the transport of goods (physical capital); a certain type/level of natural capital as the basis for production; or access to a given group of people achievable only through existing social connections (social capital).

Recently a review of empirical studies on vulnerability based on approaches developed by Chaudhuri (2003) revealed that a measure of vulnerability called vulnerability as expected poverty is widely used. Suryahadi et al. (2000) define vulnerability as -The risk a household will fall into poverty at least once in the next few years. They found out that the number of people predicted to be vulnerable is much higher than the observed poverty level when the poverty line is set at one USD per day.

## **CHAPTER THREE:**

### **3 RESEARCH METHODOLOGY**

#### **3.1 Research Approach**

This study used a mixed research approach, the qualitative approach could involve conducting key informant interviews and in-depth interviews with youth with disabilities to obtain detailed feedback on their socio-economic status that is brought by the implemented project. The quantitative approach could involve administering a survey to a larger sample of target groups to obtain data on their socioeconomic status, access to health care, and food security among youth with disabilities in ECDD.

#### **3.2 Research Design**

The research design for this study used descriptive design, frequency, mean, standard deviation, percentage findings have presented by descriptive design. The study had three outcome variables as income stability, health status and food security which are items of livelihoods, and also youth with disabilities' livelihood is the intervention. In the proposal stage, the researcher planned to use explanatory and descriptive designs, while as per the data collection tools frame and sample size, the researcher looked forward to approach descriptive design, which helps to see the contribution of the employable II project on youth with disabilities' livelihoods, particularly on health, income, and food security.

#### **3.3 Sampling Method**

For a modest number of people (100), a census, which means employing the complete population as the potential participants. As a result, in this study, data have been collected from the Nifasilk Sub-City project targets, and ECDD staff, those respondents who met the inclusion criteria as potential participants.

#### **3.4 Population of the Study**

Population is defined as the complete set of units of analysis that are under investigation (Davis 2000). Therefore, the target population for this study has been selected from project



teams and participants (youth with disabilities). Therefore, there were 100 Youths with disabilities targeted under the study.

### **3.5 Nature and Sources of Data**

In this study, both primary and secondary data used to obtain relevant data. In order to realize the target, the study used well-designed questionnaire survey as best instrument to gather primary data from the selected population. In addition, the study used secondary data that are relevant and related to youth with disability.

### **3.6 Data Collection Techniques**

#### **3.6.1 Questionnaires**

The study used one questionnaire with close ended and open-ended questions to gather data. Close-ended allow respondents to give any answer, while open-ended questionnaire, requires respondents to provide fixed answers by choosing the right one or the appropriate one. The questionnaire used ratio and include nominal scale measurements as per the questionnaire types.

#### **3.6.2 Key Informant Interviews**

On this study face to face interviews carried out with semi structured interview with ECDD respondents Program and Administration staff including Program Manager, Project Coordinator, project Officer and Finance personnel.

### **3.7 Data Gathering Procedures**

The researcher applied questionnaires as primary data collection instruments. Owen (2002) recommends the use of questionnaires for its potential to reach out to a large number of respondents within a short time; their ability to accord respondents adequate time to respond; offer a sense of privacy and confidentiality to the respondent. The researcher selects this instrument as a quick and cost-effective way to collect data.

The data collection techniques will utilize ratio and nominal scales through different types of indicators, depending on the context. These indicators will assess the general information of respondents, as well as the livelihood of youth with disabilities, including income stability, health status, and food security.

### **3.8 Data Analysis**

After the data collection from different sources, the researcher organized and presented data in different ways. Stata 16 software was applied as frequencies, mean, median, mode, standard deviation, sum and percentages, which has interpreted variables. And, the qualitative data have been analyzed through the narrative analyze method.

### **3.9 Data Validity**

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). To ensure the validity of this study the instruments was checked and evaluated by professionals and advisors in the subject matter area.

### **3.10 Ethical Consideration**

The researcher has followed ethically and morally acceptable processes throughout the research process. The data have been collected with the full consent of the participants. In this regard, the names of the respondents not be disclosed and Information not available to anyone who have not directly involve in the study. In order to safeguard the rights of the participants, the researcher explained the benefits of the study to the participants. In addition, the research used proper citation, follow truthful collection & analysis of data, maintained data confidentiality, obtained the consent of the case study organization and staff and keep the identity of respondents unanimous based on their consent to meet the ethical obligations of the research.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

#### **4.1 Introduction**

In this section, the researcher has analyzed the Employable II project implemented by the Ethiopian Center for Disability and Development (ECDD), which serves as a focal point for assessing its impact on the livelihoods of youth with disabilities. Using a mixed research approach comprising qualitative and quantitative methods, this research aims to delve into variables like income stability, health status, and food security among participants. By collecting and analyzing data through surveys and interviews, and employing statistical analysis with Stata 16 software, the study seeks to uncover insights into the effectiveness of the Employable II project in enhancing the socio-economic well-being of youth with disabilities within the ECDD community. These findings are crucial for guiding future interventions and shaping policy decisions to better support this demographic.

#### **4.2 Respondent profile**

The sample consists of 100 employees, with a slightly proportion of males (55%) compared to females (45%).

Regarding the education level of respondents, the majority have completed secondary school, representing 44% of the respondents. A significant portion, 38%, have attained a university or college education. A smaller percentage of respondents have completed primary school (14%), and an even smaller group has undergone vocational training (4%). This distribution suggests that the bank users are relatively well-educated, with a substantial portion having pursued higher education. In terms of marital status, the majority of respondents are single, accounting for 69% of the respondents. Married individuals make up 15%, while those who are not married constitute 16% of the respondents.

**Table 0.1 respondent profile**

sex of the employees	Freq.	Percent	Cum.
Female	45	45.00	45.00
Male	55	55.00	100.00
Total	100	100.00	
education level	Freq.	Percent	Cum.
Primary School	14	14.00	14.00
Secondary School	44	44.00	58.00
Vocational Training	4	4.00	62.00
University/College	38	38.00	100.00
Total	100	100.00	
Marital status	Freq.	Percent	Cum.
Married	15	15.00	15.00
Single	69	69.00	84.00
Divorced	16	16.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

The data on the types of disabilities among the respondents reveals a diverse range of impairments. Physical impairments are the most common, affecting 40% of the sample. This indicates that nearly half of the respondents face challenges related to mobility or other physical functions. Hearing impairments are the second most prevalent type of disability, accounting for 42% of the respondents. This highlights a significant portion of the population dealing with auditory challenges. Visual impairments are less common, affecting 4% of the respondents. This suggests that while visual impairments are present, they are not as widespread as physical or hearing impairments within this group. Intellectual disabilities are reported by 14% of the respondents. This indicates that a noteworthy minority of the population has cognitive or developmental disabilities that may require specific support and accommodations.

In summary, the data indicates that physical and hearing impairments are the most common types of disabilities among the respondents, each affecting a substantial portion of the population. Visual and intellectual disabilities are present but to a lesser extent. This distribution underscores the importance of tailored support and resources to address the varied needs of individuals with different types of disabilities.

**Table 0.2 Type of disabilities**

type disabilities	Freq.	Percent	Cum.
Physical Impairment	40	40.00	40.00
Visual Impairment	4	4.00	44.00
Hearing Impairment	42	42.00	86.00
Intellectual Disability	14	14.00	100.00
Total	100	100.00	

Source Stata 16: 2024

### 4.3 Descriptive Analysis

#### 4.3.1 Identify the barriers of Employable II project on youth with disabilities' livelihoods.

The data on the challenges faced by youth with disabilities in their livelihoods highlights several significant barriers that impact their ability to achieve and maintain gainful employment.

The most prevalent challenge is discrimination in the workplace, reported by 38% of the respondents. The table indicates that nearly four out of ten youth with disabilities experience bias or unfair treatment when seeking or maintaining employment. This discrimination can manifest in various forms, such as prejudice from employers or colleagues, unequal opportunities for advancement, and biases in hiring practices.

Insufficient training opportunities are another major challenge, affecting 28% of the respondents. This underscores the need for more inclusive and accessible educational and vocational training programs that equip youth with disabilities with the skills necessary to compete in the job market. Without adequate training, these individuals may find it difficult to secure employment that matches their abilities and aspirations.

Lack of accommodation for disabilities is reported by 10% of the respondents. This suggests that workplace environments often fail to provide necessary adjustments or modifications, such as adaptive equipment, flexible work arrangements, or accessible facilities, which are crucial for enabling individuals with disabilities to perform their job duties effectively.

Lack of accessible transportation is a challenge for 9% of the respondents. Reliable and accessible transportation is essential for individuals with disabilities to commute to work, attend training sessions, and participate in community activities. Without it, their ability to engage in employment opportunities is severely limited.

Limited availability of suitable job opportunities is identified by 8% of the respondents. This reflects the scarcity of job positions that are both suitable and accommodating for individuals

with disabilities, further complicating their search for employment that meets their needs and skills.

Finally, 7% of the respondents highlight the lack of support services for people with disabilities as a significant challenge. Support services, such as job placement assistance, career counseling, and mentorship programs, play a critical role in helping individuals with disabilities navigate the job market and sustain employment.

In summary, youth with disabilities face a myriad of challenges in their pursuit of livelihoods, with workplace discrimination and insufficient training opportunities being the most significant barriers. Addressing these issues requires concerted efforts to promote inclusive policies, enhance training programs, improve accessibility, and provide robust support services to ensure that youth with disabilities can achieve their full potential in the workforce.

**Table 0.3 Challenges faced by youth with disabilities 'livelihoods**

Challenges faced by youth with disabilities _livelihoods	Freq.	Percent	Cum.
Lack of accessible transportation	9	9.00	9.00
Discrimination in the workplace	38	38.00	47.00
Insufficient training opportunities	28	28.00	75.00
Lack of accommodation for disabilities	10	10.00	85.00
Limited availability of suitable job op	8	8.00	93.00
Lack of support services for people wit	7	7.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

The data on satisfaction with the support provided by the Employable II project reveals that the majority of respondents have a positive outlook on the project's efforts to help them overcome employment barriers due to their disabilities. Specifically, 42% of respondents are satisfied and 38% are moderately satisfied, indicating that the project has effectively addressed the needs of most participants. Additionally, 10% are highly satisfied, showing a strong endorsement of the project's impact. However, 8% of respondents are dissatisfied and 2% are highly dissatisfied, suggesting that for a minority, the project's support has not been sufficient. This highlights the need for ongoing improvements to ensure the project can better meet the diverse needs of all participants.

**Table 0.4 How satisfied are you with the support provided by the Employable II project in overcoming barriers to employment due to your disability?**

How satisfied are you with the support provided by the Employable II project in overcoming barriers to employment due to	Freq.	Percent	Cum.

your disability?			
highly dissatisfied	2	2.00	2.00
Dissatisfied	8	8.00	10.00
moderately satisfied	38	38.00	48.00
Satisfied	42	42.00	90.00
highly satisfied	10	10.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

#### 4.3.2 The contribution Employable II project on youth with disabilities' income status

The contribution of the Employable II project on the income of individuals with disabilities, measured in Birr, is evident from the results of the paired t-test. The analysis compares annual income before and after participation in the project. Before joining the project, the mean annual income was 25,210 Birr with a standard deviation of 10,841.65 Birr. After participating in the project, the mean annual income increased to 38,610 Birr with a standard deviation of 7,174.44 Birr. The mean difference in income, calculated as the post-project income minus the pre-project income, is 13,400 Birr. This difference is statistically significant, as indicated by a t-value of -10.3272 and a p-value of 0.0000. The 95% confidence interval for the mean difference ranges from -15,974.62 Birr to -10,825.38 Birr, indicating a substantial increase in income post-participation. These results demonstrate that the Employable II project has a significant positive impact on the annual income of individuals with disabilities, effectively enhancing their financial well-being.

**Table 0.5 annual income effect of participation**

Paired t test

-----+-----						
Variable	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
-----+-----						
annua~ar	100	25210	1084.165	10841.65	23058.78	27361.22
annua~er	100	38610	717.4443	7174.443	37186.43	40033.57
-----+-----						
diff	100	-13400	1297.55	12975.5	-15974.62	-10825.38
-----						

```

mean(diff) = mean(annual personne~r - annualincomeof~r)      t = -10.3272

H0: mean(diff) = 0                      Degrees of freedom =      99

Ha: mean(diff) < 0                      Ha: mean(diff) != 0          Ha: mean(diff) > 0

Pr(T < t) = 0.0000          Pr(|T| > |t|) = 0.0000          Pr(T > t) = 1.0000

```

The contribution of the Employable II project on the monthly income of individuals with disabilities is clearly demonstrated by the results of the paired t-test. The analysis compares monthly income before and after participation in the project. Before joining the project, the mean monthly income was 5,220 Birr with a standard deviation of 2,771.5 Birr. After participating in the project, the mean monthly income increased significantly to 15,972 Birr with a standard deviation of 4,014.92 Birr.

The mean difference in income, calculated as the post-project income minus the pre-project income, is -10,752 Birr. This difference is statistically significant, as indicated by a t-value of -23.7136 and a p-value of 0.0000. The 95% confidence interval for the mean difference ranges from -11,651.66 Birr to -9,852.34 Birr, demonstrating a substantial and statistically significant increase in monthly income following participation in the project. These results indicate that the Employable II project has a significant positive impact on the monthly income of individuals with disabilities, leading to a marked improvement in their financial situation.

**Table 0.6 Monthly income effect participation**

Paired t test

-----						
Variable	Obs	Mean	Std. err.	Std. dev.	[95% conf. interval]	
-----+						
monthl~e	100	5220	277.15	2771.5	4670.074	5769.926
monthl..	100	15972	401.4924	4014.924	15175.35	16768.65
+						
diff	100	-10752	453.4102	4534.102	-11651.66	-9852.336
-----						
mean(diff) = mean(monthlypersonn~e - monthlypersonn~r)					t = -23.7136	



H0: mean(diff) = 0			Degrees of freedom =	99
Ha: mean(diff) < 0	Ha: mean(diff) != 0	Ha: mean(diff) > 0		
Pr(T < t) = 0.0000	Pr( T  >  t ) = 0.0000	Pr(T > t) = 1.0000		

Source: Stata 16, 2024

### 4.3.3 The contribution of Employable II project on the youth with disabilities' health status.

The results from the survey on the overall contribution of the Employable II project on health status indicate a predominantly positive perception among participants. A significant majority, 65%, rated the project's impact as "Very positive," suggesting that they experienced substantial improvements in their health due to their involvement in the project. Additionally, 12% of respondents rated the impact as "Positive," further highlighting a positive trend in how the project has influenced their health.

However, it's essential to note that there are also participants who rated the impact as "Neutral" (10%), "Negative" (10%), or "Very negative" (3%). These responses suggest that for a minority of participants, the project may not have had a significant or positive impact on their health status. Understanding the reasons behind these neutral or negative ratings could provide valuable insights into areas for improvement or additional support within the project. Overall, while the majority of respondents perceive the Employable II project as having a very positive impact on their health, acknowledging and addressing the concerns of those who rated the impact less positively can contribute to enhancing the project's effectiveness and ensuring it meets the diverse needs of all participants.

**Table 0.7 How would you rate the overall impact of the Employable II project on your health status?**

How would you rate the overall contribution of the Employable II project on your health status?	Freq. Percent Cum.		
Very positive	65	65.00	65.00
Positive	12	12.00	77.00
Neutral	10	10.00	87.00
Negative	10	10.00	97.00
very negative	3	3.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

#### 4.3.4 The contribution of Employable II on the youth with disabilities' food security

The data regarding changes in access to an adequate and nutritious diet since participation in the Employable II project reveals several important trends. A notable portion of respondents, 35%, reported a significant increase in their access to an adequate and nutritious diet. This suggests that the project has positively contributed on their ability to obtain healthy food options, potentially leading to improved overall health and well-being. Additionally, 24% of participants reported an increase in access to a nutritious diet, albeit not to a significant extent. This still indicates a positive trend, albeit not as pronounced as the group reporting a significant increase. On the other hand, 25% of respondents reported no change in their access to an adequate and nutritious diet. This suggests that while the project may have had positive effects for many, there is still room for improvement in ensuring universal access to healthy food options for all participants. Interestingly, a smaller proportion of respondents, 16%, reported a decrease in access to an adequate and nutritious diet, with only 1% experiencing a significant decrease.

Understanding the reasons behind these decreases and addressing any potential barriers to accessing healthy food options will be important in ensuring that the project continues to positively contribution participants' dietary habits and overall health.

In summary, the data indicates that the Employable II project has had a generally positive contribution on participants' access to an adequate and nutritious diet, with a significant portion experiencing an increase in this aspect of their lives. Continued efforts to improve access to healthy food options for all participants will be crucial in maximizing the project's benefits for overall health and well-being.

**Table 0.8 How has your access to an adequate and nutritious diet changed since participation**

How has your access to an adequate and nutritious diet changed since participation	Freq.	Percent	Cum.
Decreased significantly	1	1.00	1.00
Decrease	15	15.00	16.00
no change	25	25.00	41.00
Increase	24	24.00	65.00

increase significantly	35	35.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

### **Respondent responses about access of adequate and nutrition diet**

The data represents responses regarding how participants' access to an adequate and nutritious diet changed since their participation in a specific program or project. Here's a breakdown of the responses:

**Decreased significantly:** This category indicates that 1% of respondents experienced a significant decrease in their access to an adequate and nutritious diet after participating in the program.

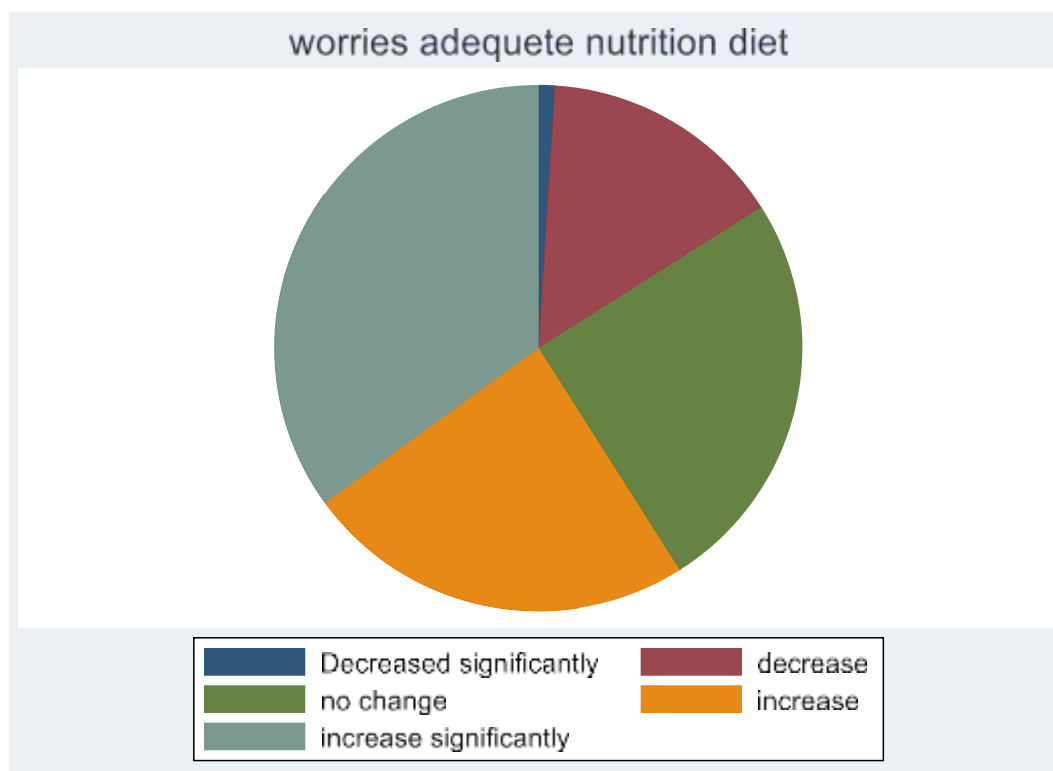
**Decrease:** 15% of respondents reported a decrease in their access to a nutritious diet, though not to a significant extent.

**No change:** A quarter of respondents (25%) stated that there was no change in their access to an adequate and nutritious diet following their participation.

**Increase:** 24% of participants noted an increase in their access to a nutritious diet after joining the program.

**Increase significantly:** The majority of respondents, 35%, reported a significant increase in their access to an adequate and nutritious diet since participating in the program.

This data suggests that the program or project has had a notable contribution on improving participants' access to healthy and nutritious food options. The substantial percentage reporting a significant increase indicates that the program's efforts in this area have been largely successful. However, the smaller percentages indicating decreases or no change highlight areas where further attention or interventions may be needed to ensure all participants experience positive changes in their dietary habits and access to nutritious food.



**Figure 0.1: Adequate balanced diet nutrition**

#### **Improvement in balanced diet due to participation**

The data illustrates participants' perceptions regarding changes in their ability to afford a balanced and nutritious diet since their participation in a specific program or initiative.

**Decreased significantly:** Only 1% of respondents reported a significant decrease in their ability to afford a balanced and nutritious diet after participating in the program. This suggests that very few individuals experienced a notable decline in their financial capacity to access healthy food options.

**Decrease:** A further 10% noted a decrease in their ability to afford such a diet, albeit not to a significant extent. This could indicate some challenges in maintaining the affordability of nutritious food but not a drastic change for most participants.

**No change:** About a fifth of respondents (21%) reported no change in their ability to afford a balanced and nutritious diet. This indicates that for a considerable portion of participants, their financial situation remained relatively stable in terms of accessing healthy food options.

**Increase:** 16% of participants mentioned an increase in their ability to afford a balanced and nutritious diet following their participation in the program. This suggests that the program may have had a positive contribution on their financial capacity to access healthier food choices.

**Increase significantly:** The majority of respondents, accounting for 52%, reported a significant increase in their ability to afford a balanced and nutritious diet since participating in the program. This substantial percentage indicates that the program has been effective in improving participants' financial capability to access healthier food options, which is crucial for overall well-being.

Overall, the data indicates a positive contribution of the program on participants' ability to afford a balanced and nutritious diet, with a significant majority experiencing either an increase or a significant increase in their financial capacity to access healthy food options. However, the smaller percentages reporting decreases or no change highlight the need for continued efforts to address financial barriers to healthy eating for all participants.

**Table 0.9 How has your ability to afford a balanced and nutritious diet changed since participating in the Employable II project?**

How has your ability to afford a balanced and nutritious diet changed since participating in the Employable II project?	Freq.	Percent	Cum.
Decreased significantly	1	1.00	1.00
Decrease	10	10.00	11.00
no change	21	21.00	32.00
Increase	16	16.00	48.00
increase significantly	52	52.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

### **Extent of improvement**

The data reflects participants' perceptions regarding the extent to which the Employable II project has improved their access to food. A significant portion, 46%, indicated a moderate improvement, suggesting that the project has had a notable positive contribution on their ability to access food. Additionally, 33% of respondents reported a very significant improvement, further highlighting the effectiveness of the Employable II project in enhancing access to food. However, it's important to note that 13% of participants felt the improvement was extremely significant, indicating a substantial positive change. On the otherhand, a smaller percentage, 8%, perceived only a slight improvement, while 5% felt that there

was no improvement at all. These responses suggest a generally positive view of the project's contribution on improving access to food among participants, with room for further enhancement to ensure more comprehensive benefits for all involved.

**Table 0.10 to what extent has the Employable II project helped to improve your access to food?**

To what extent has the Employable II project helped to improve your access to food?	Freq.	Percent	Cum.
Not at all	5	5.00	5.00
Slightly	3	3.00	8.00
Moderately	46	46.00	54.00
Very	33	33.00	87.00
Extremely	13	13.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

#### **4.3.4.1 Overall contribution of the Employable II project on their food consumption**

The data presents participants' assessments of the overall contribution of the Employable II project on their food consumption. A substantial majority, 90%, rated the contribution as positive or very positive, indicating that the project has had a significant positive effect on their food consumption habits. This suggests that the project's efforts, whether through education, support services, or other means, have contributed positively to participants' ability to consume food in a healthier or more sustainable manner.

On the other hand, 15% of respondents rated the contribution as negative or very negative. While this is a smaller percentage compared to those who perceived a positive contribution, it still highlights a subset of participants for whom the project may not have been as effective in improving food consumption habits.

Additionally, 33% of respondents rated the contribution as neither positive nor negative. This could imply that for this group, the project may have had some contribution on food consumption, but it may not have been significant enough to be categorized as distinctly positive or negative.

**Table 0.11 How would you rate the overall contribution of the Employable II project on your food consumption?**

<b>How would you rate the overall contribution of the Employable II project on your food consumption?</b>	<b>Freq. Percent Cum.</b>		
Very negative	3	3.00	3.00
Negative	12	12.00	15.00
Neither	33	33.00	48.00
Positive	42	42.00	90.00
very positive	10	10.00	100.00
Total	100	100.00	

Source: Stata 16, 2024

#### **4.4 Qualitative Data Analysis**

The qualitative data analysis addressed eight interview questions for KII, researcher has asked them and analyzed narrative data analyze method properly.

##### **4.4.1 Interview Question One**

**Can you please provide a brief overview of your experience or expertise in working on Employable II?**

As per the response of Program Manager who forwarded as –Regarding my experience with Employable II, I've been deeply involved in this project since its inception. I've contributed to various aspects, including beneficiary identification and implementation of project activities, which has provided me with a comprehensive understanding of its objectives and challenges. Additionally, I've successfully implemented all activities helping to achieved project outcomes with the desired standard and time frame. Overall, my expertise in Employable II encompasses expertise on Livelihood intervention in Youth with disabilities. I'm confident that my background and skills make me well-suited to continue contributing effectively to the project's sustainability. This response demonstrates your familiarity with the project, highlights your specific contributions and achievements, and expresses your confidence in your abilities to continue making valuable contributions.

**Interpretation:** ECDD have been part of the project from the beginning, which implies a deep understanding of its evolution and foundational elements. Although ECDD haven't mentioned specific tasks or roles in this excerpt, it's clear that you've been involved in various aspects of the project. Mentioning specific tasks or roles would strengthen your statement by

providing concrete examples of your contributions. ECDD involvement in multiple aspects of the project has given you a thorough understanding of its objectives and challenges. ECDD have successfully achieved significant outcomes, though these are not detailed in the excerpt. Including specific achievements would further highlight impact on the project. Listing these areas would help delineate skill set and knowledge base. "Overall, ECDD expertise in Employable II encompasses program management, program development, and impact assessment. According to the descriptive analysis finding that illustrated as Youth with disabilities face multiple challenges in their pursuit of livelihoods, with workplace discrimination and insufficient training opportunities being the most significant barriers. Addressing these issues requires: promoting inclusive policies, enhancing training programs. Improving accessibility in workplaces and transportation and providing robust support services. These measures are essential to ensure that youth with disabilities can achieve their full potential in the workforce.

#### **4.4.2 Interview Question Two**

##### **How do you assess the effectiveness of the Employable II project targeting the livelihood improvement of youth with disabilities?**

According to and Administration Manager –This question aims to gauge your ability to evaluate the impact and success of the Employable II project, particularly concerning its effectiveness in enhancing the livelihoods of youth with disabilities.

"In assessing the effectiveness of the Employable II project in improving the livelihoods of youth with disabilities, several key metrics and approaches come into play. Firstly, we need to examine the project's outcomes in terms of employment rates, income levels, and job retention among the target demographic. Tracking the number of youths with disabilities who have secured employment as a direct result of the project, as well as their socioeconomic status post-employment, provides valuable insights.

Moreover, assessing the inclusivity and accessibility of the employment opportunities created by Employable II is crucial. This involves evaluating whether the project has facilitated access to various job sectors, accommodated different types of disabilities, and promoted a supportive work environment conducive to long-term success.

Additionally, gathering feedback from participants, employers, and relevant stakeholders through surveys, interviews, or focus groups can offer qualitative data on the project's impact. Understanding the perspectives of both beneficiaries and partners helps in identifying strengths, areas for improvement, and unmet needs.



Furthermore, considering the sustainability of the project's interventions is essential. Evaluating the scalability, reliability, and long-term viability of Employable II initiatives ensures that positive outcomes can be sustained beyond the project's duration.

**Interpretation**, assessing the effectiveness of Employable II in improving the livelihoods of youth with disabilities requires a multifaceted approach encompassing quantitative data on employment outcomes, qualitative insights from stakeholders, and considerations of project sustainability and inclusivity. In Ethiopia, the government has taken a number of legislative and policy steps that indicate a commitment to advance the rights of persons with disabilities. Mainly, the government has ratified the UNCRPD and is working to ensure that people with disabilities have access to comprehensive rehabilitation services, equal employment, skill development, and educational opportunities in order to achieve an inclusive society (International Labor Organization, 2013).

#### **4.4.3 Interview Question Three**

**In your opinion, what are the key components that make the Employable II project successful in enhancing the income stability of youth with disabilities?**

This response demonstrates project coordinator that illustrated as understanding of evaluation methodologies and your ability to consider various factors crucial to assessing the project's impact on its target audience.

Interpreting data to answer this question requires considering factors that contribute to the success of the Employable II project in enhancing income stability for youth with disabilities. "When analyzing the key components that contribute to the success of the Employable II project in enhancing the income stability of youth with disabilities, several factors stand out based on the available data

The project's effectiveness may be attributed to tailored skill development programs that address the specific needs and capabilities of youth with disabilities. Data indicating participation rates in these programs and subsequent employment outcomes can shed light on their impact on income stability. Another crucial component is the provision of accessible employment opportunities that accommodate various types of disabilities. Examining data on the types of jobs secured by project participants, along with information on workplace accommodations and inclusivity measures, can indicate the project's success in this regard.

The presence of supportive services and networks, such as mentorship programs, counseling services, and peer support groups, may also contribute to income stability by helping youth with disabilities navigate challenges in the workplace and build sustainable careers. Data on

utilization rates and participant feedback regarding these support services can provide insights into their effectiveness.

Additionally, the project's success may be influenced by its advocacy efforts aimed at promoting policy changes and fostering a more inclusive and supportive environment for individuals with disabilities in the workforce. Assessing data on policy outcomes, stakeholder engagement, and changes in employer practices can help gauge the project's impact at a broader systemic level.

**Interpretation:** By examining data related to these key components, we can gain a comprehensive understanding of the factors driving the success of the Employable II project in enhancing income stability for youth with disabilities. This analysis can inform future programmatic efforts and strategic decision-making to further improve outcomes in this area." This response interprets the question by identifying specific components crucial to the project's success based on available data and suggests how analyzing relevant data can inform our understanding of these components. As per the p-test results indicate that participation in the Employable II project significantly increases the monthly income of individuals with disabilities. The mean monthly income increased from 5,220 Birr to 15,972 Birr, resulting in a mean increase of 10,752 Birr. The statistical analysis (t-value and p-value) supports that this increase is not due to random chance, and the confidence interval provides further evidence of a substantial and statistically significant improvement in income. Overall, these findings demonstrate that the Employable II project has a positive and significant impact on the financial situation of individuals with disabilities.

#### **4.4.4 Interview Question Four**

**How does this project facilitate access to healthcare services that are accessible for youth with disabilities in practical terms?**

The project officer has interpreted this question involves examining how the Employable II project facilitates access to healthcare services that are practical and accessible for youth with disabilities based on available data. Analyzing the data regarding how the Employable II project facilitates access to healthcare services for youth with disabilities in practical terms reveals several key strategies and outcomes.

The project likely provides healthcare navigation support, which involves assisting youth with disabilities in understanding and accessing available healthcare services. Data on the utilization of healthcare navigation services, such as assistance in scheduling appointments,

accessing transportation, and understanding healthcare options, can indicate the project's effectiveness in this area.

Employable II established partnerships with healthcare providers and community organizations to create referral systems that connect youth with disabilities to appropriate healthcare services. Analyzing data on the number of referrals made, follow-up actions taken, and satisfaction levels among participants can provide insights into the effectiveness of these partnerships and referral processes.

The project likely promotes the accessibility of healthcare services by advocating for accommodations such as wheelchair ramps, sign language interpreters, and accessible medical equipment. Data on the implementation of accessibility accommodations in healthcare facilities frequented by project participants can demonstrate the project's impact on improving access to healthcare services for youth with disabilities.

Employable II also include health education components aimed at empowering youth with disabilities to advocate for their healthcare needs and navigate healthcare systems independently. Assessing data on participants' knowledge levels, self-efficacy in accessing healthcare services, and reported improvements in health outcomes can indicate the effectiveness of these education efforts.

**Interpretation:** By analyzing data related to these practical strategies and outcomes, we can better understand how the Employable II project facilitates access to healthcare services for youth with disabilities and identify areas for further improvement and intervention." This response interprets the question by identifying practical strategies employed by the project to facilitate access to healthcare services for youth with disabilities and suggests how analyzing relevant data can provide insights into the project's effectiveness in this regard. In line with this, the descriptive analysis finding that has illustrated as the majority of respondents perceive the Employable II project as having a very positive impact on their health, acknowledging and addressing the concerns of those who rated the impact as neutral or negative is crucial. This approach can provide valuable insights for enhancing the project's effectiveness and ensuring it meets the diverse needs of all participants.

#### **4.4.5 Interview Question Five**

**From your perspective, how does this Employable II project support youth with disabilities in ensuring access to adequate and nutritious diets?**

The program manager has interpreted this question involves analyzing how the Employable II project supports youth with disabilities in ensuring access to adequate and nutritious diets, based on available data. Examining the data on how the Employable II project supports youth

with disabilities in ensuring access to adequate and nutritious diets reveals several key strategies and outcomes. The project likely incorporates nutrition education and counseling components to equip youth with disabilities with knowledge and skills to make informed dietary choices. Data on participation rates in nutrition education sessions, changes in dietary behaviors, and reported improvements in nutritional status among participants can indicate the effectiveness of these efforts.

Employable II may provide food assistance programs such as meal vouchers, food banks, or subsidized meal programs to alleviate food insecurity among youth with disabilities. Analyzing data on the utilization of food assistance programs, frequency of use, and perceived impact on dietary quality and food access can provide insights into the effectiveness of these interventions. The project may advocate for the accessibility of food environments by promoting the availability of nutritious food options in community settings frequented by youth with disabilities, such as schools, workplaces, and recreational facilities. Data on the availability and accessibility of healthy food options in these environments, as well as participant feedback on their dietary choices and preferences, can indicate the project's impact on improving access to nutritious diets.

Employable II may engage community members and stakeholders in initiatives aimed at addressing systemic barriers to accessing nutritious diets for youth with disabilities, such as transportation challenges, affordability issues, and limited availability of specialized dietary products. Data on community engagement activities, policy changes, and perceived improvements in food access and dietary quality can demonstrate the project's influence on broader systemic factors affecting nutrition.

**Interpretation:** By analyzing data related to these strategies and outcomes, we can gain insights into how the Employable II project supports youth with disabilities in ensuring access to adequate and nutritious diets and identify areas for further intervention and improvement." This response interprets the question by identifying specific strategies employed by the project to support youth with disabilities in accessing adequate and nutritious diets and suggests how analyzing relevant data can provide insights into the project's effectiveness in this regard. The descriptive analysis finding that shows as 33% of respondents rated the contribution as neither positive nor negative. This could imply that for this group, the project may have had some contribution on food consumption, but it may not have been significant enough to be categorized as distinctly positive or negative.

#### **4.4.6 Interview Question Six**

##### **What strategies or interventions have you found to be most effective in addressing food insecurity among youth with disabilities through project initiatives?**

Program Manager has interpreted this question involves analyzing data to identify the most effective strategies or interventions in addressing food insecurity among youth with disabilities through project initiatives. After analyzing the data, several strategies and interventions have been found to be particularly effective in addressing food insecurity among youth with disabilities through project initiatives: Providing tailored support services that address the unique needs and challenges of youth with disabilities has been shown to be highly effective. This includes offering personalized assistance with navigating food assistance programs, accessing nutritious food options, and addressing barriers related to disability, such as transportation or mobility issues.

Collaborating with existing food assistance programs, such as food banks, meal programs, and government assistance initiatives, has proven to be an effective strategy. By leveraging these partnerships, project initiatives can expand access to food resources for youth with disabilities and ensure that their specific dietary needs are met.

Providing nutrition education and cooking skills training tailored to the needs and abilities of youth with disabilities has been shown to have a significant impact. Equipping participants with knowledge about healthy eating habits, budget-friendly meal planning, and basic cooking skills empowers them to make nutritious food choices and prepare meals independently. Engaging in advocacy efforts to address systemic issues contributing to food insecurity among youth with disabilities has been identified as a key intervention.

This includes advocating for policy changes to improve access to food assistance programs, increase funding for disability-inclusive nutrition initiatives, and address structural barriers to food access. Facilitating peer support networks and community engagement initiatives has proven to be effective in addressing food insecurity among youth with disabilities. Creating opportunities for participants to connect with peers facing similar challenges, share resources and strategies, and advocate for their needs collectively fosters a sense of empowerment and resilience. By analyzing the data on the outcomes of these strategies and interventions, ECDD can identify best practices and areas for further refinement to enhance the effectiveness of project initiatives in addressing food insecurity among youth with disabilities."

**Interpretation:** This response interprets the question by identifying specific strategies and interventions that have been effective in addressing food insecurity among youth with disabilities based on available data and suggests how analyzing relevant data can inform future programmatic efforts. A large majority, 90%, rated the project's contribution as positive or very positive, showing that it has significantly improved their food consumption habits. This indicates that the project's initiatives, whether through educational programs, support services, or other methods, have effectively helped participants eat in a healthier or more sustainable way.

#### **4.4.7 Interview Question Seven**

**What indicators or metrics do you consider essential in assessing the long-term contribution of such projects on the livelihood of youth with disabilities?**

Program and Finance Managers have responded as assessing the long-term contribution of projects on the livelihood of youth with disabilities requires careful consideration of various indicators and metrics. Measure the percentage of youth with disabilities who secure and maintain employment over time. This indicator reflects the project's success in enhancing economic opportunities and financial independence for participants. Assess changes in the income levels of youth with disabilities post-project implementation. This metric provides insights into their economic well-being and ability to support themselves financially.

Track the educational achievements of participants, including completion of secondary or post-secondary education, acquisition of vocational skills, and participation in lifelong learning opportunities. Higher levels of education and skill attainment can lead to better employment prospects and overall quality of life. Evaluate the extent to which participants continue to access support services, such as vocational rehabilitation, assistive technologies, healthcare, and social services, following the conclusion of the project.

Continued access to these services is crucial for maintaining independence and overcoming barriers to participation in society. Measure the degree to which participants are socially integrated and included in their communities. This could involve assessing their participation in social activities, networks, and civic engagement initiatives. Social inclusion is essential for promoting overall well-being and quality of life.

Monitor changes in participants' health status, including physical, mental, and emotional well-being. This could involve tracking indicators such as self-reported health outcomes, healthcare utilization, and quality of life assessments. Addressing health-related needs is critical for ensuring long-term stability and resilience among youth with disabilities.

Evaluate the development of independent living skills among participants, including self-care, mobility, communication, and household management skills. Enhanced independence fosters greater autonomy and self-determination, contributing to long-term success in various life domains.

Assess the extent to which participants achieve their long-term goals and aspirations, such as pursuing further education, advancing in their careers, starting a business, or living independently. Tracking progress towards these goals provides a holistic view of participants' trajectories beyond the immediate project outcomes.

**Interpretation:** By examining these indicators and metrics, project evaluators can gain a comprehensive understanding of the long-term impact of initiatives on the livelihood of youth with disabilities. This information is invaluable for informing future programmatic decisions, resource allocation, and policy development aimed at promoting the well-being and inclusion of individuals with disabilities.

#### 4.5 Discussion of Findings

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) defines disability as –long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder [a person's] full and effective participation in society on an equal basis with others (UN, 2006). More than 1 billion persons in the world have some form of disability (World Health Organization, 2011).

Graham et al., 2013; Groce, Kett, Lang & Trani, 2011; Mitra, Posarac & Vick, 2013). Persons with disabilities are more likely to be amongst the most vulnerable and the poorest of the poor, especially in low-income countries. Persons with disabilities have a higher risk of multidimensional poverty than nondisabled, and they are often worse off in different dimensions of poverty due to lack of or less opportunities. And, Disability and poverty are strongly linked. On a global level, 80% of people with disabilities live in low- and middle-income countries (LMICs) (World Health Organization, 2011). Within countries, disability disproportionately affects the most disadvantaged sector of the population (Banks, Kuper, et al., 2017). As per the researcher finding that illustrated as Employable II project has a significant positive impact on the annual income of individuals with disabilities, effectively enhancing their financial well-being.

The World Health organization (WHO) defined disability mainstreaming as specifically the inclusion and participation of PWDs in all activities and services intended by any non-specific group (WHO & World Bank 2011 in Grech & Soldatic 2016:5). However, this does

not entail more specific instructions on what the implementation would look like, which remain open for interpretation in the context of Employable II project.

Thus, exclusion is worsening the situation of persons with disabilities and their families and pushing them further into poverty. (Muyinda & Whyte, 2011.) In addition, depending on the impairment, persons with disabilities may have other needs resulting in higher cost of living to achieve a certain level of wellbeing. The Employable II project has had a generally positive contribution on participants' access to an adequate and nutritious diet, with a significant portion experiencing an increase in this aspect of their lives. Continued efforts to improve access to healthy food options for all participants will be crucial in maximizing the project's benefits for overall health and well-being.

According to Stage et al. (2002) household livelihood security is often influenced by the ability of the household to diversify livelihood sources and assets. This shows that the more livelihood strategy and asset (the bigger its capacity and asset) that have in the household are having a chance more secure livelihood than a household have less livelihood assets. ECDD can gain a better understanding of how the Employable II project facilitates access to healthcare services for youth with disabilities and identify areas for further improvement and intervention. Overall, the data suggests a generally positive view of the Employable II project's contribution on food consumption among participants, with a notable portion acknowledging a positive shift in their food consumption habits. However, it's essential to consider the feedback from those who rated the contribution as negative or neutral, as it may provide insights into areas where the project can be further enhanced or tailored to better meet the diverse needs of all participants.



## **CHAPTER FIVE**

### **5. CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This section covers two essential concepts as conclusion and recommendations. As per the three specific objectives' findings are concluded and stated recommendations accordingly.

#### **5.2 Conclusion**

Over the last decade, there has been an increase in awareness and understanding of disability rights issues in the world including Ethiopia. The CRPD, which was adopted globally in 2006, has been integral to advancing the recognition of the human rights of persons with disabilities. The CRPD outlined a comprehensive approach to achieving the rights of persons with disabilities. It establishes a broad range of rights that address all aspects of life, including respect for home and family, education, employment, health, participation in political and public life, participation in cultural life, recreation, leisure, and sport, the right to life, freedom from torture or cruel, inhuman, or degrading treatment or punishment, and the right to equal protection and benefit of the law. In general, the CRPD clearly states that persons with disabilities have the same rights as all people to non-discrimination, access, equality of opportunity, inclusion, and full participation in society.

Taking this in to consideration the study sheds light on the contribution of interventions of the Employable II project aimed at enhancing the livelihoods of youth with disabilities. Through a thorough analysis of data encompassing workforce composition, types of disabilities, challenges faced, and the project's contribution on income, health, and food security, several key conclusions can be drawn. Firstly, the project's success is underscored by its ability to create a balanced and inclusive workforce, with a notable emphasis on higher education attainment among participants.

The project's approach has effectively addressed a range of challenges faced by individuals with disabilities, particularly discrimination in the workplace and limited training opportunities. One of the most significant findings of the study is the substantial positive contribution of the project on participants' incomes. Both annual and monthly incomes have seen significant improvements post-participation, signifying economic empowerment and financial stability among individuals with disabilities.

Furthermore, the project has positively influenced the health status and food security of participants, as evidenced by the overwhelmingly positive responses regarding improved access to nutritious food and balanced diets. This holistic approach to well-being reflects the project's comprehensive support mechanisms and its focus on improving overall quality of life. Despite these successes, the study also highlights areas for ongoing improvement, such as addressing remaining challenges, enhancing inclusivity in employment practices, and providing tailored support services to meet the diverse needs of participants. Additionally, the study emphasizes the importance of continued efforts in promoting inclusive policies, addressing discrimination, and improving training programs to sustain the project's positive contribution in the long term.

Lastly, the Employable II project has made significant strides in empowering individuals with disabilities, enhancing their economic prospects, and improving their overall well-being. By fostering an inclusive and supportive environment, the project has not only transformed livelihoods but has also paved the way for greater social inclusion and equality for individuals with disabilities in Ethiopia.

### **5.3 Recommendation**

Based on the findings and conclusions drawn from this study on the Employable II project's contribution on individuals with disabilities, several recommendations emerge to further enhance the project's effectiveness and ensure sustained positive outcomes:

**Tailored Support Services:** Develop and implement tailored support services that address the specific needs of individuals with different types of disabilities. This could include targeted job placement assistance, specialized training programs, and accessible mentorship opportunities.

**Inclusive Policies:** Advocate for and implement inclusive policies in workplaces and educational institutions to combat discrimination and ensure equal opportunities for individuals with disabilities. This could involve awareness campaigns, sensitivity training for employers and colleagues, and establishing clear guidelines for reasonable accommodations.

**Capacity Building:** Invest in capacity building initiatives for organizations and stakeholders involved in supporting individuals with disabilities. This could include training programs on

disability rights, inclusive practices, and accessibility standards to create a more inclusive and supportive environment.

**Continued Monitoring and Evaluation:** Implement a robust monitoring and evaluation system to continuously assess the project's contribution, identify areas for improvement, and track long-term outcomes. Regular feedback mechanisms from participants can also inform program adjustments and enhancements.

**Collaboration and Partnerships:** Foster collaboration and partnerships with government agencies, non-profit organizations, educational institutions, and private sector entities to leverage resources, share best practices, and expand the reach and contribution of the project.

**Accessible Infrastructure:** Ensure that physical infrastructure, such as workplaces, educational facilities, and public spaces, is accessible and inclusive for individuals with disabilities. This includes ramps, accessible restrooms, assistive technology, and other accommodations as needed.

**Empowerment Programs:** Develop empowerment programs that focus on building self-confidence, resilience, and advocacy skills among individuals with disabilities. These programs can empower participants to advocate for their rights, access opportunities, and contribute meaningfully to society.

**Long-term Sustainability:** Plan for the long-term sustainability of the project by securing funding, building partnerships, and establishing clear strategies for continuation beyond initial phases. This includes exploring opportunities for social entrepreneurship, income-generating activities, and community engagement initiative

## REFERENCES

- Abilis. (2018). The Human Rights-Based Approach in Abilis Foundation. Helsinki: Abilis Foundation.
- Addis Ababa City Administration. (2017). Nifasilk Lafto Subcity Integrated Development Plan.
- Agyapong, Daniel. (2010). Micro Small and Medium Enterprises Activities Income level and Poverty Reduction in Ghana -A Synthesis of Related Literature. *International Journal of Business and Management*, Vol. 5, No. 12, pp. 196–205.
- Akanbi, Olusegun Ayodele. (2015). Structural and Institutional Determinants of Poverty in Sub-Saharan African Countries. *Journal of Human Development and Capabilities*, 16:1, pp. 122–141.
- Alkire, Sabina & Jahan, Selim. (2018). The New Global MPI 2018: Aligning with the Sustainable Development Goals. HDRO Occasional Paper, United Nations Development Programme (UNDP).
- Anastasiou, Dimitris & Kauffman, James M. (2013). The Social Model of Disability: Dichotomy between Impairment and Disability. *Journal of Medicine and Philosophy*, 38, pp. 441–459.
- Barnes, Colin. (1991). *Disabled People in Britain and Discrimination*. London: Hurst and Co.
- Batana, Yélé Maweki. (2013). Multidimensional Measurement of Poverty Among Women in Sub-Saharan Africa. *Social Indicators Research*, 112(2), pp. 337–362.
- Central Statistical Agency of Ethiopia. (2018). *Ethiopia Socioeconomic Survey: Poverty Profile*.
- Convention on the Rights of Persons with Disabilities (CRPD). (2006). United Nations. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

- Dang, Hai-Anh H., Lanjouw, Peter F. & Swinkels, Rob. (2017). Who Remained in Poverty, Who Moved Up, and Who Fell Down? An Investigation of Poverty Dynamics in Senegal in the Late 2000s. In Machiko Nissanke and Muna Ndulo (eds.) *Poverty Reduction in the Course of African Development* (pp. 183–217). Oxford: Oxford University Press.
- Department for International Development. (1999–2001). Sustainable livelihoods guidance sheets. Retrieved from <http://www.livelihoodscentre.org/documents/20720/100145/Sustainable+livelihoods+guidance+sheets/8f35b59f-8207-43fc-8b99-df75d3000e86>
- Dubois, Jean-Luc & Trani, Jean-François. (2009). Extending the capability paradigm to address the complexity of disability. *ALTER, European Journal of Disability Research* 3 (2009), 192–218.
- Eide, Arne H. & Ingstad, Benedicte. (2011). *Disability and Poverty: A Global Challenge*. Bristol, UK: Policy Press.
- Eide, Arne H. & Ingstad, Benedicte. (2013). Disability and poverty – \_Reflections on research experiences in Africa and beyond. *African Journal of Disability* 2(1), Art. #31, 7 pages.
- Finnish Government Programme. (2019). Retrieved from <http://julkaisut.valtioneuvosto.fi/handle/10024/161664>
- Handley, G., Higgins, K., & Sharma, B. (2009). *Poverty and poverty reduction in Sub-Saharan Africa: An overview of key issues* (Working Paper 299). London: ODI.
- International Labour Organization. (2010). *Inclusion of People with Disabilities in Ethiopia*.
- United Nations Children's Fund. (2019). *Situation and Access to Services of Persons with Disabilities in Addis Ababa*.
- United Nations Development Programme. (2019). *Human Development Report 2019: Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century*.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*.
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*.
- World Bank. (2021). *Ethiopia Overview*.
- World Health Organization (WHO), (2011)
- Yesuf, E. (2018). *Coordination of Care for Orphan and Vulnerable Children in Nifas silk Lafto Sub City, Addis Ababa, Ethiopia*. Addis Ababa University

## **APPENDIX A**

### **THE CONTRIBUTION OF EMPLOYABLE II PROJECT ON YOUTH WITH DISABILITY'S LIVILHOOD: THE CASE OF ECDD**



**St. Mary's University**

### **SCHOOL OF GRADUATE STUDIES**

#### **Consent Form**

My name is Masresha Alemayehu, a student at St. Mary University studying project management. I am conducting a research study on the "Contributions of Employable II Project on Youth with Disabilities Livelihood" to examine the contribution of the project on the income stability, health status, and food security of youth with disabilities. Your participation in this study is voluntary, and all information provided will be kept confidential. Any information provided will only be used for academic purposes. Thank you for taking the time to complete this questionnaire.

Sincerely,  
Masresha Alemayehu

## **Section I. General Information**

**Sex:**

1. Male
2. Female

**Age ----- Years**

**Educational Background:**

1. Primary School
2. Secondary School
3. Vocational Training
4. University/College

**Type of Disability (Multiple response allowed)**

1. Physical Impairment
2. Visual Impairment
3. Hearing Impairment
4. Intellectual Disability

**Marital status**

1. Unmarried
2. Widow
3. Married
4. Divorced

**How long have you been involved with the project? -----Year**

## Section II Questionnaire

### Challenges faced by youth with disabilities 'livelihoods.

**How significant are the following barriers in obtaining sustainable employment through the Employable II project? (Multiple response allowed). Use the following scale: 5= Highly significant 4= Significant 3=Moderately significant 2= Less significant 1=Insignificant**

1. Lack of accessible transportation
2. Discrimination in the workplace
3. Insufficient training opportunities
4. Lack of accommodation for disabilities in the workplace
5. Limited availability of suitable job opportunities
6. Lack of support services for people with disabilities in the community

**How much has your disability affected your ability to earn a sustainable income through the Employable II project? Please rate on a scale from 0 (no effect) to 10 (significant effect).**

1. 0-3 (no effect)
2. 4-7 (moderate effect)
3. 8-10 (Significant effect)

**To what extent do you feel that the Employable II project has addressed the specific challenges faced by youth with disabilities in gaining meaningful employment? Please rate using the following scale: 5= Completely/Fully addressed 4=Almost addressed 3= Moderately addressed 2= Only few addressed 1=Not addressed at all.**

1. 0-3 ( not addressed)
2. 4-7 ( moderate addressed )
3. 8-10 ( Fully addressed)

**How satisfied are you with the support provided by the Employable II project in overcoming barriers to employment due to your disability? Please rate using the following scale: 5= highly satisfied 4=Satisfied 3=Moderately satisfied 2=Dissatisfied 1=Highly dissatisfied**

**How much of an contribution do you believe the Employable II project has had on improving your overall quality of life? Please rate on a scale from 0 (no contribution) to 10 (significant contribution).**

1. No Contribution
2. Moderate Contribution
3. Significant contribution

**How likely are you to recommend the Employable II project to other youth with disabilities seeking employment opportunities? Please rate on a scale from 0 (not likely) to 10 (extremely likely).**

1. Not Likely
2. Moderate Likely
3. Extremely likely



## **Contribution of Employable II project on youth with disabilities' income status**

**What is the status of your employment?**

1. Full-time
2. Part-time
3. Freelance
4. Retired
5. I prefer not to answer

**Do you have any dependents? -----**

**In what sector do you work?**

1. Education
2. Entertainment
3. Food services
4. Hotel services
5. Information services
6. Other (Specify)-----

**Which of these best describes your annual personnel income per year before you engaged to the project? ----- Birr**

**What is the total income per year of your household before you engaged to the project?----- Birr**

**Which of these best describes your monthly personnel income before you engaged to the project?----- Birr**

**Which of these best describes your monthly personnel income after you engaged to the project? -----Birr**

**What is the total annual income of your household after you engaged to the project?----- Birr**

**Which of these best describes your monthly personnel income after you engaged to the project?-----Birr**

**Do you have any other sources of income besides a salary?**

1. Yes
2. No

**Have you received disability or social security benefits recently?**

1. Yes
2. No

**Have you ever had financial support from someone who does not live with you, such as rent or utility payments?**

1. Yes
2. No

**In the past year, did you receive any financial aid ?**

1. Yes
2. No

**Contribution of Employable II project on the youth with disabilities' health status.**

**How much was your weight in Kg before the project? ----- Kg**

**How much is your height in meters before the project?----- Meters**

**How much is your weight in Kg after the project?----- Kg**

**How much is your height after the project?----- Meters**

**How many hours of sleep do you get on average per night? ----- Hours**

**On average, how many days per week do you engage in moderate physical activity for at least 30 minutes? -----Days**

**On average, how many servings of fruits and vegetables do you consume each day?-----**

**-**

**On average, how many alcoholic beverages (in liters) do you consume per week?-----**

**Have you ever been diagnosed with any of the following conditions? (Multiple response allowed)**

1. High blood pressure
2. Diabetes
3. High cholesterol
4. Heart disease
5. None of the above

**In the past month, have you felt sad or hopeless for more than two weeks in a row?**

1. Yes
2. No

**In the past month, have you felt anxious or worried for more than two weeks in a row?**

1. Yes
2. No

**In the past month, have you experienced any sleep disturbances (e.g., trouble falling or staying asleep, nightmares)?**

1. Yes
2. No

**In the past month, have you experienced any significant changes in your appetite or weight?**

1. Yes
2. No

## **Contributions of Employable II on the youth with disabilities' food security.**

**How has your access to an adequate and nutritious diet changed since participating in the Employable II project?**

1. Decreased significantly
2. Decreased slightly
3. No change
4. Increased slightly
5. Increased significantly

**How often do you worry about not having enough food to eat?**

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

**How has your ability to afford a balanced and nutritious diet changed since participating in the Employable II project?**

5= Improved significantly    4= Improved slightly    3=Remained unchanged  
2=Decreased slightly    1=Decreased significantly

**How satisfied are you with your current food consumption status?**

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied nor dissatisfied
4. Satisfied
5. Very satisfied

**To what extent has the Employable II project helped to improve your access to food?**

1. Not at all
2. Slightly
3. Moderately
4. Very
5. Extremely

**How often do you skip meals due to lack of food or money to buy food?**

1. Never
2. Rarely
3. Occasionally
4. Frequently
5. Always

**How would you rate the overall contribution of the Employable II project on your food consumption?**

1. Very negative
2. Negative

3. Neither negative nor positive
4. Positive
5. Very positive

**How likely are you to recommend the Employable II project to other youth with disabilities to improve their food consumption?**

1. Not at all likely
2. Slightly likely
3. Moderately likely
4. Very likely
5. Extremely likely

### **Section III: Key Informants' Interview Questions**

Key informant interview Identification number \_\_\_\_\_

The Researcher signature \_\_\_\_\_

Date of Interview \_\_\_\_\_

Interview started at \_\_\_\_:\_\_\_\_hrs.

Interview finished at \_\_\_\_:\_\_\_\_hrs. (To be filled at the end)

1. Can you please provide a brief overview of your experience or expertise in working on Employable II?

-----  
 .....-\_\_\_\_\_-.....

2. How do you assess the effectiveness of the Employable II project targeting the livelihood improvement of youth with disabilities?

-----  
 -----  
 -----

3. In your opinion, what are the key components that make the Employable II project successful in enhancing the income stability of youth with disabilities?

-----  
 .....-\_\_\_\_\_-.....  
 -----

4. How does this project facilitate access to healthcare services that are accessible for youth with disabilities in practical terms?

-----  
 -----

5. From your perspective, how does this Employable II project support youth with disabilities in ensuring access to adequate and nutritious diets?

-----  
 .....-\_\_\_\_\_-.....

6. What strategies or interventions have you found to be most effective in addressing food insecurity among youth with disabilities through project initiatives?

-----  
-----

7. What indicators or metrics do you consider essential in assessing the long-term contribution of such projects on the livelihood of youth with disabilities?

-----  
-----

## APPENDIX B

### DECLARATION

I, the undersigned, Masresha Alemayehu, declare that this study proposal entitled — The Contribution of Employable II project on Youth with Disability's Livelihood: the case of ECDD is the study I undertook independently with the guidance and support of my advisor. This study proposal has not been submitted for any degree or diploma program in this or any other institution and all sources of materials used for the thesis proposal have been duly accredited.

**Declared by:**

Name: Masresha Alemayehu

Signature: \_\_\_\_\_

Date: 08 / 06 /2024

Place: Addis Ababa, Ethiopia

## APPENDIX C

### Endorsement

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as university advisor.

Dr. Maru Shete (Assoc. Professor)



---

St. Mary's University, Addis Ababa June, 2024