

Final Evaluation: Engaged, Educated, Empowered, Ethiopian Youth Project

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Acronyms

BoLSA	Bureau of Labor and Social Affairs
CCC	Community Care Coalitions
CCL	Center for Creative Leadership
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
COC	Certificate of Competency
CPC	Child Protection Committee
CRC	U.N. Convention on the Rights of the Child
DBMS	Direct Beneficiary Monitoring System
E4Y	Engaged, Educated, Empowered, Ethiopian Youth Project
ETB	Ethiopian Birr
FGD	Focus Group Discussion
GoE	Government of Ethiopia
HCL	Hazardous Child Labor
HH	Household
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
INGO	International Non-Governmental Organization
IO	Intermediate Objective
IRC	International Rescue Committee
MoE	Ministry of Education
MoLSA	Ministry of Labor and Social Affairs
MOU	Memorandum of Understanding
MoWCYA	Ministry of Women, Children and Youth Affairs
MPG	Management Procedures and Guidelines
MTE	Midterm Evaluation

NAP	National Action Plan
NGO	Non-Governmental Organization
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
OSH	Occupational Safety and Health
OWFCL	Other Worst Forms of Child Labor
PSC	Project Steering Committee
SNNPR	Southern Nations, Nationalities and Peoples Region
ToC	Theory of Change
TOR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
U.N.	United Nations
UNICEF	United Nations Children's Fund
UoG	University of Gondar
USDOL	United States Department of Labor
VSLA	Village Savings and Loan Association
WFCL	Worst Forms of Child Labor
WV	World Vision
WVE	World Vision Ethiopia

Executive Summary

Background

With an estimated population of 99.4 million, Ethiopia has a rapidly increasing young adult population; children younger than 15 years have accounted for more than a third of the population for more than a decade. Ethiopia is also one of the world's poorest countries. Approximately 80 percent of Ethiopian youth are out of school and in the job market by age 15. Lack of employment among youth is a major problem, as the search for work away from home leaves youth and adolescents vulnerable to being trafficked.

The Government of Ethiopia (GoE), working with the United States Department of Labor (USDOL), United Nations agencies and non-governmental organizations (NGOs), has addressed child labor issues for many years, including developing and supporting policy as well as national awareness regarding child labor and trafficking.

In December 2014, the Office of Child Labor, Forced Labor and Human Trafficking (OCFT) within the USDOL awarded World Vision (WV) a four-year, \$10 million cooperative agreement to implement the Engaged, Educated, Empowered, Ethiopian Youth (E4Y) Project, targeting youth aged 14 to 17. Working in Amhara Region and the Southern Nations, Nationalities and Peoples' Region (SNNPR), E4Y aimed to address exploitative child labor by promoting education and vocational training opportunities, enhancing livelihood opportunities, building leadership capabilities and strengthening access to social protection programs for youth and their households. WV's partners included the International Rescue Committee (IRC), the Center for Creative Leadership (CCL) and the University of Gondar (UoG). The project worked closely with pertinent government ministries, especially the Ministry of Labor and Social Affairs (MoLSA) and services at all administrative levels.

The project targeted 12,000 Ethiopian male and female youth aged 14 to 17, both in and out of school. The project planners calculated that an additional 10,000 youth would receive indirect support through activities such as summer camps, school clubs and youth groups. The project has also targeted 7,500 youths' households to receive assistance in economic strengthening activities: enrollment in local savings and loan groups, financial literacy training, and training and inputs to improve agricultural methods. The outcomes of the project are:

1. Increased retention and completion of formal school by youth, especially for females ages 14-17;
2. Youth secure decent work;
3. Improved livelihoods for target households;
4. Increased youth engagement and leadership on issues affecting their communities and their future; and
5. Social protection systems with improved capacity to address child labor.

Evaluation Approach

The final evaluation assessed whether the project's interventions and activities had achieved the overall goals of the project and documented lessons learned, potential good practices, and models of intervention that will serve to inform future similar projects and policies in Ethiopia and elsewhere. The terms of reference (TOR), work plan and data collection instruments were drafted by Bureau of International Labor Affairs (ILAB), implementer WV, and MSI. This evaluation used a qualitative approach, supplemented by a review of existing project documents and data. In October 2018, the evaluator conducted field visits and interviews with stakeholders and focus groups as appropriate, seeking to collect opinions from beneficiaries (teachers, parents and children) and key stakeholders. In all, the team conducted 54 individual interviews and 47 group discussions. A final stakeholders' meeting was also held in country.

Findings and Conclusions

Overall, the evaluation found that the project achieved its intended outcomes, managed available resources efficiently, implemented relevant interventions in the context of Ethiopia and child labor, and created a series of change that could lead to sustainability of the results. The long-lasting partnerships and building on results of previous projects and experience in Ethiopia contributed to better project design and implementation. However, the project could have benefited from more contractual flexibility in terms of reallocations of human resources and swift adaptation of activities when context conditions significantly change.

E4Y project results were monitored throughout the project period through key indicators that were outlined in the project's Comprehensive Monitoring and Evaluation Plan (CMEP). In addition, changes in overall child labor prevalence were measured through baseline and endline surveys. However, the monitoring of project results in the aspect of long-term social, cultural and structural changes would require mid- to longer-term assessments. Finally, the project contributed to sustainable increases in leadership, entrepreneurship, and child labor legislation and structures as well as improving knowledge and awareness about child labor of the project's government and non-government partners.

The four primary areas of focus for this evaluation are: 1) effectiveness, 2) relevance, 3) efficiency and 4) sustainability. For each of these areas, the evaluation drafted specific questions. The main findings and conclusions are summarized below.

Effectiveness

Q1. To what extent has the project achieved its targets, results and activities, especially in: youth education and training; social protection and institutional capacity improvement; decent work; household livelihood; youth leadership and engagement in communities; micro-franchise?

Indicator data from E4Y's Comprehensive Monitoring and Evaluation Plan (CMEP) shows that outcome performance often meets or surpasses the project's set targets. (Annex F has additional indicator tables.) The E4Y project reached 12,670 youth with educational and employment support. A total of 11,509 households received livelihood support from E4Y, exceeding the target of 11,125. Of these, 10,176 households received financial services through 545 established village savings and loan associations (VSLAs) and 11,424 received extension or business trainings and agricultural inputs or start-up materials. Results were higher than expected regarding increases in youths' retention and completion of formal education, especially females aged 14 to 17, and engagement and leadership on community issues and issues affecting their future. During the evaluation, respondents often mentioned that school results are much better because of the project, and young people are more engaged and dedicated to community issues. Respondents also noted a reduction in child labor in their communities compared to a few years ago. In conclusion, the evaluation considers that the project was meeting its main objective to "reduce child labor among youth aged 14 to 17 in target areas of Ethiopia."

Q2. How have the monitoring and evaluation systems implemented (CMEP, baseline and follow-up survey, the Direct Beneficiary Monitoring System [DBMS], etc.) been helpful in tracking progress and making adjustments?

- a. To what extent were the recommendations from the midterm evaluation implemented and what were the results?*

Despite some challenges, E4Y's monitoring and evaluation systems overall were comprehensive and detailed, providing important measures to determine results which were all developed in the CMEP. Indicator data was collected throughout the life of the project, while the project also used a detailed baseline and endline survey to appraise the changes in terms of child labor. However, the time between the baseline and endline surveys was not long enough to show substantial change or longer-term progress in the project area.

In February 2018, World Vision Ethiopia (WVE) and DOL reviewed the midterm evaluation recommendations, prioritizing and marking whether individual recommendations were practicable or not. WVE mostly followed the reviewed and agreed upon recommendations. However, they did not follow some recommendations that they deemed infeasible.

Q3. What observations and lessons learned can be made on the project's effects on the lives of target youth, households and communities as a result of interventions in target woredas¹?

Based on interviews, E4Y had impact on project beneficiaries' lives in many ways. Moreover, in interviews, beneficiaries, communities and government informants mentioned that E4Y created awareness in terms of child labor, and that systems related to child labor and mechanisms to prevent it, such as legislation, child committees and others, are now in place and functional. Overall, beneficiaries and stakeholders recognize a visible tendency toward improvements in several areas combating child labor. In the targeted areas, the percentage of beneficiaries (aged 14 to 17) engaged in child labor dropped from 85 to 6.7. Similar decreases were measured across all of the beneficiary-specific child labor indicators.

Q4. What observations can be made regarding government institutions as a result of project interventions in target woredas and MoLSA?

Effects of the project go beyond the project numbers, as respondents stated repeatedly during field research. Government institutions have been strengthened in both capacity and awareness regarding child labor. Some examples include developing programs, legislation, guidelines or bylaws. E4Y worked on institutional capacity building and organized forums to build government officials' capacity to fight child labor and trafficking.

Q5. What were the successes, challenges and lessons learned in the collaboration between USDOL and World Vision?

The established partnership between WV and USDOL, based on working together on previous projects, had a positive impact on the implementation and performance of the project. Lessons learned from WV's previous work with USDOL, along with lessons learned from previous child labor projects (including tools developed throughout the years), led to perceived improvements. The project also benefited from WVE's previous experience in targeting, adaptation and systems.

Relevance

Q6. The E4Y project developed a theory of change (ToC) as part of the CMEP. Does the ToC still appear to be valid and accurate after four years of project implementation?

The project's ToC is valid and relevant in the context of the country, and the multidimensional approach to child labor has produced results in a diversity of aspects related to children and their participation in the labor market. It was designed well to integrate not only children's engagement (or risk of engaging) in labor activities, particularly in worst forms of labor, but also their families and communities.

Q7. To what extent has the project met or tailored activities to the specific needs of target beneficiaries and groups?

E4Y's activities were effectively targeted to the needs of various beneficiaries and groups. E4Y targeted not only children who are vulnerable to child labor, but also children with disabilities and households, community structures and government stakeholders. The project included urban beneficiaries, which is not common in Ethiopia youth employment projects. The project combined several types of support to diverse youth beneficiaries while adapting to various relevant needs of the beneficiaries. This multi-dimensional approach has developed tailored activities and support, but the project's potential was limited by external

¹ Districts.

factors such as having fewer employment possibilities than foreseen, in some cases because of political instability that started to affect jobs after the launch of the project.

Design factors limited the project's relevance. E4Y addressed a limited age group (14 to 17) and consequently served a narrow portion of children engaged in child labor. Despite that, the project reached or nearly reached its set outcomes. The project design was not flexible enough to accommodate changes in the key political and economic contextual issues affecting child labor, such as migration, trafficking or early marriages. Moreover, the weight of the informal economy was not explicitly equated throughout the project rationale.

Efficiency

Q8. How did funding, personnel, regulatory environment, administration, time, other resources and procedures contribute to or hinder the achievement of results?

- a. Was the funding sufficient to achieve the results?*
- b. What lessons can be learned from budget planning, management and cost-effective implementation of activities?*

The project was efficient and benefited from WV's background and resources. Resources were generally well administered, provided for a large number of beneficiaries and staff, and allowed the development of a significant number of activities. The project benefited from WV's well-established networks, at both the national and local levels and in infrastructure and specialized human resources. Despite political instability and some other challenges that affected some activities, the evaluation found that the project used the available funding and achieved its overall results.

The project had to deal with some unforeseen contextual hindrances. Changes in the political situation in Ethiopia affected some regions, but in general the project circumvented major issues. On the other hand, the project benefited from improvements in the regulatory environment for child labor and contributed to regulatory improvement at the same time. However, the project would require more time to implement the activities and hire M&E staff to assess the results in terms of sustainability.

Sustainability

Q9. What is the sustainability of the project's implementation model?

- a. Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism, or social program relevant to the project's objectives and activities? If so, what were the results?*
- b. Has the project engaged in opportunities for collaboration with external parties, beyond project partners? If so, what were the results of the collaboration?*

E4Y developed systems and capacities for sustainability at the national level. The project worked in the area of legislation and policies regarding child labor, focused on capacity building, and developed sustainable activities through relevant partnerships with the government. It also helped create legal support and systems to address child labor and has built strong partnerships with government institutions at different levels. The involvement of government and community structures in the project contributed to effective implementation and ownership, resulting in the integration of child labor issues in planning and reporting. Moreover, social changes fostered by the project, namely through livelihood interventions, as well as knowledge and capacity building and perception change among both beneficiaries and government stakeholders, are potentially indications of sustainability.

Material support provided by the project was crucial but will end with the project. After closeout, new items will mostly no longer be available, and materials will eventually become worn out. It is also uncertain if activities like summer camps, which also require funding, will take place in the future without project support. The continuity of other activities that require investments is also difficult to predict.

Recommendations

Effectiveness

1. USDOL should design future child labor projects in Ethiopia using the same multidimensional approach, which combines material support while tackling key social and cultural aspects of child labor. This could entail both operational and normative work.
2. USDOL should design all future child labor projects to include a focus on mainstreaming activities that have been proven successful by evaluations and research in building child and youth capacity and empowerment.
3. Implementing partners of future USDOL child labor projects in Ethiopia should increasingly support the alignment of national definitions to more widely shared definitions of child labor, such as to the International Labor Organization (ILO) in their normative work.
4. USDOL should promote a continued focus on improvement of government and non-governmental structures, procedures such as manuals and guidelines, knowledge such as studies and assessments, and systems for child protection.
5. In future Ethiopian child labor programs, USDOL and the implementing partner should work with the Ethiopian local government to integrate activities such as summer camps, youth clubs and business franchising with national systems at the level of dedicated ministries.
6. USDOL should award more than four years of funding for a project of this size (e.g. budget) and scope (e.g. activities) to allow sufficient time for change to occur and the ability to monitor and measure significant changes in child labor indicators.

Relevance

7. USDOL should continue to work with key stakeholders during project design to ensure stronger Ethiopian context-specific linkages of child labor to migration, trafficking and early marriage.
8. USDOL should design future projects in Ethiopia that acknowledge the weight of the informal economy. This could include developing activities with the government to expand labor inspections to the informal sector, as well as working with them to recognize the potential and identify opportunities for youth in the informal sector area.

Efficiency

9. Implementers of future projects similar to E4Y which deliver direct services should plan for adequate staff to ensure appropriate financial administration and monitoring, especially at the local level, and should include the essential number of M&E staff to acquire the data needed to manage the project.

Sustainability

10. Future child labor projects in Ethiopia should form partnerships with different parts of the relevant government and build off scaling-up best practices, to support teaching methodologies, vocational trainings and monitoring tools for child labor. These projects should work with diverse government partners to provide capacity building and support to normative work, to help address child labor from a variety of angles.
11. In the design of future projects, USDOL should allocate more financial and human resources to fostering awareness regarding child labor at the national, regional and community levels. Projects need to continuously emphasize such areas with the potential for sustainability, especially those related to knowledge and capacity building and to changes in social attitudes and mindsets.

Introduction

In December 2014, the United States Department of Labor's (USDOL's) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded World Vision (WV) a four-year, \$10 million cooperative agreement to implement the Engaged, Educated, Empowered, Ethiopian Youth (E4Y) Project. The project targets youth aged 14 to 17 in Amhara Region and the Southern Nations, Nationalities and Peoples' Region (SNNPR). It aims to address exploitative child labor by promoting education and vocational training opportunities, enhancing livelihood opportunities, building leadership capabilities, and strengthening access to social protection programs for youth and their households. Project activities ran from September 2015 through December 2018.

This final evaluation of E4Y seeks to assess project results and accomplishments and to provide lessons learned for future projects.

Evaluation Objectives and Methodology

This evaluation was designed to assess whether E4Y's interventions and activities have achieved project goals and explore why or why not. The evaluation also documents lessons learned, potential good practices and models of intervention that will inform future similar projects and policies in Ethiopia and similar environments elsewhere, as appropriate. The main purposes of the final evaluation were to:

1. Determine whether the project's theory of change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), was appropriately formulated and whether any external factors affected project outcomes in a positive and/or challenging way;
2. Assess the relevance and effectiveness of all project interventions, including its effects on the lives of beneficiaries;
3. Assess the efficiency of project interventions and use of resources;
4. Document lessons learned, good or promising practices, and models of intervention that will inform future child labor projects in Ethiopia and in other implementation countries in the region; and
5. Assess the sustainability of the interventions implemented by the project.

Evaluation Questions

USDOL and WV drafted evaluation questions, which Management Systems International (MSI) refined. The evaluation questions focused on four areas: effectiveness, relevance, efficiency and sustainability.

Effectiveness of Implementation

1. To what extent has the project achieved its targets, results and activities, especially in: youth education and training; social protection and institutional capacity improvement; decent work; household livelihood; youth leadership and engagement in communities; and micro-franchise?
2. How have the monitoring and evaluation systems implemented (CMEP, baseline and follow-up surveys, DBMS, etc.) been helpful in tracking progress and making adjustments?
 - a. To what extent were the recommendations from the midterm evaluation implemented and what were the results?
3. What observations and lessons learned can be made on the project's effects on the lives of target youth, households and communities as a result of interventions in target districts (woredas)?

4. What observations can be made regarding government institutions as a result of project interventions in target woredas and MoLSA?
5. What were the successes, challenges and lessons learned in the collaboration between USDOL and World Vision?

Relevance

6. The E4Y project developed a theory of change (ToC) as part of the CMEP. Does the ToC still appear to be valid and accurate after four years of project implementation?
7. To what extent has the project met or tailored activities to the specific needs of target beneficiaries and groups?

Efficiency of the project

8. How did funding, personnel, regulatory environment, administration, time, other resources and procedures contribute to or hinder the achievement of results?
 - a. Was the funding sufficient to achieve the results?
 - b. What lessons can be learned from budget planning, management and cost-effective implementation of activities?

Sustainability

9. What is the sustainability of the project's implementation model?
 - a. Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism or social program relevant to the project's objectives and activities? If so, what were the results?
 - b. Has the project engaged in opportunities for collaboration with external parties, beyond project partners? If so, what were the results of the collaboration?

The Bureau of International Labor Affairs (ILAB) project managers and the implementer, WV, drafted the original terms of reference TOR (see Annex A). After initial discussion, the lead evaluator and MSI revised the TOR and developed the work plan and data collection instruments. The team also coordinated with WV to develop the list of stakeholders and the interview schedule (see Annex B).

Methodology

This evaluation's mixed-methods approach used primary qualitative data, supplemented with existing project documents and data, including CMEP data. Qualitative information was obtained through field visits, interviews and focus group discussions (FGDs) in Amhara Region and SNNPR over a two-week period in October 2018.

Secondary Data Review

The evaluator reviewed project documents and data prior to fieldwork. These documents included CMEP documents, baseline and endline survey reports, project documents, budget, the cooperative agreement, technical progress and status reports, project results frameworks and monitoring plans, work plans, research and other reports.

The evaluator also reviewed the project data and incorporated it into the analysis. Quantitative data was drawn from the CMEP and project reports. Documentation was reviewed during fieldwork, and additional documents were collected, namely the most recent publications of the MoLSA and E4Y project. See Annex D for a full list of documents reviewed.

Fieldwork

The lead evaluator spent two weeks in the field (October 16 - 30, 2018). Prior to data collection, the evaluator worked with E4Y to confirm the schedule, evaluation approach and expectations, and reviewed the project's activities with key staff. The evaluator conducted interviews in Addis Ababa and traveled to regional sites to conduct key informant and group interviews (see the itinerary in Annex A).

During fieldwork, the evaluator traveled with one E4Y staffer from Addis Ababa who made introductions to local project staff. The evaluator worked with two interpreters, one based in the northern region of Amhara and the other in SNNPR. The interpreters were responsible for ensuring that stakeholders understood the evaluator, and that the information gathered was relayed accurately to the evaluator. They were not involved in the evaluation process.

Stakeholder Interviews

The evaluator held informational interviews with project stakeholders to learn about the project's accomplishments, program design and sustainability, as well as the working relationship between project staff and their partners. In total, 54 individual interviews and 47 group discussions with a total of 574 individuals took place (see Annex B for a full list of interviewees). Meetings occurred with a wide variety of groups, including:

- Beneficiary youth and their households;
- Key project staff;
- Head of the Harmonious Industrial Relation Directorate and Child Labor Desk point person;
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project;
- Community leaders, members and volunteers;
- School teachers, assistants, school directors and education personnel; and
- Other child protection and/or education organizations, committees and experts in the area.

Site Selection

The evaluator visited a selection of project sites, while making efforts to include both sites where the project experienced successes and where it encountered challenges, as well as sites targeting child labor sectors. Criteria for selecting the sites for visits included the following:

1. Project locations that have been successful, challenging or a mix of both in two regions:
 - a. Amhara – Dera (successful), Gonder Town (challenging) and Bahir Dar (mixed); and
 - b. SNNPR – Hossana and Lemo (successful).
2. Project sites that the midterm evaluator did not visit: Yilmana Densa, Gombora and Durame.
3. Project sites that the midterm evaluator visited: Bahirdar, Dera, Libo Kemkem, Gonder Zuria, Gonder Town, Hossana, Lemo Damboya and Qucha Bira.

Stakeholder Meeting

Following the field visits and data collection, the evaluator held a meeting with a wide range of stakeholders, including the implementing partners and project staff. At the meeting, the evaluator presented the major preliminary findings and emerging issues, solicited recommendations and obtained clarification or

additional information from stakeholders, including those who were not interviewed earlier (see the meeting agenda in Annex C). This evaluation report incorporates feedback from the stakeholder meeting.

Ethical Considerations and Confidentiality

All interviews and discussions included an informed consent conversation and asked respondents to sign a form (see Annex A). Interviewees were assured that their responses will be anonymous. The evaluation team applied youth-sensitive and gender-sensitive interviewing approaches, per guidelines from entities such as the ILO's International Program on the Elimination of Child Labor and United Nations Children's Fund (UNICEF).

Limitations

The evaluation took place over two weeks; it did not allow enough time to visit all project sites. As a result, the evaluator was not able to take all sites into consideration when formulating the findings. However, the evaluation design endeavored to ensure that the evaluator was visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation were based on information collected from background documents and interviews with stakeholders, project staff and beneficiaries. The accuracy of the evaluation findings is determined by the integrity of information provided to the evaluator from these sources. Furthermore, the evaluator's ability to determine efficiency was limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data, which is not available.

Project Context and Description

Project Context

With an estimated population of 99.4 million people, the second most in Africa, Ethiopia has a rapidly increasing young adult population. Children younger than 15 years have accounted for more than a third of the total population over the last decade. At the same time, Ethiopia is one of the poorest countries in the world, ranking 174th of 187 on the 2016 United Nations Development Program's Human Development Index. According to UNICEF, more than a quarter of children between the ages of 5 and 14 are in the labor force. Approximately 80 percent of Ethiopian youth are out of school and in the job market by age 15.

Children of all ages throughout the country often become engaged in activities like farming – including exploitative child labor in khat² plantations – fishing, domestic service, traditional weaving, construction, small-scale manufacturing, domestic work and some prostitution. Lack of employment among youth is a major problem, as adolescents specifically (15 to 17 years old) are unable to continue in school, and their search for work away from home results in many of them becoming vulnerable and being trafficked. Ethiopians are allowed to work at age 14, but the minimum age for hazardous work is 18.

The Government of Ethiopia (GoE), working with USDOL, United Nations (U.N.) agencies and non-governmental organizations (NGOs), has addressed child labor issues for many years, including developing and supporting policies and raising national awareness regarding child labor and trafficking. Legal instruments, like the National Action Plan to Eliminate the Worst Forms of Child Labor and the Young Worker's Directive of 2012, have been adopted; in 2015, a comprehensive anti-trafficking law passed. The government has committed to ratify international conventions related to child labor, and Ethiopia ratified the African Charter on the Rights and Welfare of the Child.

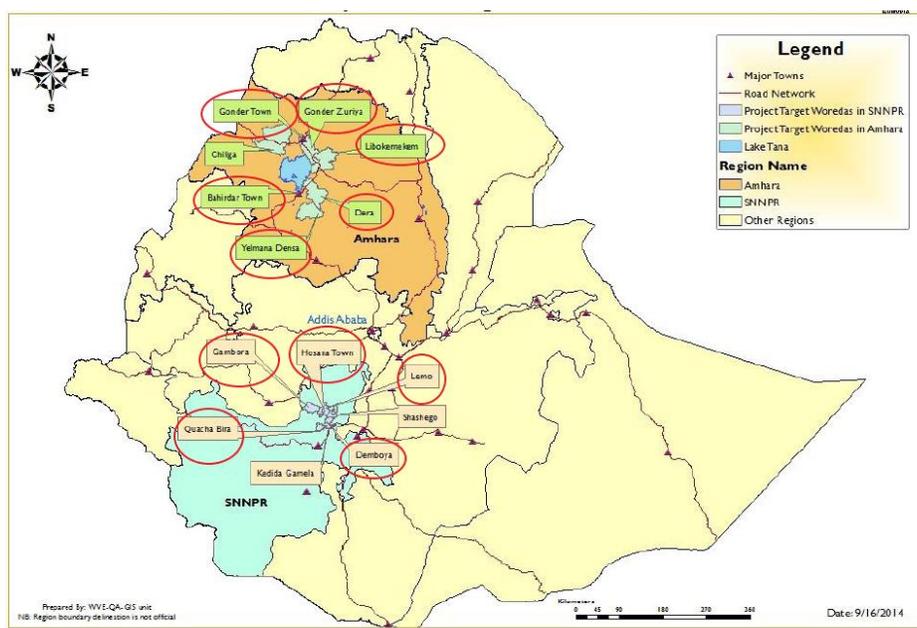
² The leaves of an Arabian shrub, which are chewed (or drunk) as a stimulant in Ethiopia and other countries.

Project Description

The E4Y project was a four-year, \$10 million cooperative agreement targeting youth aged 14 to 17. Working in two regions, Amhara and SNNPR. E4Y aimed to address exploitative child labor by promoting education and vocational training opportunities, enhancing livelihood opportunities, building leadership capabilities and strengthening access to social protection programs for youth and their households. The outcomes of the project were:

1. Increased retention and completion of formal school by youth, especially females aged 14 to 17;
2. Youth secure decent work;
3. Improved livelihoods for target households;
4. Increased youth engagement and leadership on issues affecting their communities and their future; and
5. Social protection systems with improved capacity to address child labor.

Map 1: E4Y Project Areas, with Visited Sites Circled



Within Amhara Region, the project worked in five woredas (Chilga, Gondar Zuria, Libo Kemkem, Dera and Yelmana Densa) and two towns, Gondar and Bahir Dar. In the SNNPR, the project worked in two zones that encompass six woredas: Kedida Gamela, Quacha Bira, Damboya, Lemo, Gombora and Shashego, as well as the town of Hossana.

World Vision's implementing partners included a subgrantee, the International Rescue Committee (IRC); a contractor, the Center for Creative Leadership (CCL); and a research partner, the University of Gondar (UoG). The project worked closely with pertinent government ministries, especially the Ministry of Labor and Social Affairs (MoLSA), and services at all administrative levels. Non-governmental stakeholders included employers, businesses, local and international organizations and local youth organizations.

Project activities provided youth aged 14 to 17 with formal education or training in marketable skills to secure decent work and build leadership capabilities. E4Y provided formal and vocational education and training in business start-up and entrepreneurship. The project also worked to establish and organize child

protection support committees, community dialogues and volunteer networks. The aims of all of these activities were to increase community awareness and understanding about child labor, provide necessary skills for employment to help strengthen families economically and to strengthen social protections.

The project targeted 12,000 male and female Ethiopian youth, both in and out of school. Targets specified in the original project document were that more than half of the beneficiaries (54 percent) should be girls, and at least 400 (3.3 percent) would have disabilities. The project planners calculated that an additional 10,000 youth would receive indirect support through activities such as summer camps, school clubs and youth groups. The project targeted 11,125 households (primarily families representing youth beneficiaries) to receive assistance in economic strengthening activities, such as enrollment in local savings and loan groups, financial literacy training, and training and inputs to improve agricultural methods.

Findings

Effectiveness

Q1. To what extent has the project achieved its targets, results and activities, especially in: youth education and training; social protection and institutional capacity improvement; decent work; household livelihood; youth leadership and engagement in communities; and micro-franchise?

E4Y project effectiveness is high, as demonstrated by the reported project outcome results.

Overall, the project had positive results toward improving conditions and creating opportunity for youth. Based on the project data and the interviews, the project achieved its main objective, “reduce child labor among youth aged 14 to 17 in target areas of Ethiopia.” As presented in the E4Y Comprehensive Monitoring and Evaluation Plan (CMEP), project indicators were aligned to measure five main project outcomes, which included:

- Outcome 1: Increased retention and completion of formal education by youth, especially females aged 14 to 17;
- Outcome 2: Youth secure decent work;
- Outcome 3: Improved livelihoods for target households;
- Outcome 4: Increased youth engagement and leadership on community issues and issues affecting their future; and
- Outcome 5: Social protection systems with improved capacity to address child labor.

Indicator data from E4Y’s CMEP shows that outcomes often met or surpassed the targets set by the project (See Annex F has additional indicator tables.) The main two outcomes of the project have been achieved: 1) 12,000 youth aged 14 to 17 were placed into educational or employment activities and 12,670 have received project support in this regard; and 2) 11,125 households have improved livelihoods and 11,509 households have received support from the project (see Table 1). These indicators provide a general understanding of the direct results of the project; however, if the project wanted to truly measure high-level results on the impacts on the reduction of child labor in the targeted areas, it would require conducting an assessment after a longer period; the span between the baseline and endline surveys was insufficient and was not designed for this purpose.

Table 1: Summary of E4Y Project Achievements – Beneficiary Youth

Indicator	Male	Female	Total
Total beneficiary youth reached through E4Y Project	6,234	6,436	12,670
Youth who enrolled in formal education and received educational materials	4,318	5,006	9,324
Youth graduated from short-term vocational training	1,637	1,234	2,871
Youth passed Certificate of Competency (COC)	1,004	770	1,774
Youth who secured decent work	1,478	1,012	2,490
Youth who engaged in micro-franchise work opportunities	58	38	96
Youth working with business owners	158	95	253
Youth who participated in summer camps	5,628	5,902	11,530
Out-of-school youth who enrolled in formal education after participating in school readiness program	237	233	470

Source: CMEP, November 2018

Except for a few indicators with results substantially higher than the targets – like “government officials trained in enforcing child labor laws” (150 target, 1,374 actual) and “beneficiary households that received at least one social protection service” (1,500 target, 4,499 actual) – the project has achieved its outcomes as stated in the project documents and revised M&E plan (see Annex F). Moreover, interviews with beneficiaries and stakeholders indicated that the number of beneficiaries the project reached was higher than anticipated because of the efficient management of resources, however there was also still a demand for more support.

“Many of us received support from the project; but we know a lot more young people who would have liked to be in the project.” (Female, 21 years old, Bahir Dar town, self-employed youth)

The CMEP analysis of project results in the areas of youth education and employment reveal that educational services and school results were positive, as were the achievements regarding youth employment, training and leadership. Increases in youths’ retention and completion of formal education exceeded expectations, especially among females aged 14 to 17; as did the ability to secure decent work and engagement and leadership on community issues and issues affecting their future (Table 2). This is corroborated by interviews with beneficiaries and stakeholders, who often mentioned that school results are much better because of the project, that young people are more engaged in and dedicated to community issues and more assertive, among other aspects. Indicators that did not meet their targets were often as close as 2 to 3 percentage points off. One indicator with a larger gap was the number of business owners using the code of conduct, which was 83, short of the targeted 100.



Young men trained in woodworks with E4Y support, employed at a shop in Amhara. Credit: Cristina Rodrigues, MSI.

Table 2: Key Youth-Specific CMEP Indicators (Education, Work and Engagement)

Indicators	Target	Actual	Male/ Boy	Female/ Girl
IO 1: Increased retention and completion of formal school by youth, especially females aged 14-17				
OTC 1: % beneficiary youth that have completed grade 10	48%	51.8%	25.6%	26.2%
POC 4: % of beneficiary youth aged 14 to 17 who regularly attended formal education during the past six months	98%	97.0%	45.1%	51.8%
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational services	12,000	12,670	6,234	6,436
IO 1.2: Increased enrolment of out of school youth				
OTP 1: # of beneficiary youth aged 14 to 17 who were out of school that are enrolled	475	470	237	233
IO 2: Youth secure decent work				
OTC 4: % of beneficiary youth who secured decent work within last 12 months	85%	83.1%	49.3%	33.8%
L.3 # of children of legal working age provided with employment services (other than vocational training)	3,466	3,346	1,920	1,426
IO 2.4: Increased income generation through micro-franchise opportunities				
OTC 6: % beneficiary youth who earned an average profit of 600 Eth Birr/month for three consecutive months	70%	67.7%	46.8%	20.9%
IO 2.5: Improved working conditions for working children				
OTP 6: # of target Business Owners (BOs) who use the code of conduct	100	83		
IO 4: Increased youth engagement and leadership on community issues and issues affecting their future				
OTC 13: % of beneficiary youth engaged in community services/voluntary services	85%	97.7%	49.2%	48.5%
IO 4.2: Enhanced Leadership skills of Youth				
OTC 14: % youth that self-report increased and/or gained leadership skills	75%	85%		

Source: CMEP October 2018

A total of 11,509 households received livelihood support from E4Y. Of these, 10,176 received financial services through 545 established village savings and loan associations (VSLAs) and 11,424 received extension or business trainings and agricultural inputs or start-up materials.³ Based on these interventions, there has also been improvements in the livelihoods of target households. For instance, as assessed by the E4Y's project CMEP, from the 11,509 households receiving livelihood services, around 60 percent have increased their expenditures and assets (See Table 3). Interview respondents not only expressed the importance of the delivery of services, but also their effects on beneficiaries' lives. For instance, many of the interviewed teachers and school heads, frequently indicated that beneficiary students – particularly those with disabilities – performed better at school compared to others in the same school clusters which were not part of the project.

“Some of our students with disabilities have this year gotten very high grades in national exams, after receiving the support of the project.” (Teacher of children with disabilities, Bahir Dar, Atse Sertse Dingil School)

Several interviewees indicated positive effects based on the use of project drama devices or youth club toolkits and, most significantly, the use of numerous school materials and agricultural/cattle breeding inputs received. Many respondents referenced the possibility of saving money and no longer having to depend on

³ Some households received both VSLA participation and trainings, while other households received only one type of intervention.

high-interest loans as a result of the system supported by the project to create VSLAs. Access to social protection systems improved, with a significant increase in number of households receiving at least one social service protection, as defined by project indicators (social protection programs from the government and non-governmental organizations).

Table 3: E4Y Indicator Data, September 2018 (CMEP) – Livelihoods

Indicators	Target	Actual	Male/ Boy	Female/ Girl
IO 3: Improved livelihoods for target households				
OTC 9: % of HHs with increased expenditure	75%	56.60%	29.30%	27.40%
OTC 10: % of HHs with increased assets	68%	73.8%	44.1%	29.7%
L.1 # of households receiving livelihood services	11,000	11,509		
IO 3.1 Increased Access to Financial Services				
OTC 11: Fund utilization rate	60%	73%		
OTP 7: Average saving mobilized per members to date	500	697		
IO 3.3: Increased Access to Social Protection Programs				
OTP 8: # of beneficiary HHs that received at least one social protection service	1,500	4,499	2,265	2,234

Source: CMEP October 2018

According to the baseline and endline surveys, child labor (CL) prevalence among youth (aged 14 to 17) declined slightly, from 49.9 percent in December 2016 to 48 percent in August 2018. There are also indications of decreasing percentages of the worst forms of child labor (WFCL), which was a specific objective of E4Y. According to the endline survey, hazardous child labor (HCL) and WFCL in Amhara Region remained similar to the baseline, whereas in SNNPR, the prevalence of HCL and WFCL significantly declined. Prevalence of other worst forms of child labor (OWFCL) excluding HCL among children aged 5 to 17 years has been significantly reduced in both Amhara Region and SNNPR. This has been more significant for SNNPR (CL 35 percent to 26 percent; HCL 34 percent to 23 percent; WFCL, 34 percent to 24 percent; OWFCL 10 percent to 5 percent). In Amhara, CL, HCL and WFCL remained similar, while OWFCL decreased significantly, from 42 percent to 24 percent. However, it is not accurate to draw conclusions on the project's direct impact on the decrease of child labor among the targeted beneficiaries by comparing the baseline and endline reports, because the surveys focus was on the wider geographic area and not specific to project participants. The prevalence survey and the reduction in CL prevalence cannot be attributed to the project without a counterfactual (a comparison group that did not receive project interventions). There may be a correlation, but causal linkages cannot be assumed. However, the monitoring data provides information on changes in child labor and other characteristics for project participants.

In addition, the period between the two surveys was not long enough to show significant changes. In terms of the two project regions, child labor for ages 14 to 17, the specific cohort of the E4Y project, has statistically and significantly declined in SNNPR – 25.9 percent – but has not changed in Amhara, – 73.1 percent. Political unrest recently affecting the Amhara Region and specific economic dynamics, such as khat plantation and mining that continuously pull children out of school, may be responsible for weaker results in the later, leading to some youth dropping out of the project or migrating, therefore influencing the monitoring results.

Interviewees indicated a general perception that important changes have occurred in the project areas regarding child labor. Interviewees expressed that years ago, it was more common to see children on the streets and easier, for instance, to find an underage house maid.

*“Before having our shop and selling detergents, we used to sell cigarettes and tissues around the town.”
(Girl, 19 years old, Bahir Dar town, franchising)*

While it is still common to see children in Amhara working in the khat plantations, local perceptions are that this has gotten better compared to years ago. Project beneficiaries and their families in this region mention

that they used to be involved in such activities, but now neither they nor other community families they know are resorting to child work in the plantations. In both regions, the majority of interviewed girl beneficiaries who were self-employed or employed mentioned that they previously were either selling good on the streets or working as house maids, but after engaging in the project, their lives completely changed.

As project result indicators show, youth education and training reached a high number of beneficiaries (Table 1). Employment opportunities, including micro-franchising, also involved a number of youth, and activities aimed at increased youth leadership, like summer camps, were also significant. Students who participated in summer camps recurrently refer to their experiences as “life-changing,” namely because they say it made them see things differently and think more about social aspects of life, work and savings, and self-confidence.

Although the results show improvements in targeted areas, this is a small percentage of the Ethiopian population. The number of regions and other administrative subdivisions covered, as well as the percentage of population that benefited from the project, is small (see Table 6). For instance, students who did not participate in summer camps did not know about them. In the two project regions, both government officials and beneficiaries said the project has reached a limited number of areas and portion of the population. The number of beneficiaries is high, but still a small percentage of the vulnerable and the poor throughout the country.

Table 6: E4Y National Coverage in Ethiopia⁴

Category	Number	E4Y project – Amhara Region	E4Y project – SNNPR
Regions	9	1	1
Zones	85	3	2
Cities	9 (major), 70 total	2	1
Woredas	800	5	6
Kebeles ⁵	15,000	44	48
Villages	NA	266	166
Population	92 million	21 million ⁶	19 million ⁷

Source: UNICEF Country Profile

2. How have the monitoring and evaluation systems implemented (CMEP, baseline and follow-up survey, DBMS, etc.) been helpful in tracking progress and making adjustments?

a. To what extent were the recommendations from the midterm evaluation implemented and what were the results?

Monitoring of results is systematic and detailed, despite challenges.

Overall, E4Y’s monitoring and evaluation systems were comprehensive and detailed. The project used project level indicators detailed in their CMEP to measure results at the beneficiary level, as well as conducted a baseline and endline surveys to assess general child labor prevalence in project area. The endline/follow-up study measured changes from the beginning of the project to its end in the prevalence of child labor and other socio-economic trends in an effort to understand the possible results of the project interventions. Also, the Child Protection Committee (CPC) met quarterly to evaluate the E4Y project

⁴ UNICEF (2016) Ethiopia Country Profile. https://www.unicef.org/ethiopia/ECO_Ethiopia_Country_Profile.pdf.

⁵ The smallest administrative unit of Ethiopia, similar to a ward.

⁶ *Population Projection of Ethiopia for All Regions at Wereda Level from 2014 – 2017*. Federal Democratic Republic of Ethiopia Central Statistical Agency.

⁷ *Ibid.*

activities, while partner organizations met monthly to discuss project progress. Technical Progress Reports were also submitted on a semi-annual basis.

The E4Y project developed a CMEP in the beginning of 2016 to ensure that all partners in all locations used standard procedures, terms and definitions throughout the project. The CMEP system was based on a high number of complex indicators (more than 50) and variables, which demanded increased efforts on the part of the project M&E staff. In addition, about 10 forms were required to be completed every six months. The project did not assign enough staff members to each of the regions to cover regular data collection, which was a challenge the project had to resolve. To address this constraint and to cover regular accurate data collection, the project relied on assigning more tasks to their available staff, including local staff, which prolonged the data collection timeline.

Definitions used by the project, government and international institutions such as the ILO did not always match, which made the system harder to manage. The project used both national and international child labor definitions. The CMEP, to ensure that all partners in all locations used standard procedures, terms and definitions, focused on project-level child labor definitions aligned to national legislation. The project referred to ILO definitions from the Worst Forms of Child Labor Convention (1999), but under the definitions in the Ethiopian Labor Proclamation (377/2003), a much smaller number of children are classified as being subject to child labor. The MoLSA oversees only the law on the minimum age for work (14) and a minimum age for hazardous work (18). In this sense, the project had to develop operational definitions, such as “children at high risk of engaging in child labor” or “working children,” and the monitoring and evaluation systems had to adapt to these definitions. Also, the U.N. system uses ages 15 to 24 to collect statistical data on youth, while the Ethiopian National Youth Policy (2004) defines youth as 15 to 29.

The project’s relatively short duration did not allow for extended monitoring of the results or an analysis of trends. Although USDOL awarded the cooperative agreement in December 2014, activities started in September 2015 after signing an operational agreement with the government, conducting the baseline survey and holding startup and CMEP workshops. The CMEP was completed in March 2016; according to the TPR, the project was ready to start in October 2016 using the Direct Beneficiary Monitoring System (DBMS). Summer school holidays and procurement for the baseline study delayed field data collection until August 2015, and the final baseline report was not ready until December 2016. The endline report research started in June 2018 and the final endline report was ready in August 2018.

Recommendations from the midterm evaluation were mostly followed.

In a February 2018, WVE and USDOL met and reviewed the midterm evaluation’s recommendations, prioritizing and marking whether individual recommendations were feasible or not. Therefore, most of the recommendations reviewed and prioritized by USDOL and E4Y were followed, but a few were marked as not feasible. Table 7 lists all of the recommendations and the decisions from the discussion.

Table 7: Midterm Recommendations

Area	Recommendation	Follow-Up Discussion
Education	1. Teachers to utilize all of the various methods	Priority
Youth Employment	2. Government officials to address the legal issues	Priority
	3. Consider offering English language training	Not priority
	4. Continue support to the micro-franchise.	Priority
Livelihoods	5. Closely monitor households and youth who have businesses and savings	Priority
Youth Leadership	6. Summer camps can be institutionalized and held nationally.	Not feasible
	7. Club members to meet nationally	Not feasible
Social Protection	8. Consultative meeting or conference	Not feasible

Area	Recommendation	Follow-Up Discussion
Project Design and Management	9. Placing M&E officers in regions in future similar projects 10. Target vulnerable youth, but do not apply target numbers 11. Exit strategy planning meetings with stakeholders should be held in advance of the project's termination.	Not priority/not applicable Not priority/not applicable Addressed through exit meetings (but not mentioned in the follow-up document)

While E4Y agreed that teachers being able to adopt all of the methods they were taught was a priority (Recommendation 1), it was not possible to ensure that all schools applied all 34 methods at the same time, due to factors such as the size of classes. Instead, teachers were encouraged to select a few applicable methods, depending on the specific types of students and community. The project also started working with the regional sector offices on improving the favorable legal ground for youth entrepreneurs aged 14 to 17 (Recommendation 2), namely through issuing business licenses for youth running micro-franchise and other businesses. The project continued support to micro-franchises (Recommendation 4). Business entrepreneurship technical advisors worked closer to concerned government sector offices. Youth received refresher trainings on entrepreneurship and business development skills. E4Y has regularly and closely monitored households and youth who have businesses and savings (Recommendation 5). Accounts from the field refer to detailed visits, including going to beneficiaries' houses to assess the progress.

On the other hand, offering English-language training (Recommendation 3), institutionalizing summer camps and holding them nationally (Recommendation 6), creating opportunities for club members to meet nationally (Recommendation 7) and holding large-scale consultative meetings on social protection (Recommendation 8) were considered outside the range of the project's set outcomes, available time and budget. While the project started to work with local institutions to discuss these possibilities, it could not accomplish them. All of these require additional resources, which was outside the project's budget and could not be covered by local institutions due to their budget limitations as well. Also, some recommendations pointed to future similar projects – like placing M&E officers in the regions of the project (Recommendation 9) or targeting vulnerable youth but not applying target numbers (Recommendation 10) – and therefore were not applicable to E4Y (see Table 7).

3. What observations and lessons learned can be made on the project's effects on the lives of target youth, households and communities as a result of interventions in target woredas?

Based on interviews and encounters in the field, E4Y has had impacts on project beneficiaries' lives in many ways. During interviews, beneficiaries and other stakeholders discussed subjective aspects, such as increased youth confidence or means to startup businesses/employment as more important benefits and gains from the project than the quantifiable assets provided (e.g., materials, etc.). A variety of stakeholders, from young entrepreneurs to family members of different ages, mentioned that after receiving training from the project, they became capable of saving and planning for the future, including investing in education. One youth expressed that he used to earn around 80 birr per week doing odd jobs (e.g., cutting khat or crushing stones); after two years in the project, where he learned about animal fattening, he now has more than 3,000 birr in his bank account.

"I was suffering before the project. Now I can work and help my family." (17-year-old male, Gombora, employed youth)

Moreover, beneficiaries, communities and government informants mentioned in interviews that E4Y created awareness in terms of child labor, and that systems related to child labor and mechanisms to prevent it (such as legislation, child committees and others) are now in place and functional. Overall, beneficiaries and stakeholders recognize a visible tendency for improvements in several areas that help combat child labor. Child labor indicators generated from the project monitoring system (see Table 8) show that among the target beneficiaries, child labor has significantly declined. In the targeted areas, the percentage of beneficiaries (aged 14 to 17) who engaged in child labor dropped from 85 to 6.7. Similar decreases were measured across all of the beneficiary-specific child labor indicators.

Table 8: Child Labor Indicators in Targeted Areas

Indicators	Baseline	Actual	Male/ Boy	Female/ Girl	Caseload (n)
POC 1: % of beneficiary children aged 14 to 17 engaged in child labor	85%	6.7%	3.34%	3.36%	12,184
CL 1: % of children aged 14 to 17 engaged in child labor	50%	25%			
POH 1: % of beneficiary HHs in which at least one child engaged in child labor	86%	8.4%	3.2%	4.7%	10,615
POH 2: % of beneficiary households with at least one child engaged in HCL	83%	3.2%			10,615
POH 3: % of beneficiary households with at least one child engaged in WFCL	84%	3.3%	1.3%	1.6%	10,615
POC 2: % of beneficiary children aged 14 to 17 engaged in HCL	83%	3.56%	1.8%	1.76%	12,184
POC 3: % of beneficiary children aged 14 to 17 engaged in WFCL	83%	3.61%	1.84%	1.77%	12,184

Source: CMEP 2018

While the project helped develop systems, it also increased the understanding of savings; although not directly asked about this, more than two-thirds of interviewees mentioned that they had opened bank accounts. One family that received support from the project through chickens received has since been able to buy cows. Others used the chickens for food.

“From the 10 chickens I received, we get eggs and can sell them and feed our family.” (VLSA group, Durame)

The main objectives of these groups are developing savings skills and allowing access to loans. Savings groups started with weekly contributions of 10 birr and most interviewees now contribute a minimum of 20 birr; others deposit an average of 50 birr. In addition, members make weekly contributions for a common social fund to use in the case of risks and vulnerabilities, like illnesses or extra costs with funerals. This helped developing systems cope with unforeseen incidents, interviewees noted. Also, the savings groups have fostered new social connections, and members use this space to discuss relevant social and community issues. Members often referenced having started businesses thanks to the availability of loans.

“We learned to save and live better now. And we still want to improve.” (Filik Lik neighborhood, VLSA group)

In the area of education, students supported by the project achieved better school results, with some now attaining high ranks. Teachers also recognized the importance of the teaching methods developed by the project, namely the tutorial classes, and consider these to have already been appropriated by them and will subsist after the end of the project.

4. What observations can be made regarding government institutions as a result of project interventions in target woredas and MoLSA?

Effects of the project go beyond the numbers, as repeatedly stated in the field research.

Government institutions have been strengthened in both capacity and awareness regarding child labor – in terms of developing programs, legislation, guidelines or bylaws. E4Y worked on institutional capacity building and organized forums to build government officials’ capacity to fight child labor and trafficking. Five workshops at the national, regional and zonal levels sought to ensure the sustainability of project initiatives and increase commitment from all concerned bodies. A total of 300 representatives of government and civic organizations participated in these sessions. Moreover, 1,374 (414 female) government officials received training in enforcing child labor laws (see Table 4).

As a result of capacity-building work, five government offices – Education, Women and Children Affairs, the Bureau of Labor and Social Affairs (BoLSA), the Justice Department and Technical and Vocational Education and Training (TVET) – incorporated child labor issues in their planning and reporting in the target areas. Also, all 92 target kebeles endorsed a community bylaw and started utilizing it. The kebele-level bylaws are fully scaled up to woreda-level bylaws in 11 targeted woredas and three towns.

Table 9: Child Protection Activity Indicators, 2018

Indicator	Target	Actual
IO 5: Social protection systems with improved capacity to address child labor		
OTC 15: Adoption of child labor/ forced labor, plans, guidelines	4	3
IO 5.1.1 Increased capacity of government officials to enforce child labor laws		
OTP 11: # of government officials trained in enforcing child labor laws	150	1,374
IO 5.2 Strengthened community-based child protection system		
OTP 13: # of kebeles that have endorsed and fully utilized CL bylaws	92	92
OTP 14: # of functional community-based CPCs established	438	438

According to interviews with the CPC, community governmental and non-governmental committees – CPCs and community care coalitions (CCCs) – that the project created now systematically address child labor issues.

“We have created systems for monitoring child labor – namely, local-level committees – and also for reporting regularly about it.” (Yilmana Densa administration)

Business owners, in turn, introduced codes of conduct and now follow them. The project also developed the Social Protection Directory, which details available responses by state and other non-state actors within the project areas to link targeted children and their households to social/child protection services. The CPCs and CCCs are the primary users of this directory.

5. What were the successes, challenges and lessons learned in the collaboration between USDOL and World Vision?

The established partnership between USDOL/ WV in child labor has contributed to the project performance.

Many things affected the success of the project. Lessons learned from World Vision’s previous work with the USDOL, along with lessons learned from previous child labor projects and tools developed over the years (such as the Pathways Advancing Viable Education [PAVE] method for targeting vulnerable youth), aided the implementation of E4Y and the project results. Lessons learned came most notably from USDOL-funded projects: Ethiopians Fighting Against Child Exploitation (E-FACE) and, before that, the Kenya, Uganda, Rwanda and Ethiopia Together (KURET) project. World Vision and USDOL’s long-term joint working relationship has contributed to the refinement of the project design and operations, namely through the joint designing of the M&E and reporting systems and frequent communication and sharing of information. The grant was revised in 2017 with the USDOL, as were the recommendations from the 2017 midterm evaluation. For nearly 30 years, World Vision has been working in Amhara and operating in all 10 zones. When the project was designed, WVE was serving 3.5 million children through 67 projects run by 1,501 staff across several Ethiopian regions, including Amhara and SNNP. WVE works in 83 districts throughout the country; at the community level, it partners with authorities at the kebele, woreda, regional and federal levels.

While the project design and implementation benefited from the previous experience, new possibilities for further improvement were also identified during the project. For instance, in some cases, youth engaged in less-successful businesses, hindered by being in a poor location or having limited possibilities for product diversification, like car-washing stations or hairdressing salons have added new activities to the businesses,

like selling coffee. Others started to combine, for instance, laundry services with selling food after business hours. Many interviewed youth expressed that they wanted to expand, change products or choose other locations for their businesses, but cannot do so.

“People prefer to wash their cars in the river; so we had to add to the car-washing business a coffee shop to make some money.” (Bahir Dar, self-employed youth)

“East African [franchising] products are limited, and we could have more products, and with that more clients. But we do not have the money to do it.” (Female, 20 years old, Bahir Dar town, franchising).

A couple of youth mentioned that they had to choose from available trainings or, for instance, from a limited number of franchising suppliers and products. In addition, now that they have started a business, they have new ideas based on their better understanding of the markets and opportunities.

“I could only choose among kitchen operation, automotive, garment or construction. I chose kitchen but after it, I was employed in a restaurant – but would have preferred to receive a start-up kit and start my own business.” (Female, 21 years old, Bahir Dar town, wage-employed youth)

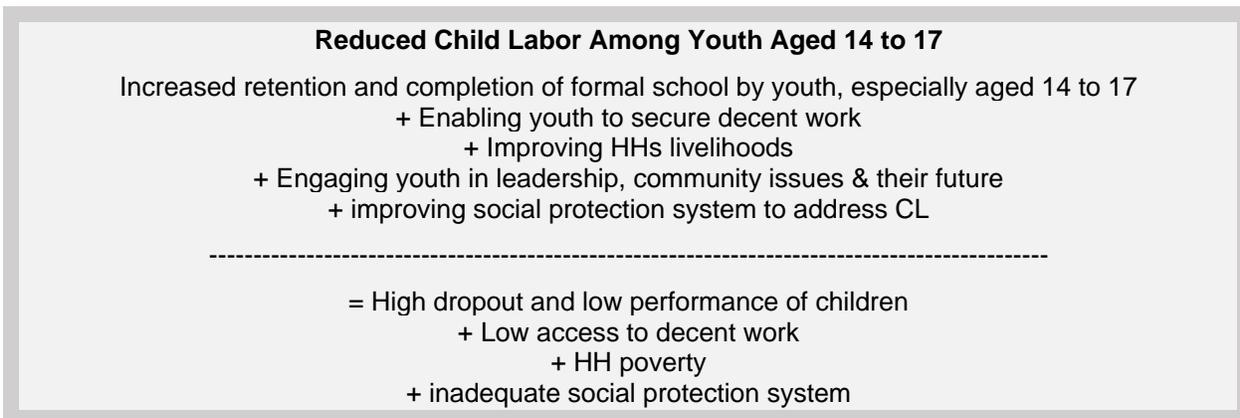
Relevance

6. The E4Y project developed a theory of change (ToC) as part of the CMEP. Does the ToC still appear to be valid and accurate after four years of project implementation?

The project’s theory of change is valid and relevant in the context of the country

The ToC is still valid and the multidimensional approach to child labor has produced results in a diversity of aspects related to children and their participation in the labor market. It was well designed to integrate not only children’s engagement (or in risk of engaging) in labor activities, particularly in worst forms of labor, but also their families and communities.

Figure 1: E4Y Theory of Change



Source: Project document, 2015

The project also linked child labor and human trafficking in the project’s rationale as mentioned in the project document, which are relevant issues in the Ethiopian migratory context, as well as in some other youth-relevant issues, like early marriage. These linkages were, however, indirectly addressed throughout project activities and not clearly taken as key CL-related factors in the ToC. Important changes taking place during the project regarding migratory trends were not revised in the ToC. Based on interviews with stakeholders and beneficiaries, it was expressed that youth migration may have decreased because of the project. Moreover, the project does not monitor or assess the contributions in these areas, except briefly. For

example, Output 1.4 mentions the rights of girls and some passages in programs for teacher capacity building refer to early marriage issues.

7. To what extent has the project met or tailored activities to the specific needs of target beneficiaries and groups?

The project's multidimensional approach has developed tailored activities and support.

E4Y's activities were well targeted to the needs of various beneficiaries and groups. E4Y targeted not only children vulnerable to child labor, but also children with disabilities, households, community structures and government stakeholders. The project also included urban beneficiaries, which is not common in Ethiopian youth employment projects. Rural youth received not only training specifically for farming, cattle raising and other rural activities, but also material support, such as animals and seeds. Urban youth were engaged in trading activities and services oriented toward urban businesses and services.

The project combined several types of support to diverse youth beneficiaries while adapting to the relevant different needs of the beneficiaries. Moreover, the project has indirectly addressed CL-related issues, such as early marriages and migration trends. Although the project conducted research on early marriage in collaboration with University of Gondar, it had no specific activities dealing directly with this issue. The same applies to trafficking and migration. This multi-dimensional approach has developed tailored activities and support, but the project's potential was limited by external factors. These included having fewer employment possibilities than foreseen, in some cases because of political instability that started to affect jobs after the project's launch.

The project addressed a vulnerable cohort of the Ethiopian population and a key economic issue: youth unemployment. The project worked closely with youth to find employment suitable to them. For example, young men and women who formerly engaged in door-to-door sales turned to micro-franchising businesses. However, some may have later changed their opinion about the support they wanted. At interviews, a few respondents mentioned that they do not understand why they did not get start-up toolkits for businesses; they had not realized that that by not joining a business group (by virtue of opting for employment), they would not receive a toolkit.

The project tailored activities to address specific child labor issues in the two regions. In Amhara, khat farming and stone mining were the main sectors of child labor, and this was taken into consideration for the selection of beneficiaries. In regions where child labor is higher, the project focused on the poorest of the poor. Targeting was closely managed with the kebele authorities, and selection was strictly limited to youth and children who were already subjects of labor exploitation or were suspected to be imminently vulnerable.

E4Y was one of the few projects in the country that addressed disabled children. Selection of beneficiaries at the kebele level made the identification of vulnerable disabled youth more accurate. The project used a specialized firm to assess the needs of disabled children in the two regions prior to initiating acquisitions. The project also connected with schools working with disabled children. Tailored support included a variety of mobility devices, prostheses and specialized trainings, such as Braille literacy.

The project tailored its support to the differing needs of beneficiaries. For instance, while providing vocational training opportunities, the project covered not only enrollment fees, but also expenses that families struggle to pay for, such as transportation to the training centers. However, tailored arrangements were not fully positive. For example, interviewees mentioned that the project agreed with the training centers that the students in its specific program would get only a special certificate of competency, not a complete certification, like other full-grade students. This created some constraints for students who needed

a more advanced diploma.⁸ However, the special agreement E4Y had with the TVET included curriculum adaptation and specific trainers' trainings but not to provide a full-diploma. Although students were informed of this fact from the start of the training and could stimulate students to proceed with their training, it triggered disappointment for some interviewed youth.

As an alternative to child labor, the project offered formal education opportunities or vocational training, depending on beneficiaries' choices. Even traditionally outcast youth of certain social groups were able to enroll in school, something that had never happened before in their families. Most of the youth beneficiaries mentioned that before the project, they were out of school: working or on the streets, and often engaged in what they now consider "dangerous" activities (drugs, violence, etc.).

Beyond the beneficiary youth and children, families and children who were out of school were given support to start savings or productive activities, children at school received school materials and trainings, teachers were involved in capacity building activities, community structures were supported, and awareness was created. Toolkits and materials, such as club discussion kits or drama devices, were adapted to local languages, communication and context.

The project's relevance was limited by design factors.

The project addressed a limited age group (14 to 17) and, consequently, a narrow portion of children engaged in child labor. According to the USDOL (Child Labor Report 2017), 41.5 percent of children between 7-14 years of age in the country were working in 2017 (10,202,669 children) although according to Ethiopia law this is not-allowed. Despite this, the project reached or nearly reached its outcomes. The project design was not flexible enough to accommodate changes in the political and economic context or key contextual issues affecting child labor, such as migration, trafficking or early marriages. Moreover, the weight of the informal economy was not explicitly equated throughout the project rationale.

While the project hired a specialized firm for a needs assessment and followed recommendations of medical specialists regarding support devices that were suitable for the disabled beneficiaries, in some cases the project did not take some disabilities (e.g., psychological limitations) into consideration, and therefore did not supported them. Some students mentioned the importance of learning sign language; others noted the need for support beyond just crutches for mobility. But these were not part of the planning.

Moreover, the project had a component dedicated to social protection, but its definition was too broad, referring not to the provision of social protection services, but rather giving information about existing state systems and mapping of these services. The project informed beneficiaries about programs such as the social safety net, health insurance or birth registration; it worked, for instance, on applying for exemption from school fees. Social protection systems aimed to reduce and prevent economic and social risks, like those created within savings groups, and were more effectively activated among these group members as they used funds for unexpected situations and costs, like funerals, loss of property or illness. These groups currently use social contributions for unexpected expenses or to help a group member pay for family expenses. Therefore, the activities in this area of social protection varied, not always addressing social protection as mechanisms to address adverse situations, but instead facilitating social services such as birth registration, school fee support, building the capacity of government officials about existing social protection services in Ethiopia, or linking project beneficiaries to existing social protection services.

Youth leadership training was also vaguely defined, so results in terms of youth empowerment, for instance through weekly club sessions or participation in summer camps, are difficult to measure despite the use of self-assessment tools. Interviewed youth beneficiaries refer to these activities positively and stated that they learned about interesting issues, feel more confident and value more education. However, it is hard to

⁸ TVET entrance criteria applies for youth pursuing full certification. E4Y worked with TVET through material support, curriculum adaptation and gave instructors short-term training for specific programs; these youths are not qualified, per the criteria.

know if activities were designed to produce direct effects on leadership within their communities, beyond ad-hoc community activities (e.g., planting trees or organizing cleaning campaigns).

The project also counted on the existence of more business owners, but some shut down due to political instability. In some cases, fewer technical and vocational and education training opportunities were available than planned (in Amhara, for instance). In the case of lower employment opportunities, the project channeled its efforts to businesses and micro-franchising. In Amhara, E4Y connected with agriculture and farming training centers to provide training opportunities.

Efficiency

8. How did funding, personnel, regulatory environment, administration, time, other resources and procedures contribute to or hinder the achievement of results?

a. Was the funding sufficient to achieve the results?

b. What lessons can be learned from budget planning, management, and cost-effective implementation of activities?

The project was efficient and benefited from World Vision’s background and resources.

Resources were generally well administered, provided for a large number of beneficiaries and staff, and allowed the development of a significant number of activities. The project benefited from World Vision’s well-established networks at both the national and local levels and its infrastructure and specialized human resources. For instance, this was clear in the capacity to actively involve local government and community structures for selection and monitoring of beneficiaries and for encouraging buy-in. Moreover, E4Y mobilized WV’s resources with a World Vision Annual Program Statement, match/cost share of \$1.1 million, WV U.S. funding of \$396,000, and securing U.S. Embassy value-added tax (VAT) refunding resources.

Project expenditures, however, fell below budgeted at two months before the end of the project. Despite having two months’ expenses assigned, the project had more than \$300,000 unspent. This was due primarily to delays in the inception of activities and, to a lesser degree, constraints regarding acquisitions. Given the available resources, the project could have benefited from an extension instead of concentrating some of its expenditures in the last months of the project – possibly allowing assessment of more results – but this was not requested on time.

Table 10: Budget and Expenditures (USD)

Funding Type of E4Y Project	Life of Project Amount	Amount Obligated as of September 30, 2018	Actual Expenditures as of September 30, 2018 (Submitted to Donor)			Variance USD	Variance %
			Direct-WV Ethiopia	WV U.S. Indirect (NICRA)	Total Inception-to-Date Expenditure		
Grant/ Donor Fund	10,000,000	10,000,000	7,784,237	1,884,857	9,669,094	330,906	3.31
Cost Share/ World Vision Part	1,108,635	1,108,635	834,595	186,973	1,021,568	87,067	7.85
Total Project Budget and Expenditure	11,108,635	11,108,635	8,618,832	2,071,830	10,690,662	417,973	3.76

E4Y was capable of dealing with human resource constraints.

Staff mobilization was conducted strategically and efficiently. WVE hired locally trained and on-site resident staff at the regional and district levels. Also, partnerships with IRC and CCL relied on their sensitivity and

knowledge of the social, economic and cultural contexts of the country and the target beneficiaries. Both worked directly with the WVE team, but only IRC was represented regionally. Moreover, the project has leveraged other partners' resources, namely the government. At the local level in some project locations, WVE received government support through the provision of offices, working space, support staff or, in the case of the youth entrepreneurship programs, working spaces and facilities.

While the project required extensive and in-depth monitoring and evaluation activities, the need for local/regional monitoring and evaluation staff was not fully foreseen. The M&E department could assign only two specialists for each of the two areas, which was insufficient. The same applies to finance staff to cover the demands of project reporting mechanisms. Although the project found a need to allocate more resources to these activities, no additional human resources were hired and consequently the M&E and finance activities took more time and demanded additional efforts by staff assigned to these tasks.

The project had to deal with unforeseen contextual hindrances.

Changes in the political situation in Ethiopia affected some regions, but in general, the project circumvented major issues through measures such as successfully involving the government to provide access to working spaces and infrastructure for youth involved in micro-franchising activities. Support from the government in these areas was key to achieving the objectives.

On the other hand, the project benefited from improvements in the regulatory environment for child labor while contributing to regulatory improvement. The National Social Protection Policy of Ethiopia in 2014, the National Action Plan to Eliminate the Worst Forms of Child Labor of 2016 and the ratification of international conventions on child labor (ILO's Minimum Age and Worst Forms of Child Labor; the U.N. CRC Optional ProToCol on Armed Conflict and CRC Optional ProToCol on the Sale of Children, Child Prostitution and Child Pornography; and the Palermo ProToCol on Trafficking in Persons) contributed to a more favorable environment for E4Y.

Constraints, however, remained in certain areas. These included delays in the delivery of certificates for TVET-trained youth, the distribution of resources by kebeles, purchases of materials and assets for youth and families and payments for summer camps. Other constraints that were not fully solved related to the fact that not all beneficiaries understood why some received things that others did not (for instance, start-up kits, cattle and animals of different sorts, seeds).

Sustainability

9. What is the sustainability of the project's implementation model?

- a. Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism or social program relevant to the project's objectives and activities? If so, what were the results?**
- b. Has the project engaged in opportunities for collaboration with external parties, beyond project partners? If so, what were the results of the collaboration?**

E4Y developed systems and capacities for sustainability at the national level.

The involvement of government and community structures in the project contributed to effective implementation and ownership, resulting in the integration of child labor issues in planning and reporting. The project worked substantially on legislation and policies regarding child labor. The project supported MoLSA to develop the second phase National Action Plan (NAP) to Eliminate the Worst Forms of Child Labor (2016-2019), which was enacted in 2017. E4Y provided technical support for the publication, and published, printed and distributed the plan to a variety of national institutions. E4Y also worked with the ministry on the child labor inspection guideline and child labor mainstreaming manual. Following the work in this area, the ministry submitted a proposal to the council of ministers in 2018 for labor law reform, which

includes recommendations to increase the minimum employment age from 14 to 15. Although the establishment of a dedicated unit was denied because it did not follow the government's plans for the ministry, MoLSA has created a sector in the occupational safety area to deal specifically with child labor, including two practitioners and a sociologist. Since 2015, Ethiopian government changes and turnover at ministries and institutions have posed some constraints to following up the NAP law reform.

Continuous consultative and review workshops resulted in other relevant ministries, such as Women and Children's Affairs, Education, Agriculture, Justice and the National Police, to include child labor issues in their policies, plans and reports, despite not being actively involved at the federal level in combating child labor. A forum on child labor in 2017 emphasized the relevance of the E4Y project; since then, MoLSA has initiated contact with the Ministry of Women and Children's Affairs to engage in joint work in this area, also involving the Ministry of Education. However, institutional refinements are still needed in key areas to combat child labor. For instance, MoLSA conducts between 38,000 and 40,000 labor inspections per year, but only in the industrial sector, omitting a large portion of the economy and the informal sector where youth are more likely to engage in work.

Capacity building and awareness at the national level involved all regions of the country, not just project target areas, as participants from across the country took part in E4Y-organized seminars and workshops. The project engaged in relevant partnerships, namely with government structures at the regional and district levels – BoLSA's regional, zone and woreda sector offices – and helped create local CPCs dedicated to child labor protection. Also, all seven woredas of each region have introduced bylaws regarding child labor. According to interviews with local stakeholders, this has resulted in more cases of child labor being reported and referred to police, and more are being solved using community bylaws.

The project did not initially foresee additional partnerships beyond those with IRC and CCL. Consequently, it has established limited, ad-hoc partnerships for a few events with relevant non-governmental institutions, such as Save the Children and UNICEF, which also have projects dealing with child protection, although of a smaller size. It contributed, however, to the creation of relevant partnerships with business operators and franchising firms, building important linkages between the private sector, government and non-governmental actors. The project integrated youth entrepreneurs and those employed in the business sector, involved the government in entrepreneurial activities for youth (such as providing shops and spaces for trades) and created awareness among business owners on the possibilities and advantages of hiring youth and doing business with them. Moreover, it supported capacity building of knowledge/research partners, such as the University of Gondar, where researchers prepared two studies on child labor in Ethiopia. This was beneficial to the project, society at large and university staff, as they provide updated knowledge about this issue.

Material support provided by the project was crucial but will end with the project.

The project initiated a series of training courses, school materials, disability devices, and registration books, toolkits and drama devices, cattle, seeds and other items that require significant monetary expenditure – although in a few occasions the quality of the materials was questioned. When the project ends, new items will mostly no longer be available and materials like business toolkits, books, clubs' toolkits, uniforms, drama devices, etc., will eventually wear out. The project will no longer supply items like menstrual pads, making their continued use questionable given the poverty levels of the majority of families. Local partners and stakeholders, with whom the project established partnerships, appeared supportive but it is unclear the scope or nature of their future plans regarding the provision of materials or activities. Some of the interviewees mentioned that they thought it would be impossible for them to cover the costs after the project ended. In addition, changes in benefits provided to beneficiaries will also change when the project ends.

*“So far, we have been exempt. But soon we have to start paying taxes, and that will be a problem for us.”
(20-year-old man, Bahir Dar town, franchising)*

It is also uncertain that activities like summer camps, which also require funding, will continue without project support. Objectively, given these constraints, there is a possibility of child labor returning to previous levels. However, even without project support, some positive aspects will remain.

“Awareness created regarding child labor is now higher because of the project; but child labor was not totally eradicated.” (Yilmana Densa school teacher)

The continuity of other activities that require investments is also difficult to predict. Vocational trainings specially designed for E4Y beneficiaries are unlikely to be replicated at TVEs given their specificity. The continuity of apprenticeship opportunities provided by business operators without project mediation is also uncertain. However, micro-franchising has the potential to become a business model, especially if the firms involved find in them a good opportunity for increased profits. Savings activities may also be conditioned by material wear out, like saving boxes and safes or records’ books, but as these are less costly, groups may be able to replace them. Many students and their families mentioned fearing that students that have reached grade 10 may not be able to proceed further with their studies as they will not have the money to pay for this.

Social change fostered by the project is potentially an indication of sustainability.

Social changes fostered by the project, namely through livelihood interventions, as well as knowledge, capacity building and perception change among both beneficiaries and government stakeholders, are potentially indications of sustainability. Despite the limited portion of the population engaged by the project, the E4Y project strategy contributed to the breakdown of important sociocultural barriers, namely regarding child labor but also social exclusion and inequality. As one teacher explains, *“The methodologies we learned helped us adapt the teaching to the students. Now, all teachers use this student centered methodology” (Yilmana Densa school teacher).*

By addressing the poorest of the poor, children with disabilities and outcast social groups, it brought opportunities for a number of children engaged or likely to fall into child labor. While material support helped many to avoid child labor and engage in productive lives, the most important contributions likely to be sustainable are related to changing social and cultural aspects. Knowledge and awareness generated are most likely to remain, in terms of notions of savings – of different types (money, water, firewood, etc.), in terms of improved agriculture and animal raising techniques, educational methods, or, more broadly, raised awareness and functional community and government systems and structures.

While the national educational system has formally changed teaching to student-centered methodologies in 2017, teachers engaged in the project started to use these methodologies following project-provided trainings and were able to cascade them into practice in their schools and within the local school clusters. Teachers also mentioned that the methods were already integrated in their work, and that they will continue to use them in the future. Before the project, punishment was usually the way of solving education problems. Systems like tutorial classes will continue to be provided, even if some adaptations have to be made because of reduced resources, like having bigger classes.

In terms of changing predispositions for savings, fostered by Aflateen methods at schools and communities, families and youth refer to having acquired important subjective tools to organize and predict their lives. This is demonstrated by steady increases in contributions to VLSAs, the expansion of groups through the integration of external members, and the creation of new groups autonomously. VLSAs have also created social bonding and solidarity and linked social protection funding mechanisms. These are indicators of sustainability for savings’ routines. Micro-franchising has become a possibility among youth and franchisers and there are possibilities of becoming a widespread business model.

Furthermore, the changes provoked by the project include increased youth self-confidence and independence to conduct their businesses. Micro-franchisee youths mentioned repeatedly that they want to expand their businesses and have new ideas but feel limited by the partner firms and their products: East African Tiger Brands, Nigat Bakery, Evergreen Organic Dairy Milk and Fasil Dairy Product Cooperative Association. At the same time, the youth who went back to school have developed a sense of continued engagement in education as a way of overcoming difficulties. According to the majority, skills and businesses initiated will not be lost. Despite the short vocational training (lasting three to four months) – and the restrictions to proceed with only the certificate of completion – trained youth mention that the skills learned will remain and eventually they will be able to get a full certification. The training they received gave them confidence.

“Training we received helped us knowing how to face challenges. We will not give up when the project is over.” (Female, 19 years old, Bahir Dar town, franchising)

Lessons Learned and Promising Practices

- Long-lasting partnerships and building on results of previous projects and experience on the ground contribute to better project design and implementation. The project benefited from World Vision’s well-established national and local networks, as well as its existing infrastructure and specialization in human resources.
- Projects could benefit from flexibility in terms of reallocations of human resources and swift adaptation of activities when context conditions change significantly. E4Y could not hire additional M&E or finance staff following its needs’ reassessment, and consequently human resources available for these functions continued to be insufficient for timely management. Strategies to deal with this constraint involved assigning more time for the available staff and prolonging the data collection time. Large projects like E4Y that involve a complex monitoring system require significant M&E human resource capacity, especially at the local level, and a realistic allocation of funding for finance staff.
- Analysis of child labor reduction results has shown that monitoring of results in terms of overall child labor prevalence through baseline and endline surveys requires mid- to longer-term assessments as they evolve according to long-term social, cultural and structural changes. The short timeframe between baseline and endline (less than two years) may have been insufficient to measure social change regarding child labor – variation is generally not significant – and therefore future projects wanting to measure these changes should review the timing between baseline and endline surveys, foreseeing a complete baseline study as early as possible before the project has started and an endline study directly after the end of the project.
- Moreover, as implementation was delayed by almost a full year and the project had a significant amount of funding remaining, the period of performance could have been extended if WV had requested it in time to allow for a full expenditure of funds and more visible results in terms of child labor reduction.
- Areas for sustainability are beyond the material direct support to youth and families, and are related to more lasting capacities, knowledge and awareness about child labor of government and non-governmental partners.

Conclusions

Effectiveness

- Overall there has been positive results in relation to outcomes set to improve conditions and create opportunity for youth. The project also worked to improve the capacity of the government. However, there has not yet been significant change in child labor reduction and there are limits to the project in terms of geographic coverage and youth cohort.
- The CMEP was comprehensive and detailed, but the project lacked staff to support all of the data collection to fulfill requirements.
- These results benefited from the previous experience of WV and its relationship with USDOL and other relationships in Ethiopia that supported project systems and implementation.
- Interviews indicate that the project has encouraged positive social change and awareness around child labor in the targeted communities.

- Important contributions resulted from the combination of normative and operational work and results.

Relevance

- The project's multidimensional approach was well designed, and activities were tailored to a variety of beneficiaries, including disabled youth, and adapted to the Ethiopian context, namely to small-scale economic activity.
- The project addressed a limited age group (14 to 17) and consequently a narrow portion of children who are engaged in child labor. Moreover, some assumptions like the available franchising schemes were not confirmed after the inception of the activities and there were challenges with the availability of employment opportunities and political turmoil.
- The theory of change is still valid and indirectly addresses CL-related issues, such as early marriages and migration trends.

Efficiency

- The project efficiently utilized human and financial resources, although marginally below budget and subject to some delays and misunderstandings that it aimed to resolve.
- An extension of the period of activities could have helped achieve better results in terms of expenditures, as money remained in the contract as it ended.

Sustainability

- Areas with potential for sustainability are more linked to knowledge and capacity creation and changes in the social climate mindsets. Through relevant partnerships with the government, E4Y helped create long-lasting government and non-governmental structures, procedures, knowledge, capacities and systems, which suggests increased sustainability. The project has conveyed knowledge and mechanisms that have the potential to be continued to dedicated government structures.
- The material support is not likely to be continued, given the economic conditions of the country.

Recommendations

Effectiveness

1. USDOL should design future child labor projects in Ethiopia using the same multidimensional approach, which combines material support while tackling key social and cultural aspects of child labor. This could entail both operational and normative work, providing school, agriculture, businesses and craft inputs and materials while working in the areas of awareness-raising, youth and community empowerment, legal and policy framework and systems to address child labor.
2. USDOL should design all future child labor projects to include a focus on mainstreaming activities that have been proven successful by evaluation and research in building child and youth capacity and empowerment. These activities include interventions using child-focused methodologies and vocational trainings, among others.
3. Implementing partners of future USDOL child labor projects in Ethiopia should increasingly support the alignment of national definitions to more widely shared definitions of child labor, such as to the International Labor Organization (ILO) in their normative work. Through its partners in Ethiopia,

including WV, USDOL could more actively advocate for the use of international definitions by demonstrating their accuracy and usefulness.

4. USDOL should promote a continued focus on improvement of government and non-governmental structures, procedures such as manuals and guidelines, knowledge such as studies and assessments, and systems for child protection. Future funded projects should clearly demonstrate this orientation and these intentions, building from the existing ones.
5. In future Ethiopian child labor programs, USDOL and the implementing partner should work with the Ethiopian local government to integrate activities such as summer camps, youth clubs or business franchising with national systems at the level of the dedicated ministries through joint work.
6. USDOL should award more than four years of funding for a project of this size (e.g. budget) and scope (e.g. activities) to allow sufficient time for change to occur and the ability to monitor and measuring significant changes in child labor indicators, such as the number of children engaged in all forms of child labor in the regions.

Relevance

7. USDOL should continue to work with key stakeholders during project design to ensure stronger Ethiopian context-specific linkages of child labor to migration, trafficking and early marriage. Design activities should also include these aspects in planning assessments, activities and monitoring.
8. USDOL should design future projects in Ethiopia acknowledging the weight of the informal economy. This could include developing activities with government to expand labor inspections to the informal sector, accounting for the potential of the informal sector compared to the formal sector, identifying opportunities for the youth in the sector and working with national institutions to analyze possibilities for developing youth-oriented programs in the informal sector area.

Efficiency

9. Implementers of future projects similar to E4Y which deliver direct services should plan for adequate staff to ensure appropriate financial administration and monitoring, especially at the local level, and should include the essential number of M&E staff to acquire the data needed to manage the project. In cases where M&E or other staff is deemed insufficient after the start of the project, an assessment should be made to determine if the challenges are due to capacity issues or number of staff. This can help determine the correct future actions to resolve the problem.

Sustainability

10. Future child labor projects in Ethiopia should form partnerships with different parts of the relevant government and build off scaling-up best practices, to support teaching methodologies, vocational trainings and monitoring tools for child labor. Targeted partnerships with the government—including the expansion of labor inspections to the informal economy, the implementation of E4Y-supported labor inspection guidelines endorsed by MoLSA and the Child Labor Mainstreaming Manual endorsed by Amhara Regional Education and Agriculture Offices, which are all — should be further developed. These projects should work with diverse government partners to provide capacity building and support to normative work, to help address child labor from a variety of angles.
11. In the design of future projects, USDOL should allocate more financial and human resources to activities that foster awareness regarding child labor at the national, regional and community levels. Projects need to continuously emphasize such areas with the potential for sustainability, especially those related to knowledge and capacity building and to changes in social context and mindsets.

Annex A: Evaluation Terms of Reference (TOR)

Engaged, Educated, Empowered, Ethiopian Youth (E4Y) Project

October 2018

Background and Justification

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In FY2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

Project Context and Information

With an estimated population of 99.4 million, the second highest in Africa, Ethiopia has a rapidly increasing young adult population and children under 15 years of age have accounted for more than a third of the total population for more than a decade. At the same time, Ethiopia is one of the poorest countries in the world, ranking 174 out of 187 on the 2016 United Nations Development Program's Human Development Index. According to UNICEF, more than a quarter of all children between the ages of five and 14 are in the labor force. Approximately 80% of Ethiopian youth are out of school and in the job market by age 15.

Children of all ages throughout the country often become engaged in activities like farming – including exploitative child labor in khat plantations – fishing, domestic service, traditional weaving, construction, small-scale manufacturing, domestic work and some prostitution. Lack of employment among youth is a major problem as adolescents specifically (15-17 years) are unable to continue in school and the search for work away from home has resulted in many vulnerable youth being trafficked. Young Ethiopians are allowed to work at 14, but the minimum age for hazardous work is set at 18 years.

The government of Ethiopia (GoE), working with USDOL, UN agencies, and non-governmental organizations (NGOs) has addressed child labor issues for many years, including developing and supporting policy as well as national awareness regarding child labor and trafficking. Legal instruments, like the National Action Plan to Eliminate the Worst Forms of Child Labor and the Young Worker's Directive of 2012, have been adopted and in 2015 a comprehensive anti-trafficking law was passed. The government has committed to ratify international conventions related to child labor and Ethiopia also ratified the African Charter on the Rights and Welfare of the Child.

Project Background Information

In December 2014, World Vision was awarded a four-year \$10,000,000 USD Cooperative Agreement grant from the OCFT within the USDOL to implement the *Engaged, Educated, Empowered, Ethiopian Youth (E4Y)* project, targeting youth aged 14-17, aiming acceptable and decent work. Working in two regions, Amhara and the Southern Nations, Nationalities, and Peoples' Region (SNNPR), E4Y aims to address exploitative child labor by promoting education and vocational training opportunities, enhancing livelihood opportunities, building leadership capabilities, and strengthening access to social protection programs for youth and their households. Within Amhara Region, the project works in three zones (in five woredas: Chilga, Gondar Zuria, Libo Kemkem, Dera, Yelmana Densa) and two towns, Gondar and Bahir Dar. In the SNNPR, the project works in two zones, encompassing six woredas: Kedida Gamela, Quacha Bira, Damboya, Lemo, Gombora, Shashego) and the town of Hossana.

World Vision's implementation partners for the E4Y project include sub-grantee International Rescue Committee (IRC), contractor the Center for Creative Leadership (CCL); and a research partner, the University of Gondar (UoG). The project works closely with pertinent government ministries, especially the Ministry of Labor and Social Affairs (MoLSA), and services at all administrative levels. Non-governmental stakeholders include employers, businesses, local and international organizations, and local youth organizations.

Activities of the project provide youth aged 14-17 with formal education or training in marketable skills to secure decent work and build leadership capabilities. E4Y provides formal and vocational education and training in business start-up and entrepreneurship. The project also works to establish and organize child protection support committees, community dialogues and volunteer networks. The aim of all these activities is to increase the communities' awareness and understanding about child labor, as well as provide necessary skills for employment to help strengthen families economically and strengthen social protections.

The project targeted 12,000 Ethiopian male and female youth, both in school and out of school. Particular targets specified in the original project document were that more than half of the beneficiaries (54%) should be girls, and at least 400 (3.3%) of the targeted beneficiaries would have disabilities. The project planners calculated that an additional 10,000 youth would receive indirect support through activities such as summer camps, school clubs and youth groups. The project has also targeted 7,500 households (primarily families representing youth beneficiaries) to receive assistance in economic strengthening activities: enrollment in

local savings and loan groups, financial literacy training, and training and inputs to improve agricultural methods. The outcomes of the project are:

1. Increased retention and completion of formal school by youth, especially females ages 14-17;
2. Youth secure decent work;
3. Improved livelihoods for target households;
4. Increased youth engagement and leadership on issues affecting their communities and their future;
5. Social protection systems with improved capacity to address child labor.

Purpose and Scope of Evaluation

Evaluation Purpose

The main purposes of the final evaluation are to:

1. Determine whether the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), was appropriately formulated and whether there are any external factors that affected project outcomes in a positive and/or challenging way;
2. Assess the relevance and effectiveness of all project interventions, including its effects on the lives of beneficiaries;
3. Assess the efficiency of project interventions and use of resources;
4. Document lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects in Ethiopia and in other implementation countries in the region; and
5. Assess the sustainability of the interventions implemented by the project.

The evaluation will assess whether the project's interventions and activities had achieved the overall goals of the project, and the reasons why this has or has not happened, including an assessment of the factors driving the project results. The evaluation should also document lessons learned, potential good practices, and models of intervention that will serve to inform future similar projects and policies in Brazil and Peru and similar environments elsewhere, as appropriate.

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Vision. All activities that have been implemented from project launch through the time of evaluation fieldwork should be considered.

Intended Users

The evaluation will provide OCFT, the grantee, and other stakeholders working to combat child labor, an assessment of the project's experience in implementation, its effects on project beneficiaries, and an understanding of the factors driving the project results. The evaluation findings, conclusions and recommendations will serve to inform any actions to be taken in the remaining time of the project, and to inform stakeholders in the design and implementation of future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

Evaluation Questions – developed by USDOL and World Vision

Effectiveness of implementation

1. To what extent has the project achieved its targets, results, and activities especially in:
 - Youth education and training
 - Social protection and institutional capacity improvement
 - Decent work
 - Household Livelihood
 - Youth Leadership and engagement in communities
 - Micro-franchise

2. How have the monitoring and evaluation systems implemented (CMEP, baseline and follow up survey, DBMS, etc.) been helpful in tracking progress and making adjustments?
 - a. To what extent were the recommendations from the midterm evaluation implemented and what were the results?
3. What observations and lessons learned can be made on the projects effects on the lives of target youth, households and communities as a result of interventions in target woredas?
4. What observations can be made regarding government institutions as a result of project interventions in target woredas and MoLSA?
5. What were the successes, challenges, and lessons learned in the collaboration between DOL and World Vision?

Relevance

6. The E4Y project developed a Theory of Change (TOC) as part of the CMEP. Does the TOC still appear to be valid and accurate after four years of project implementation?
7. To what extent has the project met or tailored activities to the specific needs of target beneficiaries and groups?

Efficiency of the project

8. How did funding, personnel, regulatory environment, administration, time, other resources and procedures contribute to or hinder the achievement of results?
 - a. Was the funding sufficient to achieve the results?
 - b. What lessons can be learned from budget planning, management, and cost-effective implementation of activities?

Sustainability

9. What is the sustainability of the project's implementation model?
 - a. Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism, or social program relevant to the project's objectives and activities? If so, what were the results?
 - b. Has the project engaged in opportunities for collaboration with external parties, beyond project partners? If so, what were the results of the collaboration?

Evaluation Methodology and Timeframe

The evaluation methodology will consist of the following activities and approaches:

A. Approach

The evaluation approach will be qualitative and participatory in nature and use project documents including CMEP data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation with the involvement of DOL and the World Vision during the design of the evaluation and the participant of other key stakeholders during the debriefing workshop will contribute to the sense of ownership among the stakeholders.

Quantitative data will be drawn from the CMEP and project reports to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

B. Evaluation Team

The evaluation team will consist of:

1. The international evaluator
2. As appropriate, an interpreter fluent in necessary languages will travel with the evaluator

One member of the project staff may travel with the team to make introductions. This person is not involved in the evaluation process.

The international evaluator, with MSI, will be responsible for developing the methodology in consultation with USDOL, and the project staff; assigning the tasks of the national consultant and interpreter for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter in each provincial locality is to ensure that the evaluation team is understood by the stakeholders as far as possible, and that the information gathered is relayed accurately to the evaluator.

C. Data Collection Methodology

1. **Document Review:** The lead evaluator will review key project documents.
 - Pre-field visit preparation includes extensive review of relevant documents.
 - During fieldwork, documentation will be verified, and additional documents may be collected.
 - Documents may include:
 - CMEP documents
 - Baseline and endline survey reports
 - Project document and revisions,
 - Cooperative Agreement,
 - Technical Progress and Status Reports,
 - Project Results Frameworks and Monitoring Plans,
 - Work plans,
 - Correspondence related to Technical Progress Reports,
 - Management Procedures and Guidelines,
 - Research or other reports undertaken (baseline studies, etc.), and
 - Project files (including school records) as appropriate.

2. **Question Matrix:** The question matrix outlines the source of data from where the evaluator collects information for each TOR question. This helps the evaluator make decisions as to how they are going to allocate their time in the field. It also helps the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from.

Area	Questions	Data Source(s)	Collection Methods	Analysis Methods
Effectiveness of implementation	<ol style="list-style-type: none"> To what extent has the project achieved its targets, results, and activities especially in: Youth education and training, Social protection and institutional capacity improvement, Decent work, Household Livelihood, Youth Leadership and engagement in communities, Micro-franchise How have the monitoring and evaluation systems implemented (CMEP, baseline and follow up survey, DBMS, etc.) been helpful in tracking progress and making adjustments? <ol style="list-style-type: none"> To what extent were the recommendations from the midterm evaluation implemented and what were the results? What observations and lessons learned can be made on the projects effects on the lives of target youth, households and communities as a result of interventions in target woredas? What observations can be made regarding government institutions as a result of project interventions in target woredas and MoLSA? What were the successes, challenges, and lessons learned in the collaboration between DOL and World Vision? 	<ul style="list-style-type: none"> Project documentation, including CMEP Implementers, direct and indirect beneficiaries (including teachers, parents and children), community leaders, donors, government officials 	<ul style="list-style-type: none"> Document review KII Focus group interviews Observation 	<ul style="list-style-type: none"> Pattern/content analysis Descriptive analysis
Relevance	<ol style="list-style-type: none"> The E4Y project developed a Theory of Change (TOC) as part of the CMEP. Does the TOC still appear to be valid and accurate after four years of project implementation? To what extent has the project met or tailored activities to the specific needs of target beneficiaries and groups? 	<ul style="list-style-type: none"> Project documentation, including CMEP Implementers, government officials 	<ul style="list-style-type: none"> Document review KII 	<ul style="list-style-type: none"> Pattern/content analysis Descriptive analysis
Efficiency	<ol style="list-style-type: none"> How did funding, personnel, regulatory environment, administration, time, other resources and procedures contribute to or hinder the achievement of results? <ol style="list-style-type: none"> Was the funding sufficient to achieve the results? What lessons can be learned from budget planning, management, and cost effective implementation of activities? 	<ul style="list-style-type: none"> Project documentation Implementers 	<ul style="list-style-type: none"> Document review KII 	<ul style="list-style-type: none"> Pattern/content analysis Descriptive analysis
Sustainability	<ol style="list-style-type: none"> What is the sustainability of the project's implementation model? <ol style="list-style-type: none"> Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism, or social program relevant to the project's objectives and activities? If so, what were the results? Has the project engaged in opportunities for collaboration with external parties, beyond project partners? If so, what were the results of the collaboration? 	<ul style="list-style-type: none"> Project documentation Implementers, direct and indirect beneficiaries, community leaders, donors, government officials 	<ul style="list-style-type: none"> Document review KII 	<ul style="list-style-type: none"> Pattern/content analysis

3. **Fieldwork:** The lead evaluator will spend two weeks in the field (October 16 – 30). Upon arrival, the lead evaluator will meet with the grantee to confirm the schedule, evaluation approach and expectations, and review the project's activities with key E4Y staff. The evaluator will conduct interviews in Addis Ababa and travel to regional sites to conduct key informant and group interviews, per the agreed itinerary. Each day, the evaluator will write up notes and formulate findings from cumulative data collection efforts.
4. **Interviews with stakeholders:** Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of youth, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and program staff regarding the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one or group interviews. It is anticipated that meetings will be held with:

- Beneficiary Youth
 - Beneficiary households
 - Key project staff (PD, M&E Manager, Youth Employment & Livelihood Specialist (IRC staff), Leadership Specialist (CCL staff), Social Protection Specialist, Vocational Training and Education Specialist, M&E Officer)
 - Relevant implementers, including child labor monitors involved in assessing reductions in child labor
 - Head of Harmonious Industrial Relation Directorate, Child Labor Desk Point Person, Labor Inspection Team Leader
 - Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
 - Community leaders, members, and volunteers
 - School teachers, assistants, school directors, education personnel
 - International NGOs and multilateral agencies working in the area
 - Other child protection and/or education organizations, committees and experts in the area
 - U.S. Embassy staff member
5. **Field Visits:** The evaluator will visit a selection of project sites. Efforts were made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted child labor sectors. Criteria for selecting the visit sites were based on the following:
 - a. Project locations that have been both successful and challenging and E4Y recommends visiting: Dera, Gonder Town, Bahirdar, Hossana and Lemo;
 - b. Project sites that the midterm evaluator did not visit and E4Y recommends visiting: Yilmana Densa, Gombora, Shashego, Kedida Gamela, Durame;
 - c. Project sites that the midterm evaluator did visit and E4Y recommends visiting: Bahirdar, Dera, Libo Kemkem, Gonder Zuria, Gonder Town, Chilga, Hossana, Lemo Damboya, Qucha Bira.

During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with youth and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

D. Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. All interviews and discussions will include an informed consent form and will not proceed unless consent is given. Interviewees will remain anonymous unless clear permission is granted to the team to include qualitative information that will identify the respondent. The evaluation team will apply youth-sensitive and gender-sensitive interviewing approaches as per standard guidelines, such as the ILO- International Programme on the Elimination of Child Labour and the United Nations Children's Fund (UNICEF) guidance.

To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

E. Stakeholder Meeting

Following the field visits, a stakeholders meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback form.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. Discussion on project and interventions sustainability.
5. If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise on the project's performance
6. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed.

F. Limitations

Fieldwork for the evaluation will last two weeks, on average, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating their findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

G. Timetable

The illustrative timeframe for implementation of this final evaluation is based on an anticipated start date of Monday, 1 October 2018 and fieldwork projected for October 15 – 30:

Week	Oct 1	Oct 8	Oct 15	Oct 22	Oct 29	Nov 5	Nov 12	Nov 19	Nov 26	Dec 3	Dec 10	Dec 17
Evaluation Launch	X											
Document Review and Fieldwork Planning	X	X										
TOR Drafting and Finalization	X	X										
Fieldwork			X	X	X							
Stakeholder Workshop					X							
ILAB Debrief						X						
Draft Report Analysis and Writing						X	X	X				
Report Comments Received Revised Draft and Final ES									X			
Final Report												X

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

Task	Date
Evaluation launch call	2 Oct
Background project documents sent to Contractor	2 Oct
Interview call with USDOL & Project Staff	4 Oct
Logistics call-Discuss logistics and field itinerary	4 Oct
Draft TOR sent to OCFT	9 Oct
Identify a list of stakeholders	10 Oct
Finalize field itinerary and stakeholder list for workshop	11 Oct
Finalize TOR with USDOL and submit to Grantee	11 Oct
Fieldwork	16-30 Oct
Post-fieldwork debrief call	5 Nov
Draft report to contractor for Quality Control review	18 Nov
Draft report to USDOL & Grantee for two-week review (no 48 review)	21 Nov
Comments due to Contractor	30 Nov
Revised report to USDOL with finalized Executive Summary (including key lessons learned, good practices and recommendations)	7 Dec
Final report to USDOL and one pager	18 Dec
Final approval of report	

Expected Outputs/Deliverables

Ten working days following the evaluator's return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The report should have the following structure and content:

- I. Table of Contents

- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations, not to exceed 5 pages)
- IV. Evaluation Objectives and Methodology
- V. Project Context and Description
- VI. Evaluation Questions
 - A. Answers to each of the evaluation questions, with supporting evidence included
- VII. Findings, Recommendations and Conclusions
 - A. Findings – the facts, with supporting evidence
 - B. Conclusions – interpretation of the facts, including criteria for judgments
 - C. Key Recommendations - critical for successfully meeting project objectives – judgments on what changes need to be made for future programming; Only a few actionable recommendations requested
 - D. Lessons Learned and Best/Promising Practices
- VIII. Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

Evaluation Management and Support

The lead evaluator with support from the MSI team will organize logistics calls with ILAB COR and project manager(s), and Grantees to discuss the evaluation purpose, proposed data collection timeline, and roles and responsibilities. During the initial stages, the lead evaluator will work with ILAB and other team members to develop the TOR, the work plan and data collection instruments. The team will also coordinate with the Grantee to develop the list of stakeholders and interview schedule.

MSI will support the evaluator in the field, as well as with the development and review of all technical products. MSI will finalize and submit all required travel documents and estimated costs for evaluation, including for the lead evaluator, to ILAB no later than two weeks prior to the desired departure date (schedule permitting). This will help ensure that country clearance from the DOS is obtained in a timely fashion.

Consent Forms

Informed Consent Form for the Evaluation of E4Y Project

This Informed Consent Form has two parts:

- Information Sheet (gives you information about the study)
- Certificate of Consent (this is where you sign if you agree to participate)

You will be given a copy of the full Informed Consent Form

Part 1: Information

My name is Cristina Rodrigues and I am working as a researcher for MSI conducting interviews with participants of the Engaged, Educated, Empowered, Ethiopian Youth (E4Y) project funded by the U.S. Department of Labor (USDOL) and implemented by World Vision International. Through the interview we are interested in hearing your opinion and experience of your involvement in the project to help us learn, evaluate and improve the project. You have been selected to provide your opinion because you have been involved in the activities of the project, however participation is voluntary. All of your personal information will be kept confidential, and not shared with anyone outside of the evaluation team. Please let me know if you have any questions or concerns that we can answer and if you have any additional questions/concerns after the interview please contact Gwynne Zodrow at gzodrow@msi-inc.com

FOR YOUTH - We have discussed and received agreement from your parent(s)/guardian for you to be interviewed for this research. However, your participation is voluntary, and you can decide not to be interviewed, even if your parents have agreed. You may discuss anything in this form with your parents or anyone else you feel comfortable talking to before you decide to be interviewed.

Part 2: Certificate of Consent

I understand this interview is part of the evaluation for E4Y and that participation in this interview is voluntary. I also understand that all my personal information will be kept confidential and I can stop the interview at any time or skip any questions I am asked. I agree that all of my questions and concerns have been answered or addressed by the researcher and I would like to participate in the interview.

I have read this information (or had the information read to me) and I agree to take part in the evaluation. (If you do not consent to the interview and do not wish to participate, you do not need to sign the consent form).

Print name _____ Signature _____

Date _____

Draft Instruments

Evaluation of Engaged, Educated, Empowered, Ethiopian Youth (E4Y) project

Interview Guide /Group interview Guide for

Direct and indirect beneficiaries (including teachers, parents and children)

General

1. What was your involvements with the E4Y project?
 - a. Which activities did you participate in?
 - b. How long were you involved with the project?

Effectiveness of Implementation

2. Overall what were your perceptions/opinions on the achievements of the E4Y project?
Probe for relevant areas to respondent: Youth education and training, Social protection and institutional capacity improvement, Decent work, Household Livelihood, Youth Leadership and engagement in communities, Micro-franchise
 - a. What effects/impact do you think this project had on the lives of youth, households and communities?
 - b. What were the strengths of the project? Why?
 - c. What were the weaknesses of the project? Why?
 - d. What interventions do you think were the most successful and the least successful?
3. Overall did you notice improvements in the livelihoods of households that participated in the project?
 - a. Why or why not? Please provide examples.
4. Do you think E4Y was successful in reducing child labor in your community?
 - a. Why or why not? Please provide examples.
5. Do you think E4Y was successful in increasing school retention and completion in your community?
 - a. Why or why not? Please provide examples.
6. Do you think E4Y was successful in securing work for youth in your community?
 - a. Why or why not? Please provide examples.
7. Do you think E4Y was successful in increasing youth engagement and leadership in your community?
 - a. Why or why not? Please provide examples.
8. Do you think E4Y was successful in improving social protection systems?
 - a. Why or why not? Please provide examples.

Relevance

9. Do you think the different interventions/activities of the project were beneficial to the participants?
 - a. Did E4Y address the challenges in child labor in your community?
 - i. If so, how? If no, why not?
 - b. Do you think the right people were chosen to participants in the project?
 - i. Why or why not?

Sustainability

10. Do you think the results from this project and its interventions will be sustained/continue in your community after the project ends?
 - a. Why or why not?
 - b. *Probe for examples of any partnerships or relationship or services with the government or other organizations.*
 11. Do you have any other recommendations or suggested changes for the E4Y interventions to make them more successful that we haven't discussed?
- Thank you for your time and please let us know if you have any additional comments.

Evaluation of Engaged, Educated, Empowered, Ethiopian Youth (E4Y) project Interview Guide for Project Implementers

General

1. What was your involvement/relationship with the E4Y project?

- a) What role did you play in E4Y?
- b) How long were you involved with the project?

Effectiveness of Implementation

2. Overall to what extent do you think E4Y achieved their results related to reducing child labor and other key objectives?

Probe for relevant areas to respondent: Youth education and training, Social protection and institutional capacity improvement, Decent work, Household Livelihood, Youth Leadership and engagement in communities, Micro-franchise

- a) What effects/impact do you think this project had on the lives of youth, households and communities? Please explain
 - b) What were the strengths of the project? Why?
 - c) What were the weaknesses of the project? Why?
3. Do you think the monitoring and evaluation systems implemented for E4Y including, the CMEP, baseline and follow up survey, DBMS, etc. have been helpful in tracking progress and making adjustments to the project?
- a) If yes, why? If no, Why not?
 - b) To what extent were the recommendations from the midterm evaluation implemented?
 - i) Was the evaluation useful in guiding program decisions? Please explain
4. How would you describe the collaboration/relationship between USDOL and World Vision?
- a) What were the successes and challenges? Please explain
5. How would you describe the collaboration/relationship between E4Y and the government institutions (e.g., MoLSA)?
- a) What were the successes and challenges? Please explain
 - b) Has this collaboration helped in the achievement of the project results?
 - i) If yes, how? If no, why not?
 - ii) Does this collaboration help support the sustainability of E4Y results?
 - (1) If yes, how? If no, why not?

Relevance

6. Do you think the E4Y project Theory of Change (TOC) is accurate?
- a) Why or why not?
 - b) What has been learned through implementation that supports or challenges the TOC?
7. Throughout the project, had E4Y made any programmatic changes to better meet the needs of the target beneficiaries and groups?
- a) If yes, how? Please provide examples. If no, why not?
8. Do you think the different interventions/activities of the project were beneficial and relevant to the participants?
- a) Did E4Y address the challenges in child labor in the targeted communities?
 - i) If so, how? If no, why not?
 - b) Do you think the right people were chosen to participants in the project?
 - i) Why or why not?

Efficiency

9. How has funding, personnel, regulatory environment, administration, time, other procedures contribute to or hindered the achievement of the project results?
- a) Please explain and provide examples. Including any implementation challenges the project experienced.
 - b) Was the funding sufficient to achieve the results? Why or why not?
 - c) What do you think can be learned from the projects budget planning, management, and cost-effective implementation of activities?

Sustainability

10. What has E4Y done to help ensure sustainability after the project ends?
- a) Do you think the project has engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism, or social program relevant to the project's objectives and activities?
 - i) If so, what were the results?
 - b) Do you think the project has engaged in opportunities for collaboration with external parties, beyond project partners?
 - i) If so, what were the results of the collaboration?
11. Do you think the results from this project and its interventions will be sustained/continue in the different communities after the project ends?

- a. Why or why not?
12. Do you have any other recommendations or suggested changes for the E4Y interventions to make them more successful that we haven't discussed?

Thank you for your time and please let us know if you have any additional comments.

Evaluation of Engaged, Educated, Empowered, Ethiopian Youth (E4Y) project

Interview Guide for community leaders, other donors, and government officials

General

1. What was your involvement/relationship with the E4Y project?
 - a) What role did you play in E4Y?
 - b) How long were you involved with the project?

Effectiveness of Implementation

2. Overall to what extent do you think E4Y achieved their results related to reducing child labor and other key objectives?

Probe for relevant areas to respondent: Youth education and training, Social protection and institutional capacity improvement, Decent work, Household Livelihood, Youth Leadership and engagement in communities, Micro-franchise

- d) What effects/impact do you think this project had on the lives of youth, households and communities? Please explain
- e) What were the strengths of the project? Why?
- f) What were the weaknesses of the project? Why?
3. How would you describe the collaboration/relationship between E4Y and the government institutions (e.g., MoLSA)?
 - a) What were the successes and challenges? Please explain
 - b) Has this collaboration helped in the achievement of the project results?
 - i) If yes, how? If no, why not?
 - ii) Does this collaboration help support the sustainability of E4Y results?
 - (1) If yes, how? If no, why not?

Relevance

4. Do you think the different interventions/activities of the project were beneficial and relevant to the participants?
 - a) Did E4Y address the challenges in child labor in the targeted communities?
 - i) If so, how? If no, why not?
 - b) Do you think the right people were chosen to participants in the project?
 - i) Why or why not?
5. Do you think the E4Y project has been successful in tailoring the activities to the specific needs of target beneficiaries and groups?
 - a) If yes, why? If no, Why not?
 - b) Do you have any suggestions to better tailor the project to the target beneficiaries?

Sustainability

6. Do you think E4Y has helped to ensure that their activities are sustainable after the project ends?
 - a) Why or why not?
 - b) Has the project engaged in opportunities to leverage and/or support any new law, policy, regulation, coordination mechanism, or social program relevant to the project's objectives and activities?
 - i) If so, what were the results?
 - c) Has the project engaged in opportunities for collaboration with external parties, beyond project partners?
 - i) If so, what were the results of the collaboration?
7. Do you think the results from this project and its interventions will be sustained/continue in the different communities after the project ends?
 - a. Why or why not?
8. Do you have any other recommendations or suggested changes for the E4Y interventions to make them more successful that we haven't discussed?

Thank you for your time and please let us know if you have any additional comments.

Draft Schedule

Field Visit for Final Evaluation

Field Visit Date	Place	Detailed Activities	Participants
October 16	Addis Ababa	Evaluators arrive in Addis	
Day 1, October 17	Addis Ababa (World Vision, Addis Ababa Office) (MoLSA Office)	<ul style="list-style-type: none"> • Meeting with US Embassy (8:30 – 9:30 AM) • General discussion with project core team (Morning) – 10:00 AM to 12:00 PM • Discussion with MoLSA (Afternoon) –1:30 – 2:30 PM • Flight to Bahir Dar late in the Afternoon (tentative time will be communicated – when DOL confirms name of the evaluator/s) 	<ul style="list-style-type: none"> • Core team (PD, M&E Manager, Youth Employment & Livelihood Specialist (IRC staff), Leadership Specialist (CCL staff), Social Protection Specialist, Vocational Training and Education Specialist, M&E Officer) • Head of Harmonious Industrial Relation Directorate, Child Labor Desk Point Person, Labor Inspection Team Leader
Day 2, October 18	Bahir Dar (World Vision Bahir Dar Office)	<ul style="list-style-type: none"> • Amhara Region project status briefing by Regional Coordinator (8:00–8:30 AM) • Meet with Amhara Bureau of Education (9:00–9:30 AM) • FGD with Micro-Franchise beneficiaries (6-8 participants) (10:00-10:45 AM) • Individual In depth Interview (III) with wage employed youth (10:45-11:20 AM) • Group Interview (GI) with three self-employed youth (11:20 AM – 12:30 PM) • KII with one Business Owner (BO) (2:00 – 3:00 PM) • FGD with working children working at BOs (3:10 – 4:00 PM) • FGD/GI on Increased retention & completion of formal education by Youth With Disabilities (4:00 – 5:00 PM) 	<ul style="list-style-type: none"> • WVE regional Associate Director and E4Y Staffs • MF Beneficiary youth • Beneficiary Youth • Employers/ Potential employers; and beneficiary youth • Group of children with disabilities, special needs teachers and principals
Day 3, October 19	Yilmana Densa	Travel to Yilmana Densa (8:20 – 8:50 AM)	
		FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (9:00 – 10:00 AM)	Principals, trained teachers and cluster supervisors
		FGD with target youth on formal education interventions and retention (10:00 – 11:00 AM)	Selected target youth/ students
		FGD with self, wage and/or group IG employed youth (11:00 AM – 12:00 PM)	Beneficiary youth
		FGD with VSLA members talk about access to financial services and household interventions and HH support children including family audio toolkit application (1:30 – 8:30 PM)	Beneficiary households grouped through VSLA

Field Visit Date	Place	Detailed Activities	Participants
		FGD with summer camp participants to see their engagement and leadership skill on community issues and issues affecting their future (8:30 – 9:30 PM)	Beneficiary Youth (Girls and Boys)
		Group Interview on Enhanced institutional capacity to address child labor issues (9:30 – 10:30 PM)	Woreda Project Steering Committee
Day 4, October 20 (Morning)	Dera	Travel to Dera (8:00 – 8:50 AM)	
		FGD on Youth employment (self and/or group IG) (9:00 – 9:45 AM)	Beneficiary Youth (Girls and Boys)
		FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (9:50 – 10:40 AM)	Teachers, principals and cluster supervisors
		FGD with Boys club with their mentors (10:45 – 11:15 AM)	Beneficiary Youth (Boys)
		FGD with Boys club with their mentors (11:20 – 11:50 AM)	Beneficiary Youth (Girls)
		FGD with VSLA members (11:50 AM – 12: 30 PM)	Beneficiary households grouped through VSLA
		FGD with CPC and PSC at Kebele and village level (1:30 – 2:15 PM)	Child Protection Committee and Kebele level Project Steering Committee
Day 4, October 20 (Afternoon)	Libo Kemekem	Travel to Libo from Dera (2:15 – 2:55 PM)	
		FGD with VSLA members (3:00 – 3:40 PM)	Beneficiary households grouped through VSLA
		FGD with CPC and PSC at Kebele and village level (3:50 – 10:30 PM)	Child Protection Committee and Kebele level Project Steering Committee
		Travel to Gondar (10: 30 PM - 12:00 AM)	
Day 5, October 21 (Morning)	Gondar Zuria	Travel to Gonder Zuria from Gonder Town (8:00 – 8:50 AM)	
		FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (9:00 – 9:45 AM)	Teachers, principals and cluster supervisors
		FGD with target youth on formal education interventions and retention (9:50 – 10: 30 AM)	Beneficiary Youth (Girls and Boys) from school
		FGD with VSLA members (10:35 – 11:20 AM)	Beneficiary households grouped through VSLA
		FGD on youth employment (11:25 AM – 12:00 PM)	Beneficiary Youth (Girls and Boys) addressed through youth decent work opportunity
		FGD with CPC and PSC at Kebele and village level (12:00 – 12:30 PM)	Child Protection Committee and Kebele level Project Steering Committee
Day 5, October 21 (Afternoon)	Gondar City	FGD with Micro-franchising beneficiaries (2:00 – 3:00 PM)	Micro-Franchising beneficiaries
		FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (3:00 – 4:00 PM)	Teachers, principals and cluster supervisors
		FGD with target youth on formal education interventions and retention (4:00 – 5:00 PM)	Beneficiary Youth (Girls and Boys) from school

Field Visit Date	Place	Detailed Activities	Participants
SNNP Region			
Day 6, October 22	Gonder, Addis Ababa and Hossana	<ul style="list-style-type: none"> Travel from Gondar to Addis Ababa (8:00 – 9:45 AM) Travel from Addis to Hossana (10:00 AM to 5:00 PM) 	
Day 7, October 23 (Morning)	Hossana	<ul style="list-style-type: none"> Visit and hold discussion with Hossana town project steering committee (FGD) (9:00 – 9:45 AM) FGD with Beneficiary Households through VSLA (9:50 – 10:30 AM) FGD with mix of self-employed and wage employed beneficiary youth (10:30 – 11:20 AM) FGD with micro-franchising beneficiaries (11:20 AM to 12:00 PM) FGD with target youth who participated on summer camp (12:00 – 12:40 PM) 	<ul style="list-style-type: none"> Woreda /Town Level Project Steering Committee Beneficiary Households grouped through VSLA Beneficiary youth (Girls and Boys) Beneficiary youth (Girls and Boys) engaged in MF Beneficiary youth (Girls and Boys)
Day 7, October 23 (Afternoon)	Lemo	<ul style="list-style-type: none"> Travel to Lemo (1:45 to 2:00 AM) FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (2:00 – 2:50 PM) FGD with target youth on formal education interventions and retention (2:50 – 3:45 PM) FGD with VSLA group members (3:50 – 4: 30 PM) FGD with CPCs and PSCs at village and kebele levels (4:30 – 5:20 PM) 	<ul style="list-style-type: none"> Principals, teachers & cluster supervisors Beneficiary Youth from school (Girls and Boys) Beneficiary Households grouped through VSLA Child Protection Committee and Kebele level Project Steering Committee
Day 8, October 24 (Morning)	Gombora	<ul style="list-style-type: none"> Travel to Gombora (8:00 – 8:50 AM) FGD with self-employed and wage employed beneficiary youth (9:00 – 9:45 AM) FGD with VSLA group members (9:50 – 10:30 AM) FGD with direct and indirect beneficiary youth who participated in summer camp and non-beneficiary youth who did not participate in summer camp (10:30 – 11:20 AM) FGD with CPCs and PSCs at village and kebele levels (11:25 AM – 12:10 PM) 	<ul style="list-style-type: none"> Beneficiary Youth Beneficiary Households grouped through VSLA Beneficiary Youth (Boys and Girls) Child Protection Committee and Kebele level Project Steering Committee
Day 8, October 24 (Afternoon)	Damboya	<ul style="list-style-type: none"> Travel to Damboya from Gombora lunch inclusive (12:10 PM to 2:25 PM) Discussion with Woreda project steering committee (2:30 – 3:10 PM) Discussion with VSLA group members (3:15 – 4:00 PM) FGD with CPCs and PSCs at village and kebele levels (4:00 – 4:40 PM) Back to Hossana for the night (4:45 PM to 5:30 PM) 	<ul style="list-style-type: none"> Woreda Level PSCs Beneficiary households Child Protection Committee and Kebele level Project Steering Committee

Field Visit Date	Place	Detailed Activities	Participants
Day 9, October 25 (Morning)	Kedida Gamela	<ul style="list-style-type: none"> • Travel to Durame from Hossana (8:00 – 8:50 AM) • FGD with target youth on formal education interventions and retention (9:00 – 9:45 AM) • FGD with Beneficiary Households through VSLA group members (9:50 – 10:50 AM) • Travel to Quacha Bira (10:50 to 11: 30 AM) 	<ul style="list-style-type: none"> • Beneficiary youth from school (boys and girls) • Beneficiary households
Day 9, October 25 (Afternoon)	Quacha Bira	<ul style="list-style-type: none"> • FGD on Child Centered Instructional Methodology (CCIM) trained teachers and other school based interventions (11:30 AM – 12:00 PM) • FGD with target youth on formal education interventions and retention (12:00 – 12:30 PM) this includes discussion on Girls and Boys Club status • FGD with most marginalized groups (youth with disabilities) (1:30 – 2:00 PM) • FGD with VSLA members (2:10 – 3:00 PM) • FGD with direct and indirect beneficiary youth who participated in summer camp and non-beneficiary youth who did not participate in summer camp (3:00 – 3:50 PM) • FGD with CPCs and PSCs at village and kebele levels (4:00 – 4:40 PM) • Back to Hossana (4:45 – 5:50 PM) 	<ul style="list-style-type: none"> • School principals, teachers & supervisors • Beneficiary youth from formal education • Beneficiary youth with disabilities • Beneficiary households • Beneficiary youth • Child Protection Committee and Kebele level Project Steering Committee
Day 10, October 26	Addis Ababa	Back to Addis Ababa to Hossana and rest	
Day 11 – 13: October 27-28	Addis Ababa	Report compilation and preparation for stakeholders' workshop	
Day 14, October 29	Addis Ababa	Exit Workshop with project partners (MoLSA, IRC and CCL)	Representatives of MoLSA, IRC, CCL and project core team
Day 15, October 30	Addis Ababa	The evaluator will depart Addis	

Annex B: List of Interviews

Key Informant Interviews

#	Organization
WVE Addis	
1	US Embassy
2	WVE
3	WVE
4	IRC
5	WVE
6	WVE
7	WVE
8	CCL
9	WVE
10	WVE
11	MoLSA, Directorate Harmonious Industrial Relations/OSH team coordinator
12	MoLSA, Directorate Harmonious Industrial Relations
Bahir Dar WVE	
13	WVE
14	WVE
15	Bahir Dar University
16	WVE
17	WVE
18	Finance and Economic Development office
Bahir Dar	
19	Amhara Bureau of Education
20	Hotel Jacaranda
21	Atse Sertse Dingil school
22	Atse Sertse Dingil school
23	Kebele
24	Addet Ketem mayor office
25	Yilmana Densa administration
26	Yilmana Densa administration
27	Kebele office 03
Hossaena	
28	SEPDM
29	Mayor office
30	Youth Sport Office
31	SEPDM
32	Job creation opportunities
33	Education office
34	AI office
35	Security
36	Security
37	Police
38	MoLSA
39	MoLSA
40	MoLSA
Hossaena – Damboya woreda	
41	Damboya municipality
42	Damboya municipality
43	Youth and Sports
44	Education
45	Justice
46	MoLSA
47	Agriculture
48	Administration

#	Organization
49	Administration
50	Women and Children
51	Administration
52	Administration
53	Administration
54	MoLSA

Focus Group Discussions

Group	Place	# of Participants	Female	Ages/ Grades
Amhara				
Micro-franchising group, Textile neighborhood	Bahir Dar	6	3	18-20
Wage-working youth	Bahir Dar, Hotel	8	4	
Self-employed youth	Ayer Tena neighborhood	5	2	
Children with disabilities	Atse Sertse Dingil school, Bahir Dar	12	3	8 th grade
Business operator and employed children	Bahir Dar, Hotel	6+1	3	15-18
Teachers	Adet primary school, Yilmana Densa	14		
Students	Gafat primary school	21	11	15-18
VSLA group	Filiklik neighbourhood, Yilmana Densa	10	10	Adults
Self-employed, wage employed	Debre Mawi viilage, Yilma Densa	6	0	17-19
VSLA group	Goh school, Dera	16	16	Adults
Teachers	Goh School, Dera	16	1	Adults
Employed youth	Goh School, Dera	12	5	
Boys and girls clubs	Goh School, Dera	8	6	
CPC and PSC	Goh School, Dera	18	7	Adults
VSLA group	Libo Kemekem	11	1	Adults
CPC and PSC	Libo Kemekem	13	8	Adults
Teachers	Gondar Zuria	10	3	Adults
VSLA groups (2)	Gondar Zuria	28	24	Adults
CPC and PSC	Gondar Zuria	9	2	Adults
Employed youth	Gondar city	3	2	
Micro-franchising youth	Gondar city	10	4	
Teachers	Gondar city	8	2	Adults
Students	Gondar city	12	6	
SNNP				
VLSA group	Hossana	12	12	
Self-employed youth	Hossana	10	4	
Youth students	Hossana	5	3	
Micro-franchising youth	Hossana	9	1	
Teachers	Lemo	9	1	
CPC and PSC	Lemo	19	4	
VLSA group and Households	Lemo	25	17	
Students	Lemo	9	2	
Employed youth	Gombora	6	0	
Summer camp students	Gombora	10	3	
Non-summer camp students	Gombora	10	5	
CPC and PSC and VLSA	Gombora	18	10	
VLSA	Damboya	18	8	
CPC and PSC	Damboya	24	6	
Students	Durame	27	15	
Teachers	Durame	11	1	
VLSA	Durame	28	12	
Teachers	Quacha Birra	11	2	

Group	Place	# of Participants	Female	Ages/ Grades
Students	Quacha Birra	9	1	
Children with disabilities	Quacha Birra	8	7	
Students not in summer camp	Quacha Birra	8	1	14-17
VLSA	Quacha Birra	14	3	Adults
Children outcast	Quacha Birra	4	3	10-16 ⁹
CPC and PSC	Quacha Birra	7	1	Adults

⁹ Age is not always determined, as they have no registration.

Annex C: Workshop Agenda and Participants

The Stakeholder workshop was held October 29, 2018. The meeting covered the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Presentation of preliminary conclusions and recommendations
3. Feedback and questions from stakeholders on the findings, conclusions and recommendations
4. Opportunity for implementing partners not interviewed to present their views on progress and challenges in their locality
5. Discussion on sustainability
6. Discussion of recommendations to improve the implementation and ensure sustainability

Stakeholders Meeting Attendees

Attendees were from multiple organizations, including WVE, MoLSA Directorate Harmonious Industrial Relations, CCL and IRC.

Annex D: Documents Reviewed

1. Federal Democratic republic of Ethiopia (2017) National Children's Policy
2. Federal Democratic republic of Ethiopia (2014) National Occupational Safety and Health Policy and Strategy /chapter on strengthening supports for cross-cutting issues, such as women, youth, etc.)
3. Ministry of Labor and Social Affairs, several dates, manuals and brochures on child labor issues (in Amharic)
4. O'Brien and Associates International (2017) Independent Midterm Evaluation of Engaged, Educated, and Empowered Ethiopian Youth (E4Y)
5. The International Rescue Committee (2015) Amhara and SNNP Regions Market Assessment Report, June - July 2015
6. UNICEF (2016) [Ethiopia Country Profile](#)
7. UNICEF (2013) Multidimensional Child Deprivation Trend Analysis in Ethiopia. Further analysis of the 2000, 2005 and 2011 Demographic and Health Surveys. ICF International, Calverton, Maryland USA
8. United States Department of Labor / Bureau of International Labor Affairs (2017) [Findings on the Worst Forms of Child Labor](#)
9. United States Department of Labor / Bureau Of International Labor Affairs (2015) Grant Modification / Notice of Obligation
10. University of Gondar (2017) Effects of Early Marriage on Girls' Education, Health and Women Empowerment in Ethiopia – with particular emphasis in West Amhanra, Ethiopia, Final report on the research, Gondar
11. University of Gondar (2016) Promoting Decent Work Opportunities for Youth: employment opportunity, social protection, rights at work, social dialogue: Addressing workplace health and safety conditions, gender equality and disability inclusion in the workplace in Ethiopia, 2015
12. World Vision, Inc. (2018) Project Performance Report of Engaged, Educated and Empowered Ethiopian Youth (E4Y), September 2018
13. World Vision, Inc. (2018) Follow-up/End-Line Study on Engaged, Educated and Empowered Ethiopian Youth (E4Y) Project in Amhara and SNNP Regions, Final Draft
14. World Vision Ethiopia, SNNP Region Office (2018) E4Y Project Operational Updates December 2014 – August 20, 2018, Presentation to E4Y Terminal Evaluation Consultant, October 22, 2018
15. World Vision Ethiopia, North West Region Office (2018) Engaged, Educated, Empowered Ethiopian Youth (E4Y) Project – Brief Presentation on LoP Accomplishment
16. World Vision Inc. (2018) Technical Progress Report, October 2018
17. World Vision Inc. (2018) Technical Progress Report, April 2018
18. World Vision Inc. (2017) Project Revision Form, USDOL-OCFT funded projects, July 2017
19. World Vision Inc. (2017) Directory on Social Protection Responses Available for Highly Vulnerable Children who are Engaged/at Risk of Engaging in Child Labor and their Families, Engaged, Educated and Empowered Ethiopian Youth [E4Y] project
20. World Vision Inc. (2017) Technical Progress Report, October 2017
21. World Vision Inc. (2017) Technical Progress Report, April 2017
22. World Vision Inc. (2016) Comprehensive Monitoring and Evaluation Plan, December 2014 to December 2018
23. World Vision Inc. (2016) Technical Progress Report, October 2016
24. World Vision Inc. (2016) Technical Progress Report, April 2016

25. World Vision Inc., Amabela Business PLC and Development Research and Training Center (2016) Baseline Survey on Engaged, Educated and Empowered Ethiopian Youth (E4Y) Project, Final Version
26. World Vision Inc. (2015) Technical Progress Report, October 2015
27. World Vision Inc. (2015) Technical Progress Report, April 2015
28. World Vision Inc. and Amabela Consulting (2014) E4Y - SCA-14-20

Annex E: Project CMEP Indicators

Project Objective: Reduced CL among 14 to 17 years old youth in target areas
CLP¹⁸ 1: Percent (%) of children aged 14 to 17 in target area engaged in child labor
POH 1: Percentage (%) of beneficiary HHs in target area with at least one child engaged in child labor
POH 2: Percentage of beneficiary households in target area with at least one child engaged in hazardous labor (HCL)
POH 3: Percentage (%) of beneficiary households in target area with at least one child engaged in WFCL
POC 1: Percentage (%) of beneficiary children aged 14-17 engaged in child labor in the target area
POC 2: Percentage(%) of beneficiary children aged 14 to 17 engaged in hazardous labor (HCL) in target area
POC 3: Percentage (%) of beneficiary children aged 14 to 17 engaged in WFCL in target area
IO 1: Increased retention and completion of formal school by youth, especially females aged 14-17
OTC 1: % beneficiary youth that have completed grade 10
POC 4: % of beneficiary youth aged 14 to 17 who regularly attend formal education during the past six months.
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational services
IO 1.1: Increase use of interactive child-centered instructional pedagogy in target schools
OTC 2: % of teachers who applied child-centered instruction methodology in target schools after receiving the training.
IO 1.2: Increased enrollment of out of school youth
OTP 1: # of beneficiary youth aged 14 to 17 who were out of school that are enrolled
IO 1.3: Increased education support (includes inclusive support for youth with disabilities, tutorials and scholastic materials)
OTP 2: # of children/youth provided with scholastic materials, systematic tutorials and assistive devices (E2)
IO 1.4: Improved community attitude towards education of girls and children with disabilities
OTC 3: % of heads of HHs that believe it is important for girls and youth with disabilities to participate in and continue their education
IO 2: Youth secure decent work
OTC 4: % of youth who secured decent work within last 12 months
L.3 # of children of legal working age provided with employment services (other than vocational training)
IO 2.1: Increased access to financial services by youth
OTP 3: Average saving mobilized per member to date
IO 2.2 Improved marketable and technical skills of youth

OTP 4: % of youth who scored 65% and above in final technical skills training test
IO 2.2.1 Increased capacity of TVET centers to provide short term training
OTP 5: # of vocational training centers supported by the project for short term marketable skill training
IO 2.3: Improved entrepreneurship skills of youth
OTC 5: % of youth who developed feasible business plans
IO 2.4: Increased income generation through micro-franchise opportunities
OTC 6: % beneficiary youth who earned an average profit of 600 Eth Birr/month for three consecutive months
IO 2.5: Improved working conditions for working children
OTP 6: # of target Business Owners (BOs) who use the code of conduct
IO 2.5.1 : Increased awareness by youth and business owners of OSH issues and standards
OTC 7: % of youth trained by the project who can identify at least 5 OSH standard
OTC 8: % of BOs trained by the project who can identify at least 5 OSH standards
IO 3: Improved livelihoods for target households
OTC 9: % of HHs with increased expenditure
OTC 10: % of HHs with increased assets
L.1 # of households receiving livelihood services
IO 3.1 Increased Access to Financial Services
OTC 11: Fund utilization rate
OTP 7: Average saving mobilized per members to date
IO 3.2: Increased Use of Improved Farm and Non-Farm Practices
OTC 12: % of target HHs supported by the Project who reported applying improved practices
IO 3.3: Increased Access to Social Protection Programs
OTP 8: # of beneficiary HHs that received at least one social protection service
IO 4: Increased Youth Engagement and Leadership on Community Issues and Issues Affecting their Future
OTC 13: % of beneficiary youth engaged in community services/voluntary services
IO 4.1: Increased Awareness by community leaders, families and youth of youth issues
OTP 9: % of families, Community leaders and youth that can identify 3 or more youth issues
IO 4.2: Enhanced Leadership skills of Youth
OTC 14: % youth that self-report increased and/or gained leadership skills
IO 4.3: Strengthened network of youth clubs

OTP 10: # of functional youth clubs that are networked
IO 5: Social protection systems with improved capacity to address child labor
OTC 15: Adoption of child Labor/ forced labor, plans, guidelines
IO 5.1 Enhanced institutional capacity to address CL issues
OTC 16: # of GO offices in the target areas that incorporated CL issues in their plans and reporting
IO 5.1.1 Increased capacity of government officials to enforce child labor laws
OTP 11: # of government officials trained in enforcing child labor laws
IO 5.1.2: Improved capacity of government to develop CL related policies and guidelines
OTP 12: # of reviewed existing and newly drafted CL related polices and guidelines
IO 5.2 Strengthened community-based child protection system
OTP 13: # of Kebeles that have endorsed and fully utilized CL by-laws
OTP 14: # of functional community based child protection committees (CPCs) strengthened

Annex F: Additional Data Tables

CMEP Indicators by Outcomes

Indicators	Target	Actual	Male/ Boy	Female/ Girl
IO 1: Increased retention and completion of formal school by youth, especially females aged 14-17				
OTC 1: % beneficiary youth that have completed grade 10	48%	51.80%	25.60%	26.20%
POC 4: % of beneficiary youth aged 14 to 17 who regularly attend formal education during the past six months	98%	97.00%	45.10%	51.80%
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational services	12,000	12,670	9324	476
IO 1.1: Increase use of interactive child-centered instructional pedagogy in target schools				
OTC 2: % of teachers who applied child-centered instruction methodology in target schools after receiving the training	85%	89.60%	56.80%	32.70%
IO 1.2: Increased enrolment of out of school youth				
OTP 1: # of beneficiary youth aged 14 to 17 who were out of school that are enrolled	475	470	237	233
IO 1.3: Increased education support (includes inclusive support for youth with disabilities, tutorials and scholastic materials)				
OTP 2 (E2): # of children/youth provided with scholastic materials, systematic tutorials and assistive devices	42,600	47,516	22,276	24,966
IO 1.4: Improved community attitude towards education of girls and children with disabilities				
OTC 3: % of heads of HHs that believe it is important for girls and youth with disabilities to participate in and continue their education	75.00%	77.40%	44.80%	32.60%
IO 2: Youth secure decent work				
OTC 4: % of beneficiary youth who secured decent work within last 12 months	75%	84.10%	48.10%	36.00%
L.3 # of children of legal working age provided with employment services (other than vocational training)	3,466	3,346	1,920	1,426
IO 2.1: Increased access to financial services by youth				
OTP 3: Average saving mobilized per member to date	283	222		
IO 2.2 Improved marketable and technical skills of youth				
OTP 4: % of youth who scored 65% and above in final technical skills training test	84%	81.00%	45.00%	36.00%
IO 2.2.1 Increased capacity of TVET centers to provide short term training				
OTP 5: # of vocational training centers supported by the project for short term marketable skill training	30	28		
IO 2.3: Improved entrepreneurship skills of youth				
OTC 5: % of youth who developed feasible business plans	68%	88.20%	54.20%	34.00%
IO 2.4: Increased income generation through micro-franchise opportunities				
OTC 6: % beneficiary youth who earned an average profit of 600 Eth Birr/month for three consecutive months	70%	67.70%	46.80%	20.90%
IO 2.5: Improved working conditions for working children				
OTP 6: # of target Business Owners (BOs) who use the code of conduct	100	83		
IO 2.5.1: Increased awareness by youth and business owners of OSH issues and standards				
OTC 7: % of youth trained by the project who can identify at least 5 OSH standards	90%	92%		
OTC 8: % of BOs trained by the project who can identify at least 5 OSH standards	90%	94.10%		
IO 4: Increased Youth Engagement and Leadership on Community Issues and Issues Affecting their Future				
OTC 13: % of beneficiary youth engaged in community services/voluntary services	75%	90.30%	45.50%	44.80%
IO 4.1: Increased Awareness by community leaders, families and youth of youth issues				

Indicators	Target	Actual	Male/ Boy	Female/ Girl
OTP 9: % of families, Community leaders and youth that can identify 3 or more youth issues	85%	74.60%		
IO 4.2: Enhanced Leadership skills of Youth				
OTC 14: % youth that self-report increased and/or gained leadership skills	75%	85%		
IO 4.3: Strengthened network of youth clubs				
OTP 10: # of functional youth clubs that are networked	575	618		

Indicators	Target	Actual
IO 5: Social protection systems with improved capacity to address child labor		
OTC 15: Adoption of child Labor/ forced labor, plans, guidelines	4	3
IO 5.1 Enhanced institutional capacity to address CL issues		
OTC 16: # of GO offices in the target areas that incorporated CL issues in their plans and reporting	5	5
IO 5.1.1 Increased capacity of government officials to enforce child labor laws		
OTP 11: # of government officials trained in enforcing child labor laws	150	1,374
	Male	960
	Female	414
IO 5.1.2: Improved capacity of government to develop CL related policies and guidelines		
OTP 12: # of reviewed existing and newly drafted CL related polices and guidelines	6	5
IO 5.2 Strengthened community-based child protection system		
OTP 13: # of kebeles that have endorsed and fully utilized CL bylaws	92	92
OTP 14: # of functional community-based child protection committees (CPCs) strengthened	2,708	2,723

Indicators	Target	Actual	Male/ Boy	Female/ Girl
IO 3: Improved livelihoods for target households				
OTC 9: % of HHs with increased expenditure	70%	57.60%	29.70%	27.80%
OTC 10: % of HHs with increased assets	68%	61%	45.60%	42.30%
L.1 # of households receiving livelihood services	11,000	11,509		
IO 3.1 Increased Access to Financial Services				
OTC 11: Fund utilization rate	60%	44%		
OTP 7: Average saving mobilized per members to date	500	461		
IO 3.2: Increased use of Improved Farm and Non-Farm Practices				
OTC 12: % of target HHs supported by the Project who reported applying improved practices	85%	86.3%	51.7%	34.6%
IO 3.3: Increased Access to Social Protection Programs				
OTP 8: # of beneficiary HHs that received at least one social protection service	1,500	4,499	2,263	2,234

Indicator	Male	Female	Total
Total beneficiary youth reached through E4Y project	6,234	6,436	12,670
Youth who enrolled in formal education and received educational materials	4,318	5,006	9,324
Youth that have completed grade 10 after receiving formal education services	1,318	1,352	2,670
Teachers trained on Interactive Instructional Methodology & Inclusive Education	1,987	1,132	3,119
Youth reached through short term vocational training	1,704	1,293	2,997
Youth graduated from short term vocational training	1,637	1,234	2,871
Youth passed Certificate of Competency (COC)	1,004	753	1,757
Youth who secured decent work	1,443	1,079	2,522
Youth who engaged in micro-franchise work opportunities	58	38	96

Indicator	Male	Female	Total
Youth working with business owners	158	95	253
Youth who participated in summer camps	5,413	5,888	11,301
Youth with disabilities who received assistive devices	124	97	221
Out of school youth who enrolled formal education after receiving school readiness program.	237	233	470

Table 3: E4Y Participants and Households by Key Intervention Area

Summary Livelihood Achievement – HHs	Female	Male	Total
Total beneficiary households reached by E4Y	5,642 (49%)	5,867 (51%)	11,509
HHs who have received financial services through 539 established Village Savings and Loan Associations	6,723 (66%)	3,453 (34%)	10,176
HHs who received agro input/ start up materials	5,802 (51%)	5,622 (49%)	11,424
HHs who received agronomic extension or business training	5,776 (51%)	5,648 (49%)	11,424

Table 4: Child labor indicators

Outcome Indicator	Intake Value/ Baseline Value	Target/ Actual	Final Value
POC 1: Percentage (%) of beneficiary children aged 14-17 engaged in child labor in the target area	85%	Target	
		Actual	6.70%
		Caseload (n)	12184
	43%	Boys	3.34%
	42%	Girls	3.36%
	2%	Disabled	0.14%
	83%	Non-disabled	6.56%
	90%	Amhara	8.96%
	80%	SNNPR	4.48%
CL 1: Percent (%) of children aged 14 to 17 in target area engaged in child labor	50%	Target	
		Actual	25%
		Boys	
		Girls	
	70.50%	Amhara	35%
34.60%	SNNPR	17%	
POH 1: Percentage (%) of beneficiary HHs in target area with at least one child engaged in child labor	86%	Target	25%
		Actual	8.4%
		Caseload (n)	10615
	49%	Male	3.2%
	37%	Female	4.7%
0.43	Child headed HH	0.5%	
POH 2: Percentage of beneficiary households in target area with at least one child engaged in hazardous labor (HCL)	83%	Target	
		Actual	3.2%
		Caseload (n)	10615
	47%	Male	1.3%
	36%	Female	1.9%
	0.43	Child headed HH	0.5%
POH 3: Percentage (%) of beneficiary households in target area with at least one child engaged in WFCL	84%	Target	
		Actual	3.3%
		Caseload (n)	10615
	48%	Male	1.3%
36%	Female	1.9%	

Outcome Indicator	Intake Value/ Baseline Value	Target/ Actual	Final Value
	0.43	Child headed HH	0.5%
POC 2: Percentage(%) of beneficiary children aged 14 to 17 engaged in hazardous labor (HCL) in target area	83%	Target	
		Actual	3.56%
		Caseload (n)	12184
	41%	Boys	1.80%
	42%	Girls	1.76%
	2%	Disabled	0.06%
	81%	Non-disabled	3.50%
	89%	Amhara	3.05%
	77%	SNNPR	4.07%
		83%	Target
POC 3: Percentage (%) of beneficiary children aged 14 to 17 engaged in WFCL in target area		Actual	3.61%
		Caseload (n)	12184
	42%	Boys	1.84%
	41%	Girls	1.77%
	2%	Disabled	0.06%
	81%	Non-disabled	3.55%
	89%	Amhara	3.08%
	78%	SNNPR	4.13%