



**BUREAU OF INTERNATIONAL LABOR AFFAIRS**  
**UNITED STATES DEPARTMENT OF LABOR**



Children supported by SHE Thrives attending school in Ethiopia. Photo Credit: CARE International

# **INTERIM EVALUATION**

## **SHE THRIVES: REDUCING CHILD LABOR IN ETHIOPIA'S AGRICULTURAL SECTOR USING A GENDER-FOCUSED APPROACH**

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**Grantee:** CARE Ethiopia

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# INTERIM EVALUATION OF SHE THRIVES: REDUCING CHILD LABOR IN ETHIOPIA'S AGRICULTURAL SECTOR USING A GENDER-FOCUSED APPROACH

## ACKNOWLEDGEMENT

This report describes the interim evaluation of the project, *She Thrives: Reducing Child Labor in Ethiopia's Agricultural Sector Using a Gender-Focused Approach*. Fieldwork for this evaluation was conducted in May 2024. Sistemas, Familia y Sociedad (SFS) conducted this independent evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the terms specified in its contract with the United States Department of Labor. The evaluation team would like to express sincere thanks to all the parties involved for their support and valuable contributions.

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## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT</b>	<b>1</b>
<b>TABLE OF CONTENTS</b>	<b>2</b>
<b>LIST OF ACRONYMS</b>	<b>4</b>
<b>EXECUTIVE SUMMARY</b>	<b>5</b>
<b>1. PROJECT CONTEXT AND DESCRIPTION</b>	<b>15</b>
1.1. PROJECT CONEXT	15
1.2 PROJECT SPECIFIC INFORMATION	17
<b>2. EVALUATION PURPOSE AND SCOPE</b>	<b>17</b>
2.1. EVALUATION PURPOSE	17
2.2. EVALUATION SCOPE	18
2.3 EVALUATION QUESTIONS	18
<b>3. EVALUATION RESULTS</b>	<b>20</b>
3.1 RELEVANCE AND COHERENCE OF PROJECT DESIGN	20
3.2 EFFECTIVENESS AND EFFICIENCY	23
3.3 SUSTAINABILITY	51
<b>4. LESSONS LEARNED AND PROMISING PRACTICES</b>	<b>51</b>
4.1. LESSONS LEARNED	55
4.2. PROMISING PRACTICES	56
<b>5. CONCLUSION</b>	<b>51</b>
5.1 RELEVANCE	58
5.2 EFFECTIVENESS AND EFFICIENCY	58
5.3 SUSTAINABILITY	59
<b>6. RECOMMENDATIONS</b>	<b>51</b>
<b>ANNEXES</b>	<b>65</b>
<b>ANNEX A. LIST OF DOCUMENTS REVIEWED</b>	<b>65</b>
<b>ANNEX B. EVALUATION ITINERARY</b>	<b>1</b>
<b>ANNEX C. STAKEHOLDER WORKSHOP AGENDA AND PARTICIPANTS</b>	<b>2</b>
<b>ANNEX D. TERMS OF REFERENCE</b>	<b>3</b>
<b>ANNEX E. EVALUATION METHODOLOGY AND LIMITATIONS</b>	<b>2</b>
<b>ANNEX F. TABLE OF SUMMARY FINDINGS</b>	<b>5</b>
<b>ANNEX G. TABLE OF SUMMARY RECOMMENDATIONS</b>	<b>6</b>

## ANNEX H. STATUS OF IMPLEMENTATION OF PROJECT WORKPLAN

166

## LIST OF ACRONYMS

AEP	Accelerated Education Program
AM	Activity Mapping
AVSA	Adolescent Village Saving Association
BYOB	Be Your Own Boss
CARE	Cooperative for Relief and Assistance Anywhere
CL	Child labor
CMEP	Comprehensive Monitoring and Evaluation Plan
COVID-19	Corona Virus Disease
CSC	Community Score Card
DPMS	Direct Participant Monitoring System
FFBS	Farmer Field and Business School
GBV	Gender-Based Violence
GED	Gender Equity and Diversity
GoE	Government of Ethiopia
HEWs	Health Extension Workers
HH	Household
IGA	Income-generating activities
ILAB	International Labor Affairs Bureau
ILO	International Labor Organization
INGOs	International Non-Governmental Organizations
IPs	Implementing Partners
IWCIDA	ILu Women Children Integrated Development Association

Acronym	
LLST	Leadership and Life Skills Training
M&E	Monitoring and Evaluation
MoA	Ministry of Agriculture
MoE	Ministry of Education
MoLS	Ministry of Labor and Skills
MoU	Memorandum of Understanding
MoWSA	Ministry of Women and Social Affairs
NAP	National Action Plan
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
OSH	Occupational Safety and Health
OTC	Outcome
PMP	Performance Monitoring Plan
REB	Regional Education Bureau
RTN-Ethiopia	Reach the Needy Ethiopia
SAA	Social Analysis and Action
SBCC	Social Behavioral Change Communication
SGBV	Sexual and Gender-Based Violence
SNNPR	South Nations, Nationalities and Peoples Region
ToC	Theory of Change
ToR	Term of Reference
ToT	Training of Trainers
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training

Acronym	Full Phrase
USDOL	United States Department of Labor
VSLA	Village Saving and Loan Associations
WEO	Woreda Education Office

## EXECUTIVE SUMMARY

### BACKGROUND AND CONTEXT

Eliminating child labor (CL) is a global priority, embedded in Sustainable Development Goal (SDG) 8.7, which provides for the elimination of CL in all its forms by 2025<sup>1</sup>. The latest available national survey of CL in Ethiopia indicates that in 2015, 43% of all children aged 5-17 were in CL across the country. Just over half of the children in CL – corresponding to 23% of all children aged 5-17 – do hazardous work. In the country, CL is more common in rural areas (49%) than in urban areas (15%), and agriculture is the most common sector where children work. Among children doing hazardous work in rural areas of Ethiopia, 91% work in agriculture.<sup>2</sup> In the project sites, in particular, the she thrives project’s baseline assessment showed that CL was highly prevalent among households which participated in the project. More specifically, there was at least one child who was engaged in CL in 97.3% of the households. While intervening to speed up the protection of child laborers in Ethiopia’s agricultural sector must be an urgent priority for the country to realize the Sustainable Development target 8.7, this can only be genuinely sustainable if it takes a gender perspective as well. That is, the specific characteristics of girls’ work (including their domestic responsibilities) need to be fully incorporated into strategies and interventions that aim at eliminating child labor, mainly because child labor is found to be gendered in many ways.

The Government of Ethiopia (GoE) has put in place national legislation that legally condemns CL. It has also ratified relevant international conventions, instruments and protocols. Following these, Ethiopia has enacted legislation to protect children from harmful work, namely the Labor Proclamation of Ethiopia (No. 1156/2019), which establishes the minimum age of 15 years for employment and forbids the employment of a child under the age of 15. The Government has also taken successive measures to enact policies and manage child labor. Some modest improvements were also observed as a result of these initiatives.<sup>3</sup>

However, some gaps hinder the enforcement of the CL laws and legislation. These include,

<sup>1</sup> [https://sdgs.un.org/goals/goal8#targets\\_and\\_indicators](https://sdgs.un.org/goals/goal8#targets_and_indicators)

<sup>2</sup> International Labour Organization and Central Statistical Agency (CSA) of Ethiopia. 2015 Ethiopia National Child Labour Survey. Geneva: ILO, 2018. [https://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_30035/lang-en/index.htm](https://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_30035/lang-en/index.htm)

<sup>3</sup> GIZ, 2023. Analysis of CL legislation in Ethiopia. [https://www.cocoainitiative.org/sites/default/files/resources/ICI\\_2023\\_Child%20labour%20legislation%20in%20Ethiopia\\_vf.pdf](https://www.cocoainitiative.org/sites/default/files/resources/ICI_2023_Child%20labour%20legislation%20in%20Ethiopia_vf.pdf)

among others, poor coordination among agencies, a lack of resources and an inadequate number of labor inspectors.<sup>4</sup> Therefore, more comprehensive, multisectoral intervention is needed to counter CL in the informal agricultural sector focused at national, community, and household levels.

The United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT), with the aim to build agency of vulnerable women and girls in the Ethiopian agricultural sector, change community social norms and traditions that uphold child labor and gender inequality, and transform laws, policies and institutions to be more gender equitable and support efforts to reduce child labor in Ethiopia, awarded Cooperative for Relief and Assistance Anywhere Ethiopia (CARE Ethiopia) with a \$5 million cooperative agreement in December 2020 to implement the “She Thrives: Reducing CL in Ethiopia’s Agricultural Sector using a Gender-Focused Approach” (She Thrives project). It is implemented in partnership with partners ILU Women Children Integrated Development Association (IWCIDA) and RTN-Ethiopia (Reach The Needy Ethiopia).

The She Thrives project, was, therefore, born keeping in view the need to support the Ethiopian government to reduce CL in the informal agricultural sector. The primary purpose of this interim performance evaluation is to determine whether the project is on track toward meeting its objectives and outcomes.

## EVALUATION METHODOLOGY

This interim evaluation used a mixed-method approach comprising qualitative and quantitative data collection and analyses. The evaluation team (ET) obtained the qualitative and quantitative data from primary and secondary sources. The ET carried out a document review, field observations, key informant interviews (KIIs), focus group discussions (FGDs) and surveys for data collection. Overall, a purposive sample of 278 participants provided data for the evaluation. The ET used thematic analysis guided by the evaluation matrix to categorize, synthesize, and summarize the raw data captured from the interview and FGD sessions. The evaluation questions generally guided the data analysis process.

## KEY EVALUATION RESULTS

### *Relevance*

The project’s relevance was examined in terms of (i) the validity of the design, (ii) the alignment of the project’s strategies with the GoE’s policies and priorities, and (iii) the relevance of the project’s strategies to the specific needs of the beneficiaries and communities and other stakeholders. First, the project document includes analyses of both the national and legal context. It was also designed through a participatory approach (i.e., in close consultation with the relevant ministries at national, zone and woreda levels). The design also includes a sustainability plan with the main activities that will be carried out.

Second, all the interventions (e.g., Accelerated Education Program (AEP), Village Saving and Loan Associations (VSLA), Technical and Vocational Education and Training (TVET),

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<sup>4</sup> 2022 Findings on the Worst Forms of CL: Ethiopia  
[https://www.dol.gov/sites/dolgov/files/ILAB/child\\_labor\\_reports/tda2022/Ethiopia.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2022/Ethiopia.pdf)

Leadership and Life Skills Training (LLST)) and the approaches the project employed (the gender-focused approach in particular) are coherent with GoE's policies and priorities. From the government's perspective, the project's interventions are considered even more relevant because they address CL and gender. The project addresses the intersection of CL and gender, two priority issues for the GoE. All stakeholders the ET talked to at the federal level rated the project highly relevant to the country's policies and priorities. On the other hand, relevance of the project strategies to the community's specific needs was initially ensured by selecting the project locations. The project locations were chosen in consultation with key stakeholders. Besides, evidence suggests that Oromia and South Nations, Nationalities and Peoples Region (SNNPR) are the two regions where about 95% of the country's coffee is produced.

Third, She Thrives conducted assessments to study the needs of participants and the specific interventions needed for the specific groups of participants. The strategies and specific interventions were designed based on evidence gathered through the assessments. The project strategies were made even more relevant to the specific needs of participants through a robust selection of the participants focusing on the most disadvantaged and vulnerable households with children engaged in or vulnerable to CL. The ET further obtained direct evidence from the beneficiaries through their ratings of the extent to which the project strategies are relevant to their needs. The majority (69-100%) of participants gave a high rating. Thus, the project was highly relevant in all respects.

### ***Effectiveness and Efficiency***

It was after a one-year (2021) intensive preparation that the actual interventions started in 2022. Most (about 55%) of the project activities were completed at the time of this interim evaluation. The majority of activities under outcome (OTC) 1 were progressing at a good pace. The same is true for OTC2, except for trainings intended for editors of media houses and communications and public relations officers of partner organizations on social norms related to CL and gender equity. Except for the psychosocial support intended for adolescent girls and adult women, the majority of the activities under OTC3 were also progressing at a good pace.

AEP helped participants gain knowledge and skills equivalent to grades one to three in one year, after which they were re-enrolled into formal school (grade 3 or 4). The project served children and adolescents who were out of school, had limited education, and were engaged in or at high risk of entering CL. The LLST also improved adolescent girls' and boys' capabilities to take positive action, protect themselves, and have positive social relationships, promoting their mental well-being and personal development. LLST further equipped adolescent girls with core skills, capacity, and self-efficacy to communicate, negotiate and make informed decisions that affect their health, well-being, and learning ability. TVET helped participants learn a skill set and increase readiness to engage in decent work in various areas, including animal science and agro-processing. The selected TVET centers were familiarized with gender mainstreaming and Gender Equity and Diversity (GED).

Financial literacy training provided participants with an understanding of the concepts of money and how to manage it wisely, the opportunity to learn basic skills related to earning, spending, budgeting, saving, and borrowing. The Advanced Business and Entrepreneurship Training also helped female household members (18+) to gain the ability to turn ideas into action and socially impactful wealth creation. The in-kind start-up capital also helped the



adolescents in setting up new businesses. The participants also witnessed that VSLAs and Adolescent Village Saving Association (AVSAs) brought about tangible changes in their living conditions.

The project used efficient approaches and completed most of the activities as planned. The overall budget utilization rate, which stands at 71%, can be considered efficient for the interim evaluation period. The budget used for each project component aligns with the planning. Likewise, the operational efficiency of the project was high as the project management strategies, leadership approaches, functional working relationships and collaborations contributed to the successful achievement of the targets.

### ***Gender Analysis***

The project's gender-focused approaches and tools (GED and Social Analysis and Action (SAA)) helped to build the agency of vulnerable women and girls and challenge and change relations and community social norms and traditions that uphold CL and gender inequality. Following the interventions, knowledge about CL, gender and associated stereotypes has improved. The participants have realized that the difference between men and women is biological and that women have the right to inherit family properties. Furthermore, couples' communication is an area that remarkably changed from being one-sided and male-dominated to a more consultative style that gives better space to the voice of women. Because of the shift in attitudes and good understanding between couples, most women participants are now involved in Income-generating activities (IGAs). In sum, the division of labor in the household and women's involvement in decision-making and control over assets have improved.

### ***Sustainability***

The project has developed a sustainability strategy that considers the three outcomes at the national, community, and household levels. It is a well-planned strategy containing activities, indicators, risks and mitigation mechanisms. Given the contents of the sustainability plan and the way it addresses the three outcomes, the ET considers the project's sustainability plan to be well adapted to national and local levels. The project has completed most of its planned activities at the time of this interim evaluation and can now focus on sustainability issues during the remaining period. Of particular importance in ensuring sustainability for the project at this moment is to review the sustainability strategy and update (or revise) it as necessary. The ET found this important because, among other things, the sustainability strategy was not developed through a participatory approach.

The multi-stakeholder platform is among the major fora that She Thrives considers very important for the project's sustainability at the national level. The formation of the multi-stakeholder platform has been on the agenda for some time now, but the Memorandum of Understanding (MoU) has yet to be formally signed and launched by the Ministry of Women and Social Affairs (MoWSA). However, She Thrives was instrumental in drafting the partnership strategy for the multi-stakeholder platform and conducting independent discussions with member ministries on the matter. The ET believes that to see the MoU signed and the platform launched in the remaining period, the project must follow up on the matter and lobby for the support of the ministry officials. Another potentially useful partner that could contribute to the sustainability of the project activities is the private sector. Whereas She Thrives has already engaged a few companies in the private sector, the stakeholders'

workshop participants have suggested that She Thrives approach more private companies to contribute toward the sustainability of the project’s results.

The sustainability strategy at the community and household levels mainly consists of capacity-building activities. Most of these activities are completed as of April 30, 2024. However, completing the planned activities does not guarantee sustainability. She Thrives must collaborate with the local administrative structures to transfer ownership of the interventions to stakeholders. In this regard, the VSLA group is in good standing compared to other groups of participants (e.g., TVET graduates). The association has created solidarity among members, strengthened their relations, and hopes to continue saving and engaging in IGAs. The VSLA groups in different project sites are motivated to continue the association. Through the training and SAA discussion, they also have developed self-confidence and the capacity to start their own business whenever their financial status permits. Many of them are engaged in IGAs.

Nevertheless, given the rise in the price of goods in the country, how long they can stay in business with their savings alone is a serious question. It appears that even for the VSLA groups, strengthening their business will be difficult. The second group comprises TVET graduates. TVET graduates received skills training in several areas. Nevertheless, most of them do not have jobs during the interim evaluation. Primarily, they need startup capital to start their own business. A third group comprises children who participated in the AEP. The AEP is considered by many as the most successful intervention because it focused and selected as participants the most disadvantaged, out-of-school children who were either engaged in or vulnerable to CL. Most children have already joined the regular school, but there are indications that some of these students are dropping out due to the absence of support and follow-up in both Gedeo and Ilu’Ababor. Making AEP sustainable as a program requires discussion with the Woreda Education Office, the Zone Education Department and/or the Regional Education Bureaus (REBs) on how to improve the conditions of the schools materially and through training at least some of the teachers who work there.

**Table 1. Performance Summary**

Performance Summary	Rating
<ul style="list-style-type: none"> <li><i>Outcome 1:</i> Increased capacity of the Government of Ethiopia (GoE) to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach.</li> </ul> <p>In order to achieve this outcome, the project progressed well in convening stakeholder meetings by engaging higher leadership, including ministers, state ministers, and directors, to form and strengthen stakeholder groups. Likewise, meetings organized for stakeholders in collaboration with Ministry of Labor and Skills (MoLS) to support the development and signing of the MoU for the multi-stakeholder group went well. The project also brought the issue of CL to the government's attention in the informal agriculture sector. Despite the positive progress, the project could not achieve one of its initial objectives, which was to institute a separate National Child Labor Policy. Instead, the project succeeded in reviewing CL-related documents and systems using a gender lens and bringing CL-concerned bodies together, which will sustain efforts to address CL in the country. While the signing of the MoU and the formation of the multi-</p>	<p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>

<p>stakeholder platform are important for sustainability, both are not accomplished at the time of the interim evaluation.</p>	
<ul style="list-style-type: none"> <li>• <b>Outcome 2:</b> Improved ability of communities to reduce child labor using a gender mainstreaming approach.</li> </ul>	
<p>The project used the SAA approach, a community-led social change process, to transform gender norms that promote gender inequalities and CL. As a result, overall attitudinal change in combating CL in the community has been observed in both project areas. CL Committees were also formed and empowered to combat CL. Furthermore, the community has challenged and changed harmful attitudes and norms. Nonetheless, they are far from being transformed, which implies the need for further work to ensure their sustainability.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Moderate</p>
<p><b>Outcome 3:</b> Increased economic stability of households vulnerable to child labor, focusing on women and girls.</p>	
<p><b>Sub outcome 3.1:</b> Members of vulnerable households have enhanced technical and life skills and employment services:</p> <p>The project delivered several trainings to help vulnerable households possess enhanced technical and life skills. These include AEP, LLST, TVET, and Advanced Business and Entrepreneurship Training. These activities progressed at a good pace. The AEP children acquired basic literacy and numeracy skills through theoretical and practical sessions. Through the LLST, the participants developed awareness and skills in saving, effective communication, and understanding of how hard work leads to success. TVET instilled knowledge and various skills required to start their IGAs. Nonetheless, most TVET graduates could not engage in IGAs.</p> <p>While completing almost all planned activities contributes to sustainability, some work remains (e.g., employment of TVET graduates).</p>	<p><b>Achievement:</b> High <b>Sustainability:</b> Moderate</p>
<p><b>Sub outcome 3.2:</b> Members of vulnerable households have diversified income:</p> <p>The project used various interventions, including start-up capital, VSLA, AVSA and Farmer Field and Business School (FFBS), to help members of vulnerable households diversify their income. As a result, participants started saving, some got access to credit services and are engaging in IGAs. Nonetheless, it has been difficult for some participants to engage in IGAs as procedures for accessing credit services are difficult to penetrate. Ensuring sustainability requires for some of the participants to access credits/loans to start their own business and for others to strengthen their business.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Above Moderate</p>
<p><b>Sub outcome 3.3:</b> Members of vulnerable households have increased access to social protections.</p>	<p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>

<p>The project did well in mapping Sexual and Gender-Based Violence (SGBV) and mobilizing the community to access the existing health insurance scheme. However, it achieved far below its targets in providing psychosocial support to girls and women, training health extension workers, and health and social workers on psychosocial support and counselling. The level of achievement recorded particularly in relation to psychosocial support points to the need for more work on sustainability.</p>	
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## PROMISING PRACTICES

### Promising Practice 1: Saving

In both Gedeo and Ilu'Ababor, the project successfully introduced the practice of saving amongst the participants, and the participants themselves consider this as the most important behavior they gained from She Thrives.

### Promising Practice 2: The Use of the Holistic Approach

The project recognized from the outset that CL is an issue caused by multiple interconnected factors, including gender, and attempts to address CL should also address these factors. That is why She Thrives addressed not only the children who are engaged in or are vulnerable to CL but also the household members through one or more of its interventions.

### Promising Practice 3: Working together with Government Offices from the Federal to Kebele Levels

One good practice of She Thrives is its collaboration with government offices (from federal to kebele levels). Working with the government structures from the top to grassroots levels has contributed to the smooth implementation of the project interventions.

### Promising Practice 4: Working with Implementing Partners with Rich and Relevant Experience

The project recruited two implementing partners, one in Oromia (IWCIDA) and another in SNNPR (RTN-Ethiopia). The partners have been implementing projects for a long time in Oromia and SNNPR and have rich experience. Because of their presence in the two regions for a long time, they are well-known and trusted by the communities.

### Promising Practice 5 : Importance of working on people's mindsets

Examining the changes observed in the saving behavior of the participants and the changes recorded in other areas (e.g., better family communication, reduced burden on women and girls and the understanding of men and boys that they can do at least some household chores to support women and girls), one can observe how working on individuals' mindsets instrumental.

### Promising Practice 6 : The interventions also contributed to desirable changes in participants' behaviors other than the primary targets

In addition to saving, the VSLA group members have developed strong solidarity among themselves. In particular, when they feel a member needs the group's support, they set a date, and every group member spends the whole day working on their fellow VSLA member's farm. In a particular arrangement ("dado" in Ilu'Ababor), every group member comes with her food and drinks for the day and supports the member.

## LESSONS LEARNED

### **Lesson Learned 1: The importance of school feeding when planning AEP**

AEP is the most acclaimed project intervention by nearly all participants who provided data for the interim evaluation. However, the success of AEP is helped by the of school feeding provision which can significantly improve attendance and engagement, ensuring that children receive the education they need while reducing the economic burden on their families.

### **Lesson Learned 2: Team unity and dedication**

The unity and dedication of the project team are critical factors in achieving project goals. A cohesive team that works well together can overcome challenges more effectively and is more likely to innovate and adapt to changing circumstances. Team spirit and collective commitment enhance the overall efficiency and impact of project activities.

### **Lesson Learned 3: Private Sector Engagement**

Engaging the private sector is crucial for the sustainability and scaling of project interventions. By involving businesses and employers, projects can create more job opportunities, enhance market linkages, and ensure that economic growth benefits the wider community. Private sector engagement also helps in advocating for and implementing child labor standards, ensuring that businesses contribute positively to social and economic development.

## CONCLUSION AND KEY RECOMMENDATIONS

The overall conclusion that can be drawn from this evaluation is that She Thrives is highly relevant in meeting the participants' specific needs, has achieved most of its planned targets efficiently and successfully changes the existing discriminatory gender norms, at least in the short-term. The project needs to advance its efforts to ensure sustainability of the intervention results including the revision of its sustainability strategy in collaboration with pertinent stakeholders.

## RECOMMENDATIONS

### **Recommendation 1: Lobby and follow up on the signing of the MoU to establish the multi-stakeholder platform**

Reducing CL in Ethiopia through instituting new and strengthening existing policies can be achieved through the multi-stakeholder platform. The formation and signing of the platform's MoU is an important milestone that must be accomplished as soon as possible. She Thrives shall exert every effort to see the MoU signed and the multi-stakeholder platform become functional.

**Responsible Bodies: She Thrives, MoWSA, MoLS**

### **Recommendation 2: Engaging the private sector in the fight against CL**

Involving the private sector in the fight against CL is potentially useful because the private sector employs many children on their farms and factories. Through the creation of awareness and their involvement, the private sector can be convinced not to hire children on their farms. The private sector can also support She Thrives' efforts to reduce CL by sensitizing the communities around their farms to avoid using CL as a means of the families' survival.

**Responsible Entities:** She Thrives and companies in the private sector (e.g., Kerchanshe Group, Women in Coffee Association)

**Recommendation 3: Encourage initiatives to use the project tools and scale up the results**

Government offices (e.g., Women and Children's Office) in some woredas where the project operates have shown interest in using the tools to scale up the project's results among communities it did not reach. She Thrives needs to encourage such initiatives as these could help strengthen the changes observed in the six woredas.

**Responsible Entities:** She Thrives, Implementing Partners (IPs), Women and Children's Offices in the six woredas, WEOs, Woreda Job Creation Offices

**Recommendation 4: Explore possibilities on how VSLA/IGA groups obtain startup capital**

Some groups of participants are doing well even though their financial capacity is limited. These groups include VSLA and IGA groups. One of the priority tasks of the project in the remaining eight months is to explore possibilities where these groups obtain startup capital to strengthen their business or start new businesses.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices, Woreda Job Creation Offices

**Recommendation 5: Provide startup support to TVET graduates**

Another group for which startup capital is necessary is the TVET graduates. Most TVET graduates have not started any business after training and apprenticeship. As a result, many are spending their time idly. The condition in which the TVET graduates found themselves requires an urgent response. The project may organize the graduates with similar training in groups and support them. The ET suggests a discussion between the project and government stakeholders, particularly at the zone and woreda levels, to explore other ways of supporting the TVET graduates, if any, with startup capital.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices, Woreda Job Creation Offices, Zone Women and Children's Department

**Recommendation 6: Support regular schools that host AEP students**

There is some interest among some Woreda Education Offices (WEOs) (in both Oromia and SNNP regions) in taking ownership of the program and continuing AEP in regular schools. The ET considers the interest developed among some WEOs encouraging. The ET believes that a formal discussion between the project and WEOs, the Zonal Education Departments or even REBs is necessary to review the progress made so far and draw lessons from the completed program. The discussion is also important to determine the support the WEOs and the schools need to continue the program. The ET considers handing over the curriculum for AEP to WEOs or REBs and offering training (on innovative teaching methods) to some of the teachers who will teach AEP students will be important contributions that She Thrives could make as part of its exit strategy.

**Responsible Entities:** She Thrives, IPs, Schools, WEOs and Zone Education Departments, REBs

**Recommendation 7: Examine why women and girls did not seek psychosocial support**

The project did not meet its targets of providing psychosocial support to women and girls who are Gender-Based Violence (GBV) survivors. The ET recommends conducting a small-scale inquiry to understand the actual explanation(s), to suggest ways of overcoming the problem, and to finally offer psychosocial support to the GBV survivors following the recommendations put forth by the study.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices

**Recommendation 8: Review the sustainability strategy of the project with a participatory approach**

The sustainability strategy was not developed in consultation with key federal, zonal and woreda stakeholders. It is important to redress this through a participatory and consultative approach by inviting the key government ministries and the corresponding structures up to the woreda level to discuss ways of sustaining the project results.

**Responsible Entities:** She Thrives, IPs, Federal, Zone and Woreda stakeholders, Private sector

**Recommendation 9: Recommendation for future programming**

She Thrives produced good results in multiple areas (e.g., AEP, saving, engaging in IGAs, good understanding and communication among family members, etc.). Nearly all participants who provided data to the ET for this interim evaluation agreed that the project has contributed to the betterment of the households in several ways. At the same time, the participants likened the project's contribution to a drop in the ocean. Even though the project has produced desirable changes/results among the selected households, given the magnitude of CL in Ethiopia in general and the two regions in particular, the area coverage and the project's contribution are minimal.

Many stakeholders and participants from the federal to the kebele levels have voiced their desires to see the project in its second phase. The ET believes that leaving after eight months without strengthening the results achieved by the project is not a wise option. Many of the projects' results should be strengthened in a second phase, with the project's primary focus being the surrounding kebeles and woredas as new participants to address CL.

**Responsible Entities:** She Thrives, USDOL, MoWSA, MoLS, MoE, Private sector and IPs.

## 1. PROJECT CONTEXT AND DESCRIPTION

### 1.1. PROJECT CONTEXT

According to the latest available national survey of child labor (CL) in Ethiopia in 2015, 43% of all children aged 5-17 are in CL across the country. Just over half of children in CL – corresponding to 23% of all children aged 5-17 – do hazardous work. In the country, CL is more common in rural areas (49%) than in urban areas (15%), and agriculture is the most common sector where children work. Among children doing hazardous work in rural areas of Ethiopia, 91% worked in agriculture.<sup>5</sup>

Currently, due to the ongoing conflict, displacement of people and drought in different parts of the country, it is likely that more children are engaged in CL just to earn money for their family's daily subsistence. Besides, child work is a valued means of child socialization in Ethiopia, and the blurred line of demarcation between child work and CL is most commonly observed to be transgressed. The current number of children engaged in CL could be significantly higher than reported in the 2015 survey.

Agriculture is the leading employment sector in Ethiopia, and coffee is the country's top agricultural export commodity. Oromia and Southern Nations, Nationalities and Peoples Region (SNNPR) are the country's largest coffee-producing regions, accounting for almost 95% of the country's coffee production. Four million Ethiopian households are engaged in small-scale coffee cultivation, with women and girls undertaking 70% of the labor. In Oromia and SNNPR, women not involved in coffee farming often cultivate spices and khat. Due to high labor costs and the physical nature of this work, women who produce these three goods are frequently assisted by children in their households or their neighbors as informal workers. Women and girls working in the production of coffee, spices, and khat cannot often improve their lives by pursuing an education or fair-paying jobs to enhance their households or contribute to their communities.<sup>6</sup>

Eliminating CL is a global priority, embedded in Sustainable Development Goal (SDG) 8.7, which provides for the elimination of CL in all its forms by 2025. The International Labor Organization's (ILO) 2020 global estimates show that CL is overwhelmingly concentrated in agriculture; therefore, the world will not achieve this goal without eliminating CL in the agricultural sector. Addressing the underlying causes of CL in agriculture contributes to SDG 1 (for poverty reduction) and SDG 2 (for food security and nutrition). Ending CL in agriculture is crucial for future decent youth employment opportunities. It also contributes to reversing gendered roles that set an early start for gender inequality.<sup>7</sup>

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<sup>5</sup>International Labour Organization and Central Statistical Agency (CSA) of Ethiopia. 2015 Ethiopia National Child Labour Survey. Geneva: ILO, 2018. [https://www.ilo.org/ipec/Informationresources/WCMS\\_IPEC\\_PUB\\_30035/lang-en/index.htm](https://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_30035/lang-en/index.htm)

<sup>6</sup> <https://www.dol.gov/agencies/ilab/she-thrives-reducing-child-labor-ethiopia-agricultural-sector-using-gender-focused>

<sup>7</sup> International Labour Office and United Nations Children's Fund, *Child Labour: Global estimates 2020, trends and the road forward*, ILO and UNICEF, New York, 2021. License: CC BY 4.0. <https://www.ilo.org/publications/major-publications/child-labour-global-estimates-2020-trends-and-road-forward>



While stepping up the protection of young workers in agriculture must be an urgent priority if the world is to realize the Sustainable Development target 8.7, this can only be genuinely sustainable if it is gender sensitive and equitable. The specific characteristics of rural girls' work (including domestic responsibilities) must be fully incorporated into strategies and interventions to eliminate CL. Gender-biased social norms serve as causes posing additional challenges for girls in terms of health, safety, education, self-esteem and ability to grow in social and professional life. Yet, the gender dimension of CL is often-neglected in agriculture. There is a need to focus mainly on the conditions of rural girls because their work is often "invisible", less valued, and associated with specific gender-based challenges such as overburdening with household chores, restrictions on personal freedom, and gender-based violence. Moreover, girls' work is often actively hidden by families or employers, facilitated by the limited presence of labor inspectors in rural areas.<sup>8</sup>

In addition, community attitudes, such as not valuing girls' education and not considering household chores as work, pose additional challenges to improving the situation of girls in rural areas. This would generally mean that while eliminating CL needs to be a priority in Ethiopia, such initiatives must be grounded in gender transformative interventions to ensure sustainable development in the country.

The Ethiopian government has put in place national legislation that prohibits CL. It has also ratified relevant international conventions, instruments and protocols, including (i) the United Nations (UN) Convention on the Rights of the Child (CRC, 1989, the most ratified children's convention in the world), (ii) the ILO Convention 182 on the Worst Forms of CL (1999), and (iii) the ILO Convention 138 on Minimum Age of Employment (1973). These Conventions govern CL laws, regulate, and help prevent violations of children's rights. Following these, Ethiopia has enacted legislation to protect children from harmful work, namely the Labor Proclamation of Ethiopia (No. 1156/2019), which establishes the minimum age of 15 years for employment and forbids the employment of a child under the age of 15.<sup>9</sup>

However, some gaps hinder the enforcement of the CL laws. These include, among others, poor coordination of agencies, lack of resources and an inadequate number of labor inspectors. Because of the existing gaps, data on CL violations are not aggregated at the national level, and the government did not publish the number of CL violations identified as a result of its labor inspections. While the official number of labor inspectors was unreported, local NGOs and civil society organizations estimate there to be between 550 and 700 inspectors. This suggests that Ethiopia does not have enough labor inspectors to carry out their mandated duties.<sup>10</sup>

Therefore, more comprehensive, multisectoral intervention is needed to counter CL in the informal agricultural sector focused at national, community, and household levels. The present project, "She Thrives: Reducing CL in Ethiopia's Agricultural Sector using a Gender-

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<sup>8</sup> FAO. 2021. Gender dimensions of child labour in agriculture. Background paper. Rome. <https://doi.org/10.4060/cb7361en>

<sup>9</sup> GIZ, 2023. Analysis of CL legislation in Ethiopia. [https://www.cocoainitiative.org/sites/default/files/resources/ICI\\_2023\\_Child%20labour%20legislation%20in%20Ethiopia\\_vf.pdf](https://www.cocoainitiative.org/sites/default/files/resources/ICI_2023_Child%20labour%20legislation%20in%20Ethiopia_vf.pdf)

<sup>10</sup> 2022 Findings on the Worst Forms of CL: Ethiopia [https://www.dol.gov/sites/dolgov/files/ILAB/child\\_labor\\_reports/tda2022/Ethiopia.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2022/Ethiopia.pdf)

Focused Approach”, was, therefore, born keeping in view the need to support the Ethiopian government in the effort to reduce CL in the informal agricultural sector in Ethiopia.

## 1.2 PROJECT SPECIFIC INFORMATION

The She Thrives project aims to address the underlying causes of CL in Ethiopia’s agricultural sector using a gender-focused approach in Ethiopia’s largest coffee-producing regions of Oromia and SNNPR, which account for almost 95% of the country’s coffee production.

The overall project-level objective is to reduce CL in Ethiopia’s agricultural sector with a focus on the informal sector using a gender-focused approach. The project was intended to attain the following outcomes.

- 1. Increased capacity of the Government of Ethiopia (GoE) to address CL in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach (Outcome 1),**
  - National CL policy developed by a multi-stakeholder group (Sub-Outcome 1.1)
  - Labor Inspection Information Management System in MoLSA reviewed and improved using a gender lens (Sub-Outcome 1.2)
- 2. Improved ability of communities to reduce CL, using a gender mainstreaming approach (Outcome 2),**
  - Community members have increased awareness of CL and how to combat it (Sub-outcome 2.1)
  - Community members organized to combat social norms related to CL (Sub-outcome 2.2)
- 3. Increased economic stability of households vulnerable to CL, with a focus on women and girls (Outcome 3) to ensure that members of vulnerable households have:**
  - enhanced technical and life skills, and employment services (Sub outcome 3.1),
  - diversified income (Sub outcome 3.2), and
  - increased access to social protections (Sub outcome 3.3).

The project directly targets 3,300 households (with an average of 5 members each) actively engaged in or vulnerable to CL and an additional 10,000 indirect participants, including men and boys, community members, religious and traditional leaders, teachers, and Health Extension Workers (HEWs) in 6 woredas within the geographic regions of SNNPR and Oromia. Further, the project engages 850 policymakers, labor inspectors, data collection stakeholders, and TVET and private sector employees to transform institutional barriers around CL and gender inequality and transform structures.

## 2. EVALUATION PURPOSE AND SCOPE

### 2.1. EVALUATION PURPOSE

This interim evaluation assesses the She Thrives project’s two-year (2022 and 2023) performance and achievements. The evaluation addresses the following objectives.

- Determine whether the project is on track towards meeting its objectives and outcomes, identifying the challenges and opportunities encountered in doing so, and analyzing the driving factors for these challenges and opportunities;
- Assess the effectiveness of the project's strategies, the project's strengths and weaknesses, and identify areas in need of improvement
- Assess the efficiency of the project in terms of its management, time and budget utilization.
- Assess the effectiveness of the project's strategies to change longstanding social/gender norms in the communities where the project operates alongside the main objective of reducing CL
- Assess the project's plans for sustainability at local and national levels and identify steps to enhance its sustainability.

## 2.2. EVALUATION SCOPE

This interim evaluation covers the project period from December 2020 to April 30, 2024. The actual implementation of the project began in 2022, and as such, this evaluation's focus is on the project's implementation for about two years. The evaluation covers the project design, theory of change, activities, outputs, outcomes, and implementation methods. The end of the project implementation period is scheduled for February 2025.

The evaluation attempted to listen to the voices of a large number of participants to adequately represent the multiple groups of project participants and stakeholders from the federal to kebele levels. However, because of time constraints, the ET conducted the fieldwork in four of the six woredas where the project has been operating, two from Gedeo and two from Ilu'Ababor.

## 2.3 EVALUATION QUESTIONS

The interim evaluation addresses the following evaluation questions using the Organization for Economic Co-operation and Development Assistance Committee (OECD-DAC) criteria.<sup>11</sup> In addition to OECD-DAC's criteria, the interim evaluation addresses five questions focusing on gender.

### Relevance and Coherence of Project Design

1. To what extent is the project design, theory of change, and intervention logic relevant to reduce CL in Ethiopia's agricultural sector using a gender-focused approach?
2. To what extent are the project strategies relevant to the priorities of the GoE and the specific needs of project participants, communities, and other key stakeholders?

### Effectiveness and Efficiency

3. To what extent is the project making progress toward its planned outcomes and sub-outcomes? What are the key results achieved so far, specifically regarding:

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<sup>11</sup> OECD/DAC criteria <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec>

- a. Increasing the capacity of the Government of Ethiopia to address CL in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach? What strategies were employed, and how effective have they been? [OTC 1]
  - b. Are they improving the capacity of communities to reduce CL using a gender mainstreaming approach? What strategies were employed, and have they effectively addressed the social-cultural causes of CL? [OTC 2]
  - c. Are they increasing the economic stability of households vulnerable to CL, with a focus on women and girls? What strategies ensured the economic stability/income diversification of households affected by CL? To what extent has the economic well-being of participants (children [10-14], adolescents [15-17] and young adults [18+]) changed? [OTC 3]
4. What are the key internal or external factors that affected the achievement of project outcomes?
  5. How effective and efficient are the project's interventions and management strategies? What are the key strengths and weaknesses in project implementation and management? What areas need improvement?
  6. What key gender-focused approaches did the project implement to address CL that achieved:
    - a) Improved access to quality education, vocational training, and technical and soft skills for women and adolescent girls?
    - b) Improved access to quality, well-paying jobs and decent work for women and adolescent girls in the SNNPR and Oromia regions? What elements will prove sustainable over time?
    - c) Improved agency for women to increase economic participation and reduce risks of CL.
  7. Does the project's Comprehensive Monitoring and Evaluation Plan (CMEP) provide a valid means to monitor project progress and achievements, and to what extent has the Monitoring and Evaluation (M&E) system been effectively used by the project to inform management decision-making?
  8. To what extent is the project contributing toward the USG policy objective of advancing equity for all, including groups who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality?

### **Sustainability**

9. To what extent are the project's plans for sustainability adapted to the local level, national level, and capacity of implementing partners? What steps have been taken to ensure sustainability thus far?
10. To what extent are project outcomes likely to be sustained beyond the project's duration, particularly in relation to local stakeholders?

### **Evaluation Questions – Gender**

11. Are spouses coming to social analysis and action (SAA) discussions? What has changed in the couple's communication after the SAA discussions? How did that impact other aspects of their lives? How did that affect their children?
12. Are women engaged in IGAs? Do they decide on the selling price of their products and services? Do they decide on the profits they gain?
13. Are women making household decisions together with their spouses?
14. What has changed in adolescents, especially girls' lives, since their life skills training?
15. Have partners and stakeholders started to see the importance of educating children, especially girls? Have they understood the link between gender disparity and CL? Are they considering gender, disability, and other vulnerability factors when they look at CL?

### 3. EVALUATION RESULTS

#### 3.1 RELEVANCE AND COHERENCE OF PROJECT DESIGN

**Question 1: To what extent are the project design, theory of change, and intervention logic relevant to reduce child labor in Ethiopia's agricultural sector using a gender-focused approach?**

The She Thrives project aims to reduce CL in Ethiopia's agricultural sector with a focus on the informal sector using a gender-focused approach. CARE-Ethiopia has implemented the project with the Illu Women Children Integrated Development Association (IWCIDA) and Reach the Needy (RTN) Ethiopia in the Oromia and SNNP regions, respectively. Although the She Thrives project is new in Ethiopia, CARE has a very long presence and a broad range of experience (for over 75 years globally and more than 35 years in Ethiopia) working with gender-focused approaches to help adolescent girls and vulnerable women overcome barriers to economic empowerment, improve their chances of returning to or finishing education, increase their livelihood potential, and reduce their risk (and that of their children) of being involved in hazardous labor. CARE has drawn lessons from its other projects and evidence-based approaches implemented in Ethiopia and around the world to inform the design of the She Thrives project.

The implementing partners on their part have also brought their relevant experience to this project. For example, one of the partners (IWCIDA) used to run an Accelerated Education Program (AEP) in Jimma for about five years. According to the coordinator, bringing their experience to this project helped them make AEP work well and be successful.

The She Thrives project document includes analyses of the national and legal context in which the project intended to operate. Interviews with key stakeholders (notably MoWSA and MoLS) confirmed that the project was designed through a participatory process in which close consultation was made with the relevant ministries at the national level (mainly MoWSA and MoLS but also MoE, MoA and MoF) as well as the corresponding offices at lower levels (offices/structures representing the ministries at zone and *woreda* levels).

The project design was complex, as reflected in the three distinct but interrelated outcomes, each requiring different levels of management. The Evaluation Team (ET) found the project design to have sufficient breadth of coverage to accommodate the needs of various

participants/stakeholders. However, such broader coverage could simultaneously limit the depth of input provided by the project.

Furthermore, the project's design included a sustainability plan with the main activities that will be carried out to make the project's results sustainable. The plan also consists of an exit strategy. The project document contains the necessary components one would like to see in such a document.

The theory of change is well articulated. It shows that addressing CL requires a holistic approach. The theory recognizes that the reduction of CL in the informal agricultural sector relies on several interconnected factors in the household, communities and the country at large. Whereas the theory of change assumes the transformation of laws and policies as a necessary precondition, it underestimates the role played by government officials in the transformation process. A good example is the project's initial plan to institute a new CL policy in the country in consultation with the key stakeholders. In one key informant's words, "the project management and staff were overambitious ..." to initiate and realize such a goal. Finally, the project changed course and focused on more realistic goals, such as revising the existing child policy with a gender lens, incorporating CL issues, and drafting the implementation strategy.

**Question 2: To what extent are the project strategies relevant to the priorities of the GoE and the specific needs of project participants, communities, and other key stakeholders?**

The Ethiopian government has put in place national legislation that prohibits CL. It has also ratified relevant international conventions, instruments and protocols, including the United Nations (UN) Convention on the Rights of the Child, the ILO Convention 182 on the Worst Forms of CL and the ILO Convention 138 on Minimum Age of Employment. Despite the existence of the legislation, inadequate resources and capacity hamper the enforcement of the existing legislation.<sup>12</sup> In such a condition, the She Thrives project and others can support the GoE's effort to reduce CL and play a significant role in the fight against CL.

Overall, the focus of the She Thrives project on the informal agricultural sector and coffee production makes it highly relevant to the policies and priorities of the government. Interviews with the representatives of MoWSA and MoLS supported this argument.

*Even though child labor is a priority for the government, it does not have the capacity to enforce the relevant legislation. Therefore, there is a need for NGOs' support to address child labor issues in the country. Empowering women is another priority for the government. The VSLAs established by the She Thrives project and the other interventions (e.g., LLST and IGAs) are coherent with the government's policies and priorities*

**Representative of the MoLS**

In summary, all the interventions (e.g., AEP, VSLA, TVET, LLST) and the approaches the She Thrives project employed (the gender-focused approach in particular) are coherent with GoE's

<sup>12</sup> GIZ (2023). Child labour legislation in Ethiopia [https://www.cocoinitiative.org/sites/default/files/resources/ICI\\_2023\\_Child%20labour%20legislation%20in%20Ethiopia\\_vf.pdf](https://www.cocoinitiative.org/sites/default/files/resources/ICI_2023_Child%20labour%20legislation%20in%20Ethiopia_vf.pdf)

policies and priorities. From the government's perspective, the project's interventions are considered even more relevant because they address CL and gender. The She Thrives project addresses the intersection of CL and gender, two priority issues for the GoE. All stakeholders the ET talked to at the federal level rated the She Thrives project highly relevant to the country's policies and priorities. In conclusion, based on the information obtained from all key informants at the federal level, the ET found the strategies of the She Thrives project highly relevant to the GoE's policies and priorities.

On the other hand, the relevance of the project strategies to the specific needs of the community was initially ensured through the selection of the project locations. The project locations were selected in consultation with key stakeholders. Besides, evidence suggests that Oromia and SNNPR are the two regions in the country where about 95% of the country's coffee is produced.

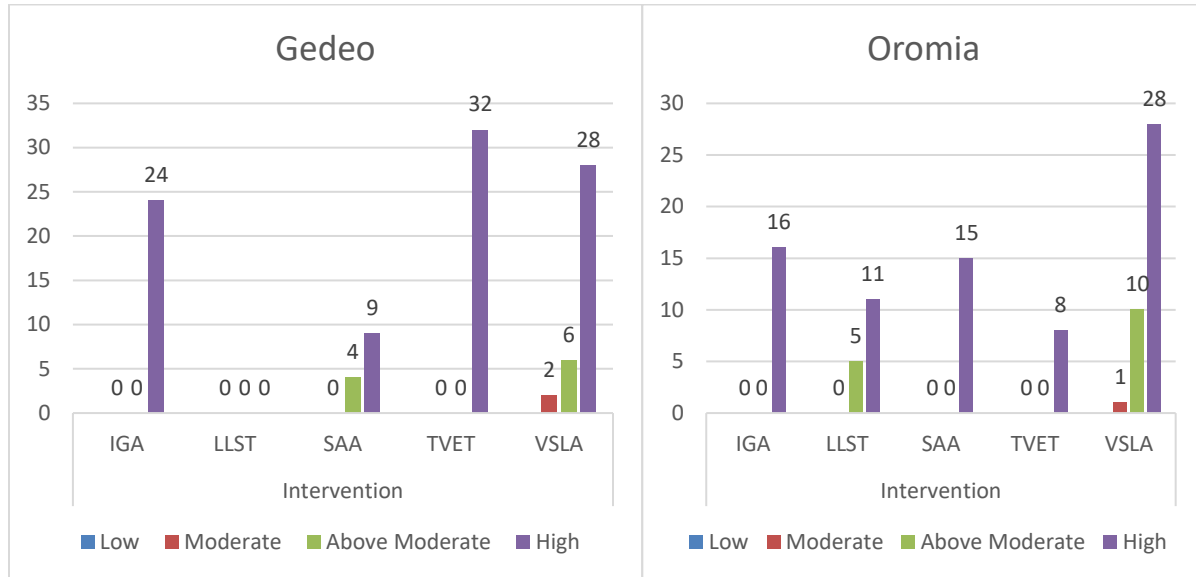
Furthermore, the assessments conducted (the baseline assessment and gender analysis in particular) showed that there is a dominant power dynamic characterized by men's dominance and gendered-role stereotypes where women and girls stay at home to take care of household chores, and men are the main source of income for the family. Moreover, the baseline assessment indicated that CL is prevalent in the selected project sites, particularly among poor households and that out-of-school children are more likely to engage in CL than school-going children. In brief, all the points described above prove that the She Thrives project is relevant to the specific needs of communities and other stakeholders.

The project appeared to take the issue of relevance, particularly to the specific needs of the direct participants, seriously. The length of the inception period and the works accomplished during that period support this argument. Interviews with the project management and staff indicate that the preparatory (inception) period took a year, during which several activities were accomplished. In addition to developing the comprehensive monitoring and evaluation plan (CMEP) by the project staff through learning and technical support provided by USDOL, the project hired consultants to conduct four assessments (namely, baseline assessment, gender analysis, labor market assessment and engendered market assessment). The results of these assessments clearly showed the gaps that need to be narrowed and the specific interventions required for the specific groups of participants. The baseline assessment, in particular, informed project performance indicators in the performance monitoring plan. In brief, the strategies and specific interventions were designed based on evidence gathered through the assessments.

The relevance of the project strategies to the specific needs of beneficiaries was also strengthened through the robust selection of the participants, focusing on the most disadvantaged and vulnerable households that have children engaged in or are vulnerable to CL. The selection was handled by a committee that comprised influential persons at the *kebele* level who know the residents well. The selection process took nearly three months, and that shows at least in part how careful the selection of participants was. In other words, effort was exerted at the beginning to select the most disadvantaged and vulnerable households, and relevance is ensured by selecting suitable households for the project's interventions. In short, almost all participants/stakeholders expressed their strong conviction that the project's activities are relevant to their needs. Indeed, as illustrated in Exhibit 1, the

majority (69-100%) of the FGD participants in both project areas indicated that the interventions are highly relevant to their needs.

**Exhibit 1: The extent to which the intervention met the participants' specific needs in Gedeo and Oromia: Participant' Ratings<sup>13</sup>**



### 3.2 EFFECTIVENESS AND EFFICIENCY

#### Question 3: To what extent is the project making progress toward its planned outcomes and sub-outcomes?

Even though the project life starts from 07 December 2020, it delivered no outputs and achieved no outcome in 2021. The ET has learned that except for some project adjustment activities conducted in response to COVID-19, one year was devoted to intensive preparation in which the Comprehensive Monitoring and Evaluation Plan (CMEP) was developed. Furthermore, bringing the two sub-grantees (the Ilu Women Children Integrated Development Association, IWCIDA and Reach the Needy, RTN Ethiopia) fully on board, recruiting all project staff and placing them in project areas and connections with ministries were made during the first year. After the CMEP was developed, the project started delivering the services. In the past two years (2022 – April 30, 2024), the project has made remarkable progress in

**She Thrives Project Helped Adolescents Escape CL**  
*...Our family has never been economically able. Due to that, they couldn't provide us with schooling materials such as exercise books, pens, pencils, bags, and others. They had nothing to give us for our transportation. As number of children in every household is very large, they were not able to send us all to school. They wanted us to go to coffee industry where we suffer with high sunlight and carrying coffee inside the industry, which was not in accordance with our ability. Later on, through RTN and CARE Ethiopia, our bondage has been broken; our labor has been saved. None has been left back! We all escaped labor abuse. Not only me, my friends too! [Adolescent Start-Up Group, SNNP]*

<sup>13</sup> The LLS trainees in Gedeo did not complete the survey.



relation to its one overarching and three major outcomes (described below).

The project's principal objective was reducing CL in Ethiopia's agricultural sector with a focus on the informal sector using a gender-focused approach. Document analyses revealed an overall decrease of CL from 97.9% to 64.8%, which can be considered moderate progress towards the outcome. While the prevalence of CL decreased for both sexes at a similar rate (male = 67.7%, female = 68.7%) among adolescents aged 15-17, it did so more for males (46.2%) than for females (43.6%) among children aged 10-14. For children aged 10-14 and adolescents aged 15-17, a more significant reduction in CL is observed in Oromia than in SNNPR. Comparing baseline data (overall prevalence of 97.3%) with Round IV assessment (overall prevalence of 69.0%), the percentage of households with at least one child engaged in CL also decreased, indicating a reduction in the prevalence of CL at the household level. The prevalence of CL in households in project sites of Oromia (58.5%) evidenced a more significant reduction than in sites in SNNPR (79.3%). Overall, the evaluation finds that the project contributed to reducing CL.

*Question 3.1: What are the key results achieved so far regarding increasing capacity of the Government of Ethiopia to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach? What strategies were employed, and how effective have they been? [OTC 1]*

To address policy- and legal-related aspects of child labor (CL) within the informal agricultural sector in Ethiopia, the project was intended to apply a curative package of evidence-based, gender-focused policy, advocacy and training approaches, targeting key players in the political and legal landscape on the woreda, regional and national levels. Notably, the project was set to develop the National Child Labor Policy by a multi-stakeholder group (Sub-Outcome 1.1) and to review and improve the Labor Inspection Information Management System in MoLS using a gender lens (Sub-Outcome 1.2) under OTC1. As shown in Exhibit 2 (see Annex H for details), the level of achievement of most of the targeted activities under OTC1 was high. Stakeholders were trained on mainstreaming gender-sensitive data collection and analysis for reporting CL. So were government officials on Gender Equity and Diversity (GED) and Social Analysis and Action (SAA) approaches relating to CL. All started from nothing at baseline and went beyond 100%, indicating the intensity of efforts to implement the project activities to affect the envisaged outcomes.

Recognizing that CL is a cross-sectoral agenda that requires the coordinated effort of various sectoral ministries, the project has also been conducting meetings with a national multi-stakeholder group (composed of higher leadership, including ministers and directors) and carried out more meetings than targeted (166.67%) with them to push forward the signing of MoU. The evaluation finds that the working document to convene the national multi-stakeholder platform has already been prepared in collaboration with the two ministries (MoWSA and MoLS). The only remaining task is getting the endorsement of other sectoral ministries and signing the MoU. The multi-stakeholder platform is intended to encompass all ministries that address CL beyond the life of the project.

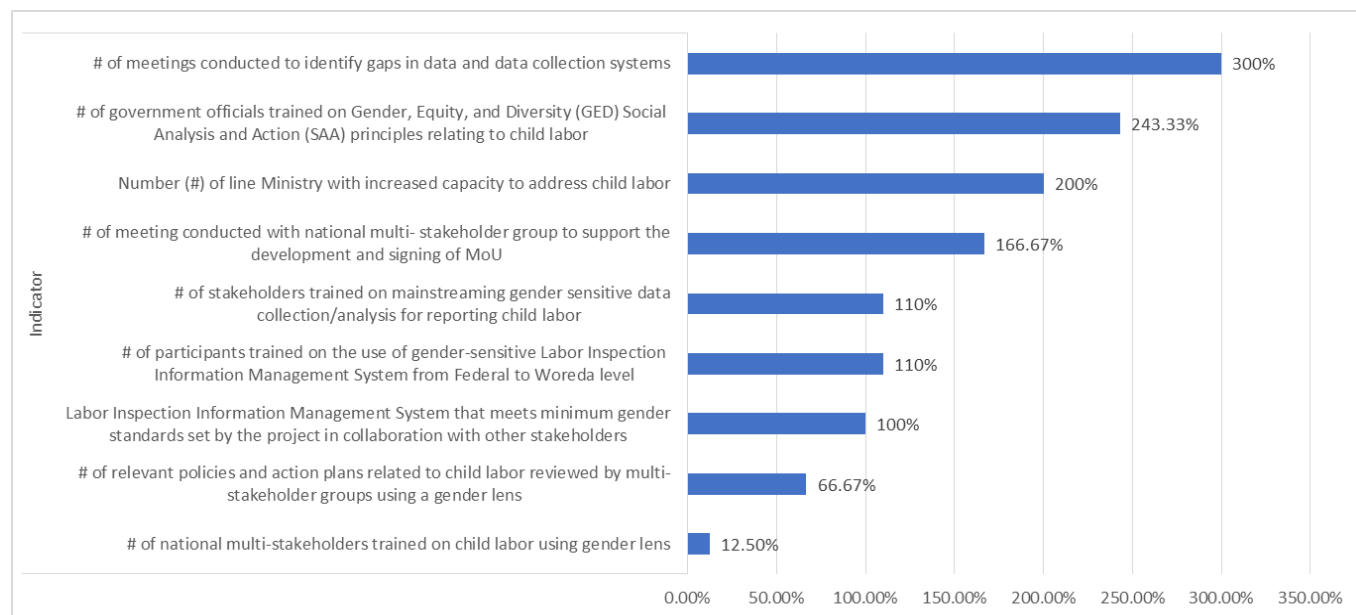
Based on the finding that Ethiopia has no legally binding, comprehensive and enforceable standalone policy on CL, the She Thrives Project has been working to ensure the proper implementation of the existing National Action Plan (NAP) on CL, which is planned to be effective between 2021 and 2026. The ET realized that the two ministries' (MoWSA and

MoLS) directors and executives agreed to pilot an inclusive levelling tool at the ministry of MoLS, which is believed to reinforce the implementation of the NAP and accountability at all levels of the ministries. The ET learned that the findings of the piloting will be disclosed after the endorsement of the top management of the ministries is received.

The project further worked with MoLS to review the Labor Marketing Information System (LMIS) manual from gender perspectives. The project staff gave feedback on the manual and submitted it to the ministry. Moreover, the She Thrives project facilitated the workshop with MoWSA to review the Child Protection Policy Implementation Strategy to ensure that the strategy fully addresses CL issues and is aligned with the existing proclamation (i.e., Labor Proclamation 1156/2019).

On the other hand, the She Thrives project actively led the National Child Protection Policy Advocacy Network. After convincing relevant international and local civil society organizations that focus on eradicating all forms of CL, Confederation of Employees and Trade Union and other senior officials at the MoLS, Ministry of Justice (MOJ) as well as MoWSA, She Thrives project in collaboration with Woord en Daad (an International Nongovernmental Organization) created the first National Child Protection and Policy Advocacy Coalition in the country.

**Exhibit 2: Level of Achievement of Activities Implemented Under OTC 1**



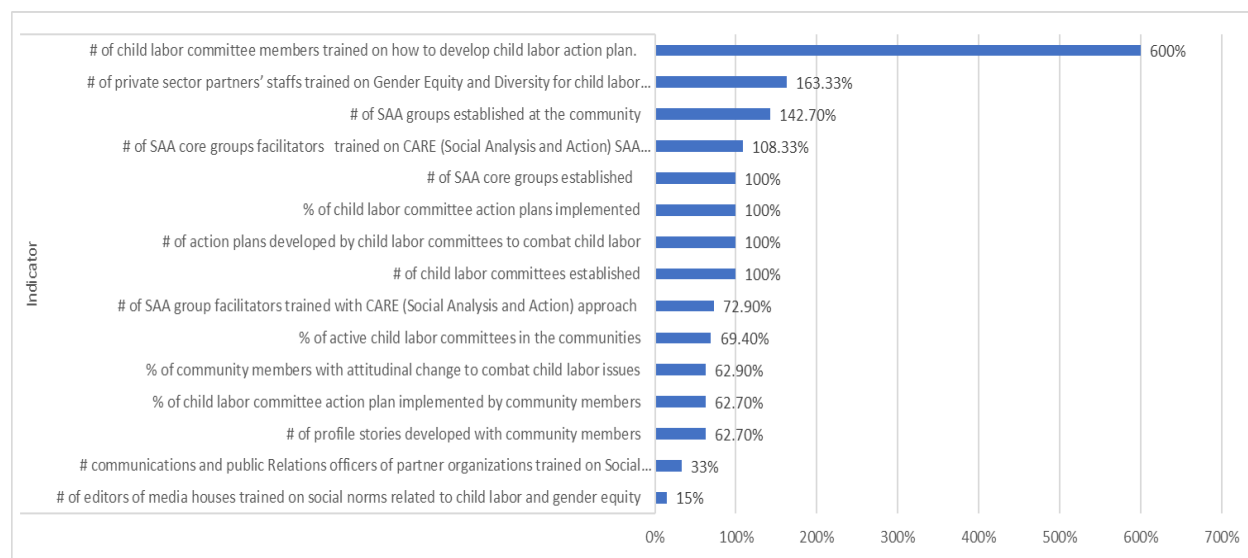
Despite these positive signs of progress, the project encountered some challenges in realizing OTC1. The ET has learned that the development of a separate National Child Labor Policy is the most challenging activity in this outcome. CL is a critical issue related to export commodities, and there was no nationalized definition of CL as distinguished from child work. There were also structural changes in sectorial ministries (e.g., the former Ministry of Labor and Social Affairs split into MoWSA and MoLS, the reshuffling of executive officials from time to time), all challenged lobbying and advocacy activities. Moreover, the government ministries did not accept the development of a separate CL policy. Thus, the project shifted to catalyzing the development and refinement of the National Child Policy implementation strategy so that it fully addresses the issues of CL.

Overall, the project managed to influence government approaches towards CL by collaboratively reviewing operational documents and national implementation strategies so as to enable the government to address adverse effects of CL and make the strategies more gender sensitive. However, the development of a National Child Labor Policy (Sub-Outcome 1.1) is less likely to be realized. Likewise, compared to the targets set (120), the number of national multi-stakeholders trained on child labor using a gender lens (15) is minimal. Nonetheless, the project succeeded in reviewing CL-related documents and systems using a gender lens (Sub-Outcome 1.2) and bringing concerned bodies together, which will sustain efforts to address CL in the country.

*Question 3.2: What are the key results achieved so far regarding improving the capacity of communities to reduce child labor using a gender mainstreaming approach? What strategies were employed, and have they been effective to address social-cultural causes of child labor? [OTC 2]*

Targeted at changing relations and community social norms and traditions that uphold CL and gender inequality, OTC 2 envisaged increasing community members' awareness of CL (Sub-outcome 2.1) and organizing them to combat social norms related to CL (Sub-outcome 2.2). To this end, the project used CARE's innovative and tested Social Analysis and Action (SAA) approach. As illustrated in Exhibit 3 (see Annex H for details), six activities conducted under this outcome were achieved at above-moderate levels (52% to 72.90%). In comparison, the other seven achieved high levels (100% and beyond). In implementing the SAA, 48 Child Labor Committees were established in each of the 48 kebeles in both project areas (100% achievement), and they received training on developing a CL action plan. Then, they developed plans for combating CL and executed them by mobilizing community members in churches, mosques and marketplaces. As a result, the overall percentage of community members with attitudinal change to combat CL in both project areas grew from 0.4% to 62.9%. CL Committees were strong enough to combat CL. For instance, in Oromia, the committee identified and helped an 8-year-old girl who was denied access to education and forced to work in domestic activities (*daakuu daakuu*, grinding grain using traditional millstone). The girl migrated from other areas (there is an informal arrangement in the area whereby children are sent to other areas to stay in someone's house doing domestic work, and the parents receive a wage every month or annually). The committee collected evidence and took legal action by reporting the case to the police. Even though she was late to be registered at the school, the committee asked the school director to help the girl enroll in school by providing the necessary resources (stationery, uniforms, shoes, etc.). The CL Committee in Gedeo was also successful in seizing an informal broker who was involved in child trafficking. The committee investigated and identified this person's secret activities and took him to the community elders, *Hayicha* (the village judiciary chief), to be advised.

### Exhibit 3: Level of Achievement of Activities Implemented Under OTC 2



The evaluation gleaned significant evidence regarding the positive effects of the SAA groups established in the community. The project brought changes in the community to the extent that some men engaged in baking *buddeena/enjera* (a staple food in Ethiopia), and some women sold an ox or young girls sit in local restaurants ordering food. In the past, these activities were reserved for men. Moreover, there are traditional norms expressed in proverbs, including “*Dubartiin beekaa hin qabduu beekaa deessi malee*”, which means “a woman is not wise but gives birth to a wise man,” which considers women as inferior to men. Such backward attitudes and norms have been challenged and changed in the community.

**SAA Changed Attitude towards Women**  
*...Thanks to the Social Analysis and Action discussion... We are learning many new things. The time we had seen women as a servant of men has passed. There is no need to despise women. Our children are back to school. I myself have undergone changes; and my spouse and children are happy. [Male Member of Child Labor Committee, Gedeo].*

Furthermore, the project has greatly changed the community’s attitude towards women. For instance, in the past, women could not sell live animals (e.g., sheep, livestock) or were not allowed to own assets independently. As a result of the project, these have changed, and women now enjoy the right of ownership. Evidence also suggested that community awareness has improved regarding the disproportionate burden of domestic work on girls. Before the project, these household chores impacted girls’ education negatively, making them quit schooling and instead use the time to engage more in child labor to generate income to fill household needs that they have been aware of missing while involved in domestic responsibilities.

To increase the community’s awareness of child labor and how to combat it, partner organisations' communications and public relations officers were trained on social norms related to CL, with a moderate level (33%) of achievement. Similar training was provided to editors of media houses with a low level (15%) of achievement. In its endeavor to increase community awareness, the project also published and disseminated E-News Letters in the local languages of the project sites (Gedeoffa and Afan Oromo) and English. These newsletters were used to increase the visibility of the She Thrives project among the stakeholders.

In summary, despite the changes reported, the ET strongly believes that cultural norms related to gender that fuel CL may take a long time to be transformed. For instance, the latest Monitoring Assessment Report released in April 2024 disaggregated the participation of children aged 10-17 in economic activities. This assessment found that traditional disparities and gender roles are still prevalent in economic activities as most of the traditional male activities are still performed by boys and those traditional female activities by girls. These findings indicate the further need to address these disparities to protect children's rights, advance gender equality, and mitigate the adverse impacts of CL on the well-being and development of young individuals, even in the project areas. However, given the reported changes, we cannot deny that the approaches used by the project are transformational. We need to see change as a process, and that process has started. We don't know where it will be after some time, but for now, at least the reported changes are appreciable.

*Question 3.3: What are the key results achieved so far regarding increasing economic stability of households vulnerable to child labor, with a focus on women and girls? What strategies were employed to ensure the economic stability/income diversification of households affected by child labor? To what extent has the economic well-being of participants (children [10-14], adolescents [15-17] and young adults [18+]) changed? [OTC 3].*

To increase the economic stability of households vulnerable to CL, the project employed a 'Pathways out of Poverty' approach, which meets participants where they are and offers them a series of personalized pathways to improvement and empowerment via life skills training, accelerated education, entrepreneurship training, farming improvement, and connection to TVET training programs (Sub Outcome 3.1). The project also intended to diversify household incomes through engaging in pro-poor (i.e., targeting households in poverty) and gender-inclusive saving systems like Village Saving and Loan Associations (VSLA), financial literacy, and market-focused farming systems that consider climate change, gender and CL through approaches like Farmers' Field Business School (FFBS), and entrepreneurship training to be able to start profitable and innovative businesses (Sub Outcome 3.2) and to increase access to social protections by capacitating the community to improve health, education, and financial services seeking norms (Sub Outcome 3.3).

As shown in Exhibit 4, 28 activities under OTC3 were achieved at Higher, four at Above Moderate, four at Moderate and one at Low levels. Of the 11 USDOL Standard Indicators, while nine were achieved to a high level, the other two were archived at Above Moderate levels (see Annex H for details). Overall, these results indicate that the activities are progressing at a very good pace towards the project

**AEP Helped Beneficiaries to be Literate**

*... if it wasn't for this program, my son would remain illiterate like me, but now he is able to read and write by himself.*

*[Mother of beneficiary of AEP, Oromia]*

outcomes. The project was able to establish accelerated education centers, train leaders/facilitators in accelerated education facilitation skills, and adolescents (15-17) in Be Your Own Boss (BYOB) training and TVET, achieving all (100%) of the targets intended for these activities. The evaluation collected evidence that witnessed the effectiveness of the accelerated education program (AEP). The AEP hit 829 of its target (1000), a high level of achievement (82.90%) despite some dropouts. First, the program has created an opportunity of access for children and adolescents to compensate for their lost years within ten months and to catch up with their age cohort. Thus, this program efficiently saved time for these children; under the regular school system, it takes 30 months to be promoted to grade 4, but

it took only ten months. Another result is that this program has created job opportunities for some individuals working as facilitators. The program also improved social relationships among the children, their concern for one another and their mental and physical well-being. These children were taught not only theories but also practice; if they learned the theoretical part in the morning, they would learn the practical part in the afternoon. As a result, in addition to learning the basics—numeric literacy (participants voiced that some grade three AEP children can read what grade eight students in formal education cannot!), they have also developed practical skills such as tailoring, how to use modern technological equipment (ATM), basic trading (business) skills, drawing, etc. AEP also contributed to the reduction of CL in that before the program; these children worked the whole day. However, while in AEP, they were in school for at least eight hours. The ET has learned that since the project targeted children who were victims of CL, stakeholders feared a higher drop-out rate as the factors that initially hindered the children from joining formal schooling could still discourage them from attending school. Nonetheless, this fear was minimized by the AEP's intervention methods and incentives that could attract the students to school: new teaching methods, which are participatory, practical and result-oriented, provision of educational materials, and the school feeding program. Likewise, the participants were psychologically satisfied with the program because it helped them catch up with their friends (age cohort), who were enrolled in the regular program about three or four years ago.

Of course, the AEP did not progress without challenges. The ET realized that at the beginning, the program faced resistance from parents because children stayed the whole day at school, whereas the students in the regular classes stayed only for half a day. Even some parents used to come to school and ask the teachers to let their children out and do their domestic chores. It took the school community a long time and hard work to convince the parents to accept that their children must stay the whole day at school and that the school must cover the curriculum in 10 months, which should be completed in three years. They couldn't understand the AEP facilitators easily, but the parents apologised when they saw their children could write and read.

Leadership and Life Skills Training (LLST) has also produced positive results. The project targeted 6000 children and adolescents for LLST and was able to train 5811 (96.85%) of them. The ET has learned that the new abilities acquired through LLST include reducing labour exploitation, saving money, efficiently managing time, understanding how hard work leads to success and effectiveness, communicating effectively, being dependable and trustworthy, upholding safety and promoting peace. The evaluation has amassed several positive effects of the LLST, including overcoming unnecessary shyness and fear and the importance of saving, notably the savings that could be made in a small wooden box (*maqalee*, as they call it). Participants learned that it is possible to save money from the little earnings they get and use it for future needs. The LLST training was given for seven days, and the participants were not provided with certificates.

**LLST Helped Beneficiaries Build Confidence**

*... I have also learned the importance of speaking up and telling problems to families and friends before it would be too late to seek solution. The other thing I have learned from this training is the importance of gender equality. Before the training I had always been regretting for being a girl, because of all the negative comments given against us, and I wished if I could be a boy. But now, after the training, I have come to understand that there are no significant differences between men and women, except for the biological ones. [Member of LLST Group, Oromia]*

The project also provided TVET-based short-term skills training for 400 adults and 450 adolescents (with 100% achievement). The training was given for 45 days, after which they graduated with certificates. TVET encouraged girls to speak up about their concerns and develop a sense of self-esteem. Traditionally, the community does not encourage girls to go outside and be involved in activities that generate income; instead, they stay home and carry out domestic activities. After TVET, there has been an improvement because girls can go outside (e.g., to the market) to make their own money. TVET interventions have also improved professional abilities in coffee processing, lumber production, women's hairdressers, and retail sectors across the woreda's kebeles. Likewise, TVET helped participants be empowered economically by instilling knowledge and skills in animal husbandry, plant science, and garments, enabling them to start their own income-generating activities. TVET enabled the participants to become skillful within a short period, assertive, independent (both socially and economically) and able to create their own work to generate income. The participants saved some amount from the transportation allowance they received during the training, which enabled them to engage in various income-boosting activities.

#### **TVET Helped Beneficiaries Engage in IGAs**

*I was trained in animal fattening. I got knowledge and skills required in keeping animals during fattening activities. In addition to animal science, I was trained with very interesting topics of life skills and leadership: how to manage resources, including time resources; how to start business and become rich...I saved transportation allowance which was given to me during the training. I used the money for beginning business. I bought heifer by 8000 ETB. If I want to sell, the heifer is estimated to cost around 15000 ETB now. Apart from the economic advantages of the training, I give much appreciation for the knowledge I acquired because that will help me through my life. [TVET Graduate, Oromia].*

The main challenge with TVET is the lack of capital to get into IGA. The project equipped the participants with knowledge through training, but no financial support was provided to them. The participants thought that unless they had enough money, they could not apply the knowledge and skills they acquired from the training.

Aiming to help 1,500 participants learn basic skills related to earning, spending, budgeting, saving, borrowing, and other skills to manage their finances, the project trained households in financial literacy and achieved its target (100%). The evaluation finds that as a result of financial literacy training, the saving habits of the participants improved. Reluctance to saving and the thinking that saving is the result of available and extra money have been successfully changed.

Identifying it as an invaluable mechanism to connect with and mobilize local women and adolescents across peer and business networks, the Village Savings and Loan Association (VSLA), a self-selected group of people who voluntarily meet regularly to save together and take small loans from those savings invested in a loan fund from which members can borrow, repaying with a service charge added based on the group member's agreement, was launched by the project. The group's activities run in cycles of one year, after which the accumulated savings and the loan profits are distributed among members in proportion to the amount each member has saved throughout the saving cycle. At the outset, government partners were trained on basic VSLA methodology (111.67%, high achievement), adult VSLA members were provided with VSLA methodology training (99.18%, high achievement), adolescent VSLA members were given VSLA methodology training (97.91%, high achievement). Adult VSLA members were provided Advanced Business training using a CL elimination/worker rights lens

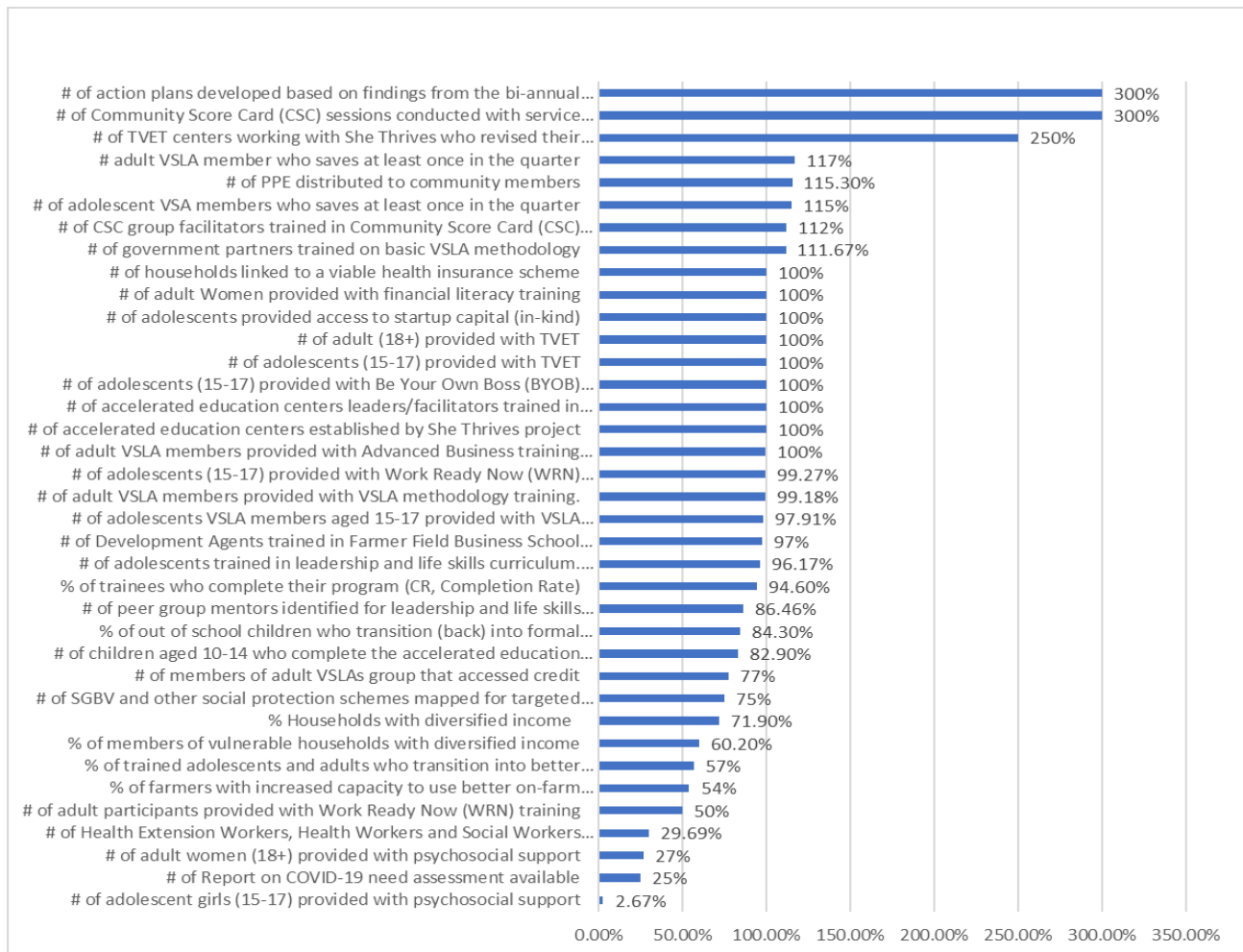
(99.56%, high achievement). As a result, the number of adult VSLA members who save at least once in a quarter (117%), the number of adolescent VSA members who save at least once in a quarter (115%), the number of members of adult VSLAs group that accessed credit (77.24%) were achieved at high levels.

The ET learned that VSLAs empower participants to increase access and control over resources and use collective power to overcome social and financial barriers. Business opportunities, saving skills, awareness of labor exploitation, understanding of the value of social cohesion and support, building confidence and vision, ability to generate sustainable income, communication skills, and the ability to advise and influence peers to pursue business are some of the changes brought about by VSLAs. A clear and readily available loan provision is another hallmark of the effect of the association. Before forming the VSLAs group, the participants had difficulty accessing loans for business or personal use. To get a loan, they would have had to go from house to house, sometimes revealing personal information which they found embarrassing and shameful, with no guarantee that they would receive the loan. Being a member of the VSLA provided safe and easy access to loans in a dignified manner. VSLAs helped participants to get access to community-based health insurance at a lower-cost. Furthermore, it inculcated the notion that women can be economically and socially independent, especially with regard to managing household assets and making decisions on how to use assets.

Despite saving and maintaining the group for the last two years by using the participants' own agency or power to come out of poverty and dependency, one of the problems of VSLAs is that they just save their own money, and sometimes, they cannot make and save money regularly. Moreover, VSLA members believe that just as other participants who were given support (e.g., sheep as in-kind start-up support) and who have become successful in their lives, it would have been better if they were given some capital to start with. The participants recognize that they have been saving and developing the culture of saving as a benefit. Still, the amount they saved is too small to buy, for example, sheep. So, they think that they would be more successful and effective if they could be supported either in cash or in kind, just like other participants.



**Exhibit 4: Level of Achievement of Activities Implemented Under OTC 3**



To provide pathways into manufacturing, formal agriculture, and service jobs, 450 adolescents enrolled in and completed TVETs were targeted for apprenticeship programs. The project was able to help 425 adolescents in apprenticeship programs (94.44% accomplishment). The project also provided Work-Ready-Now (WRN) training that was intended to develop work readiness skills for adolescents 15-17 (99.27%, high level of achievement) and adult women 18+ years of age (50%, moderate level of achievement) and that will be adapted and incorporated to equip participants for both self- and wage employment by changing their attitude to influence their work habit.

**In-kind Startup Capital Boosted Income of the Beneficiaries**  
*...My family is poor. My mother was selected as target of this project. I Completed 10+3 and unable to find jobs. The kebele administration talked to me whether I can participate in the activities to be launched by She Thrives project and I accepted it with blessings. Then, they gave me three sheep and after I fed them, I sold them for about 10,000 Ethiopian Birr (ETB). And then after, I have bought a young ox with 16,000 and feed it for eight months and sold it for 34,000 ETB with a very good profit. With about 30,000 ETB I have bought eight quintals of coffee at home and waiting for the price to be increased in the market. [In-kind Startup Capital Beneficiary, Oromia]*

Overall, a large number of adolescents and adults were trained and transitioned into better-paying jobs/work/started businesses (57%) and diversified their income (71.9%). To support

adolescents in setting up a new business, the project targeted 200 adolescents for in-kind start-up capital and provided this service to them all (100% achievement). Before participating in this initiative, these adolescents had no opportunity for life-changing activities; instead, they faced ups and downs to meet their family's basic needs through engaging in CL. In-kind start-up capital has brought about positive changes in the lives of participants in Oromia. An exemplar in this regard is a 16-year-old girl, half orphan, who dropped out of school and was sitting hopeless and unable to start her own job when the She Thrives project knocked at her door. After a series of intensive LLST, she was given three sheep two years ago. After fattening the sheep for about five months, she sold them for a very good price and bought a heifer with the money. She reared the heifer for about a year and then sold it again for a very good price.



*Girl with her cow, Beneficiary of Start Up Capital, Oromia*

She was making and saving more money, she replaced the heifer with a cow. Now, she is taking care of this cow, and when it gives birth to a new calf, she plans to sell its dairy products to augment her income further. She is highly motivated and does her income-generating activities intensively with different varieties, including poultry and selling eggs. She is becoming a self-sufficient young girl, confident enough to decide her destiny. She is planning to rejoin her grade 9 next year while she continues her animal-rearing activities and doing small business.

The participants in Gedeo are engaged in rearing sheep using the in-kind start-up capital provided to them. If adolescents decide to sell their sheep after almost a year, they could get perhaps 5000 ETB and more. This could help them change their lives or start better businesses for more profits. Exemplars among these are five girls who benefited from in-Kind Start-Ups. They said that they had nothing before the She Thrives project. However, due to the project, their lives are changing now. Beyond rearing sheep, the participants have also started other businesses using their savings.



*Five in Kind Start-Up Capital beneficiary girls with their sheep, Gedeo*

These changes only started and have not yet established deep roots. The ET has learned that the participants are in need of further support (e.g., linkages with other institutions). For example, one of the participants inquires, "My question is...why does the project end before it makes us strong? We are at the start and need continuous support to reach a better position. Again, we expect something from Ilu-CARE ... So, I don't think they leave us before fully strengthening us economically just like they strengthen us morally, psychologically and socially."

Despite the remarkable achievements, the project lagged in achieving its targets for providing psychosocial support for adolescent girls (only four out of 150 were attained) and adult women (only eight out of 30 were attained). The ET has also explored reasons behind the relatively low level of achievement in the targets set for psychosocial support. There was a very strong gender norm around revealing gender-based violence (GBV). It is taboo for a

woman/girl to reveal any kind of GBV; in most areas, it is called “ግግግ” (family matters that no one else needs to hear about). There are also service-seeking related norms that discriminate against women and girls. Primarily, if a woman/girl (whether married or not) seeks medical care for any reason (it does not even have to be reproductive health-related), society assumes that she went there seeking reproductive health service. They relate it to not being faithful or, as the community put it, “unacceptable behavior (“ግግግግግ”). If the community hears about GBV, especially for unmarried women, she will not find anyone wanting to marry her. This is a bigger issue for women and girls because girls’ value is strongly attached to marriage and marrying at “the right age”. This suggests that the project could not penetrate cultural barriers and indicates the need for further work on cultural norms.

Despite its low achievement in providing psychosocial support to girls and women, the project trained health extension workers, project staff and government structures on psychosocial support. GBV networks at the zonal level were strengthened, which trickled down to woreda level. As a result, the health extension workers reported that GBV reporting has increased and are identifying cases in their Kebeles. Still, most of these reports are from non-project participants. Because of the project, the parents know how to prevent GBV/protect their daughters. Also, the most prevalent GBV, which is early marriage, has dropped because the girls are engaged in school and many capacity-building activities (soft and technical skills) as well as engaged in dignified income generation that does not put them in CL. The girls also know how to recognize GBV due to the life skills training; they further know how to protect themselves and say “no” to GBV of any kind and fight it as an individual and group.

**Table 2: Performance Summary of the Outcomes**

Performance Summary	Rating
<ul style="list-style-type: none"> <li><i>Outcome 1:</i> Increased capacity of the Government of Ethiopia (GoE) to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach.</li> </ul>	
<p>In order to achieve this outcome, the project progressed well in convening stakeholder meetings by engaging higher leadership, including ministers, state ministers, and directors, to form and strengthen stakeholder groups. Likewise, meetings organized for stakeholders in collaboration with MoLS to support the development and signing of the MoU for the multi-stakeholder group went well. The project also brought the issue of CL in the informal agriculture sector to the government's attention. Despite the positive progress, the project could not achieve one of its initial objectives, which was to institute a separate National Child Labor Policy. Instead, the project succeeded in reviewing CL-related documents and systems using a gender lens and bringing CL concerned bodies together, which will sustain efforts to address CL in the country. While the signing of the MoU and the formation of the multi-stakeholder platform are important for sustainability, both are not accomplished at the time of the interim evaluation.</p>	<p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>
<ul style="list-style-type: none"> <li><i>Outcome 2:</i> Improved ability of communities to reduce child labor using a gender mainstreaming approach.</li> </ul>	

<p>The project used the SAA approach, a community-led social change process, to transform gender norms that promote gender inequalities and CL. As a result, overall attitudinal change in combating CL in the community has been observed in both project areas. CL Committees were also formed and empowered to combat CL. Furthermore, the community has challenged and changed harmful attitudes and norms. Nonetheless, they are far from being transformed, which implies the need for further work to ensure their sustainability.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Moderate</p>
<ul style="list-style-type: none"> <li>• <i>Outcome 3: Increased economic stability of households vulnerable to child labor, focusing on women and girls.</i></li> </ul>	
<p><b>Sub outcome 3.1:</b> Members of vulnerable households have enhanced technical and life skills and employment services:</p> <p>The project delivered several technical and life skills trainings to help vulnerable households possess enhanced technical and life skills. These include AEP, LLST, TVET, and Advanced Business and Entrepreneurship Training. These activities progressed at a good pace. The AEP children acquired basic literacy and numeracy skills through theoretical and practical sessions. Through the LLST, the participants developed awareness and skills in saving, effective communication, and understanding of how hard work leads to success. TVET instilled knowledge and various skills required to start their IGAs. Nonetheless, most TVET graduates could not engage in IGAs. While completing almost all planned activities contributes to sustainability, some work remains (e.g., employment of TVET graduates).</p>	<p><b>Achievement:</b> High <b>Sustainability:</b> Moderate</p>
<p><b>Sub outcome 3.2:</b> Members of vulnerable households have diversified income:</p> <p>The project used various interventions, including start-up capital, VSLA, AVSA and FFBS, to help members of vulnerable households diversify their income. As a result, participants started saving, some got access to credit services and are engaging in IGAs. Nonetheless, it has been difficult for some beneficiaries to engage in IGAs as procedures for accessing credit services are difficult to penetrate. Ensuring sustainability requires for some of the participants to access credits/loans to start their own business and for others to strengthen their businesses.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Above Moderate</p>
<p><b>Sub outcome 3.3:</b> Members of vulnerable households have increased access to social protections.</p> <p>The project did well in mapping SGBV and mobilizing the community to access the existing health insurance scheme. However, it achieved far below its targets in providing psychosocial support to girls and women and in training health extension workers and health and social workers on psychosocial support and counselling. The level of achievement recorded particularly in relation to psychosocial support points to the need for more work on sustainability.</p>	<p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>

**Question 4: What are the key internal or external factors that affected the achievement of project outcomes?**

Initially, the project identified factors that may affect the achievement of outcomes, including the commitment of the stakeholders to engage in CL reduction. CARE's approaches centred on gender in its program, project participants' willingness to participate in project intervention, and security issues were additional factors. Impressed by the positive results that the project achieved within a short period, the ET explored factors that lay beneath these successes. There was COVID-19, inflation, displacement/conflict and the spread of malaria in the project areas. Inflation did not cause challenges to project activities as the project has its own way of managing it. The initial budget allocation was in USD; CARE's agreement with IPs was in ETB to help the IPs gain budget from the increasing USD- Ethiopian Birr (ETB) exchange rate. In this way, the IPs received budget gain from CARE Ethiopia twice. Overall, the project achieved the outcomes by overcoming these factors with the high level of commitment of its stakeholders and the implementation of its Accelerated Plans. The other factor that contributed to its success was the development of the CMEP at the beginning. The year 2021 was devoted to preparations for project activities among which the CMEP is salient. Developed for the purpose of systemically integrating monitoring and evaluation throughout the project's life and making information-based decision-making and implementation adjustments, this comprehensive document of about 140 pages contains details of performance indicators, procedures of rolling bases data collection and Direct Participant Monitoring System (DPMS). The participants indicated that the system of follow up (M&E) used by this project could be taken as a good example. After the planning of activities and performances, every step of implementation is followed up and supervised at all levels of the project management and when a problem arises, immediate corrective measures are taken through 'Accelerated Plans' to ensure effective implementation process.

**Question 5: How effective and efficient are the project's interventions and management strategies? What are the key strengths and weaknesses in project implementation and management? What areas need improvement?**

Despite the internal and external factors that could pose challenges, the She Thrives project demonstrated good achievements towards reaching the anticipated results or exceeding some targets. Most of the project activities were completed at the time of this interim evaluation. The majority of the activities under OTC1 were progressing at a good pace. The same is true for OTC2, except for trainings intended for editors of media houses and communications and public relations officers of partner organizations on social norms related to CL and gender equity. In proportion to the number of activities planned to be implemented, the project dedicated a considerable portion of the budget to OTC3 relative to OTC1 and OTC2. Except for the psychosocial support intended for adolescent girls and adult women, the majority of the activities under OTC3 were also progressing at a good pace.

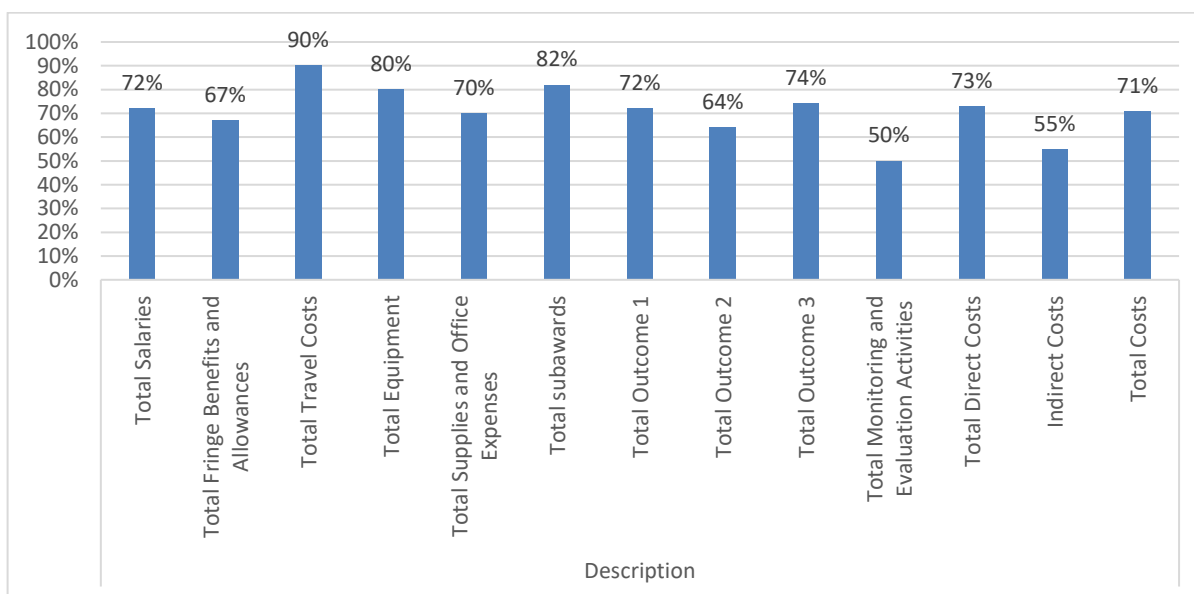
The ET collated rich data that evidence the effectiveness of the interventions. AEP helped participants gain knowledge and skills equivalent to grades one to three in one year, after which they were re-enrolled into formal school (grade 3 or 4). The project served children and adolescents who were out of school, had limited education, and were engaged in or at high risk of entering CL. The LLST was also able to increase adolescent girls' and boys' capabilities to take positive action, protect themselves, and have positive social relationships, thereby

promoting their mental well-being and personal development as they face the realities of life. LLST also equipped adolescent girls with core skills, capacity, and self-efficacy to communicate, negotiate and make informed decisions that affect their health, well-being, and learning ability. TVET helped participants learn a skill set and increase readiness to engage in dignified work in animal science and agro-processing, hair dressing, woodwork and food processing. The selected TVET centers also became familiar with gender mainstreaming and gender equity and diversity (GED).

Financial literacy training provided participants with an understanding of the concepts of money and how to manage it wisely, as well as the opportunity to learn basic skills related to earning, spending, budgeting, saving, and borrowing. The Advanced Business and Entrepreneurship Training also helped female household members (18+) gain the ability to turn ideas into action involving and engaging in socially helpful wealth creation through the application of innovative thinking and execution to meet consumer needs, using one's labor, time, and ideas. The in-kind start-up capital also helped the adolescents in setting up new businesses. The participants also witnessed that VSLAs and AVSAs brought about tangible changes in their living conditions.

Regarding financial efficiency, the project budget amounts to USD 5,000,000, of which USD 3,554,896.54 was spent as of April 30, 2024. Thus, the overall budget utilization rate from the planned budget constitutes 71%. The ET has learned that an overall budget utilization of 71% is lagging behind the expected budget utilization rate of 80% for the interim evaluation period by 9%. Nonetheless, this budget use is regarded as efficient because the USDOL budget policy allows a plus or minus 10% of the 80% expected budget use.

**Exhibit 5: Percent of Budget Used Until April 30, 2024**

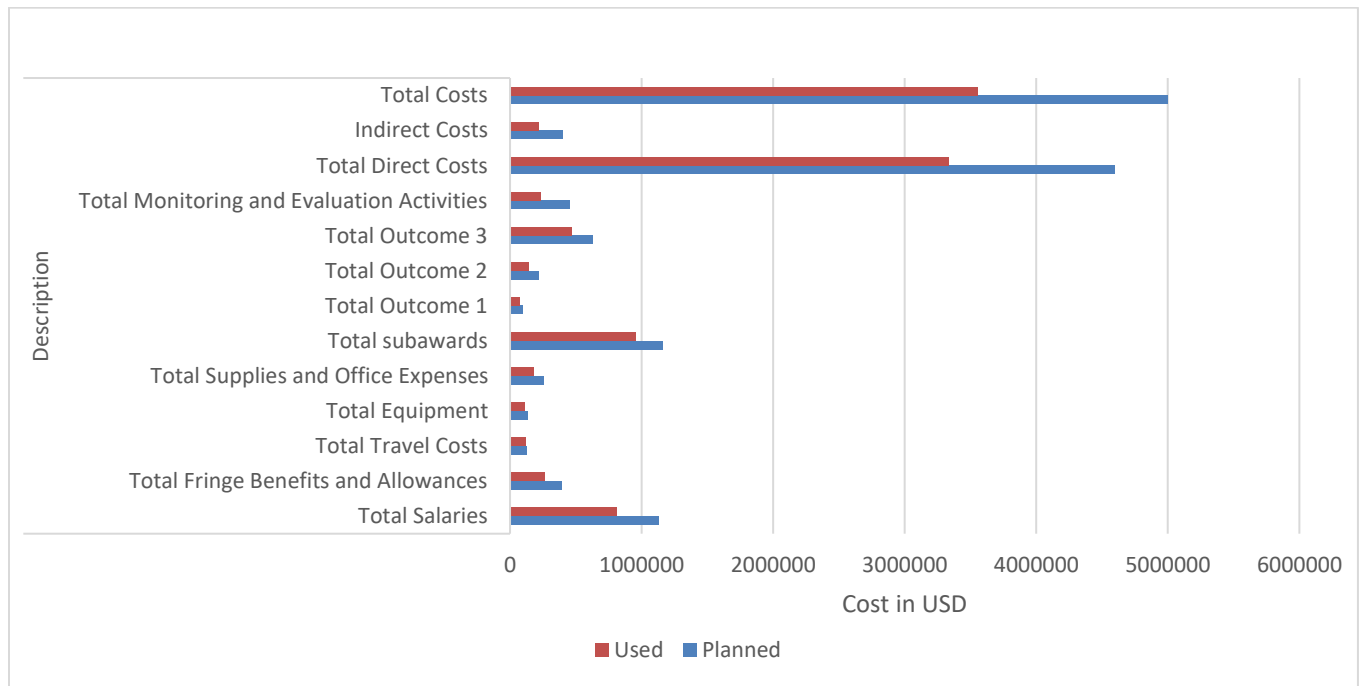


As indicated in Exhibit 5, while the maximum budget use in the project was in travels to and from the project sites (90%), the minimum was in M&E activities (50%). The portion of the budget allocated to M&E activities so far is relatively small. From May onwards, the project will shift to promoting the sustainability of the results achieved and monitoring them until the final internal evaluation.

As indicated in Exhibit 6, the budget was allocated to the three outcomes of the project in such a way that, relative to one another, OTC 3 receives the largest, OTC 2 medium and OTC 1 the smallest budget. In all cases in Exhibit 5, the actual/used budget did not exceed the planned budget. The ET learned that CARE-Global has a robust financial management system, and all payments are checked by authorities at the Shared Center of CARE Global. Nonetheless, the project encountered budget constraints for an unintended but desired activity, school feeding, which emerged during implementation. Around USD 100,000 was shifted from attestation cost to school feeding with close communication with and approval of the donor, USDOL.

Timewise, the project was efficient in that the first year was devoted to preparation, after which the actual interventions started. Most of the activities were completed as planned, and soon, efforts will begin gearing towards stabilizing the results to bring about the desired impacts.

**Exhibit 6: Planned Versus Actual Budget Use from Inception to April 30, 2024**



The ET also found that the management strategies employed by the project were effective and efficient. The project is decentralised and administrated by CARE Ethiopia, located in Addis Ababa and the two implementing partners (IP) (two sub-grantees, IWCIDA and RTN Ethiopia. CARE Ethiopia reaches the community through the IPs at both project sites, which also have their own efficient management structures. In addition to that of the IPs, CARE has recruited its staff at the project sites to support the IPs. Each of the components of the project has its officer, including OTC1, OTC2, OTC3, M&E, gender adviser and communication and advocacy. The ET has also learned that the donor, USDOL, provides intensive, frequent (through bimonthly meetings) and technically strong support. The donor’s strong technical assistance and solution-oriented approach have contributed significantly to the effectiveness and efficiency of the project.

The project has generally established functional working relationships with stakeholders at all levels based on mutual trust, shared values, and purpose. Strong collaboration was established with stakeholders of federal, zonal, woreda, and kebele levels.

Almost all of the primary and secondary data (document analysis) point to the effectiveness and efficiency of the project. The ET found several strong factors that led to its effectiveness. First, the strength of the project is proper planning. This includes the project plan, annual plan and M&E plans. As per the plan, there is quarterly monitoring. There are also strong M&E capacities, with an officer at the project (CARE Ethiopia) and community (IPs) levels. The CMEP was prepared by the project staff and approved by USDOL. The attention given to M&E starts from the budget allocated (i.e., 8% of the total project budget). If M&E identifies some activities that lag behind, this would be discussed in quarterly review meetings, and an accelerated plan would be prepared to shift the timing of targets forward. Activities are then counted and given to the IPs, and at the end of the sixth month, their achievement is monitored by CARE Ethiopia. The project was also effective in bringing concerned stakeholders together. The commitment and team spirit of the project staff, from the project director to the IPs, also contributed to this effectiveness.

In addition to achieving the intended outcomes, the project has brought about some positive but unintended outcomes. One such unintended result concerns AEP facilitators; some AEP facilitators got employment opportunities in government schools after completing AEP. The other unintended outcome of the project is the initiation that it created among non-targeted community members who expressed their interest in starting their own VSLAs. Some women in SNNPR who reside in nearby kebeles have formed VSLAs independently and started saving. Further, in Gedeo, it is usual that a mother gives birth to, on average, eight children. After joining the project, the participant mothers recognized that they had to balance family size with their income and decided to have no more children. For this reason, whereas the project participants have, on average, four or five children, the women who did not participate in the project have, on average, eight children.

However, the project has some weaknesses that need to be improved. Firstly, the training on GED, gender mainstreaming and CL intended to be provided to a multi-stakeholder group (the technical staff in the national CL stakeholder group) using a gender lens through consultative meetings did not progress at a good pace. Secondly, even though the project provided some capacity-building trainings on social norms related to CL and gender equity for prominent national state media and communications and public relations officers of partner organizations, the intended targets progressed at a slower pace. Thirdly, the project lagged in achieving targets in other areas, including the number of adolescent girls and adult women provided with psychosocial support, the number of health extension workers, health workers and social workers trained in psychosocial support and counselling, number of farmers with increased capacity to use better on-farm techniques without use of CL. Moreover, the percentage of trained adolescents and adults transitioning into better-paying jobs/work/start businesses and the percentage of members of vulnerable households with diversified income progressed slower.

**Question 6: What key gender-focused approaches did the project implement to address child labor?**



CARE's globally recognized Gender Equality Framework operates at three levels: 1) Build Agency of vulnerable women and girls (as well as other vulnerable members of their household), 2) Change Relations and community social norms and traditions that uphold child labor and gender inequality and 3) Transform Structures (including laws, policies and institutions) to be more gender equitable and reduce child labor. CARE's Gender Equality Framework focuses on three different levels of change: individual household change (Outcome 3), community-level change (Outcome 2) and structural (political/legal) change (Outcome 1).

The social analysis and action (SAA) approach was used apart from the framework. This approach is used by CARE International, which has been developed and used in different countries. However, the use of this approach also depends on the country's existing situation. Thus, the project conducted gender analysis in the project sites before starting the interventions. The analysis found some unique gender norms in project sites. For example, despite several attempts by the government and non-government agencies, there has still been, in both project areas, a serious traditional gender division of labor whereby generating income and boosting the economy is still not women's role; it is the men who do it. Daughters do not inherit more considerable assets from their parents, like land and cattle, because they are considered to leave the homestead and follow the husband after marriage, unlike sons who continue to stay around even after marriage.

With the support of the project, TVET centers revised their existing criteria after they took a GED training to include vulnerable adolescents and adults in their activities. Thus, from its inception, the project has focused on promoting the social, economic and psychological well-being of girls/women. In addition to enrolling a large number of girls (children aged 10-14 years and adolescents aged 15-17 years), it has done a lot of work on women's economic empowerment by organizing them into VSLAs, thereby creating an economic capacity to involve in IGAs.

*Question 6.1<sup>14</sup>: Are spouses coming to social analysis and action (SAA) discussions? What has changed in the couple's communication after the SAA discussions? How did that impact other aspects of their lives? How did that affect their children?*

Attempts to transform traditional gender relations have been going on in Ethiopia over the last several years. Different government and non-government initiatives were taken to deconstruct traditional gender norms, power relations and practices, institute newer legislative provisions that ensure gender equity, and empower women and girls to participate in decision-making and leadership positions in different echelons of the government structure. This was raised in KIIIs, where it was argued, for example, that the government and law improved and respected the rights of women that were denied by culture in the past, as it was impossible for women to inherit their parental assets like land. Some participants also noted that the tradition of excluding women from decision-making has been substantially reduced because the government and different NGOs have been aggressively working on women's empowerment for several years. In the same way, traditional beliefs and practices that limit women and girls'

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<sup>14</sup> Results pertaining to the five gender-related evaluation questions are presented under evaluation 6 (From Question 6.1 to 6.5.)

education were dispelled through media even before the She Thrives Project. That is why even recent education statistics show that girls' attendance at school has almost reached that of boys, and girls' school enrollment is increasing yearly.

Despite this and related other changes, gender inequality continues to pose serious problems for women and girls in practice. For instance, inheritance of parental property was legally possible, but the attitude was severely restricting. Girls' participation in education has improved, yet girls' dropout rate is higher than boys; the reason for dropout is girls' need for paid work, which is majorly harvesting coffee cherries in Oromia and Southern Ethiopian regions. The gendered household responsibilities have also been limiting women's/ girls' capacities to venture out for better engagements. More importantly, women's/ girls' still have little voice on critical issues affecting their lives.

Addressing these gender issues, therefore, needs to be seriously considered and preferably through (bottom-up) robust approaches in which the grassroots themselves can assume agency to reflect on their own practices critically and ultimately submit themselves to a more progressive gender notion, relation and practice.

In connection with this, the participation of spouses in the SAA discussions is of particular concern. Evidence generated through discussions demonstrated that men participated in SAA discussions and raised a lot of points in the process; some, of course, were disappointing women by considering the discussion session as empowering women beyond the limit (*Takka jettee miilla nuu dhiqaa jechuun dubartii hin oolu; women will probably say wash our feet*). The number of spouses participating in these sessions was less than women. Furthermore, while both spouses attended SAA, they were doing it separately.

**Participation of spouses in SAA sessions:**

*A woman says, "My husband also went to the trainings and participated well in discussions; but we did not manage to participate together; in fact, we did exchange ideas on the issues raised and discussed on these issues at home" [Adult VSLA Groups, Oromia].*

In any case, it was observed that awareness about the importance of gender equality has significantly improved since the SAA, particularly after the male partners' attendance. All groups acknowledge that their knowledge about gender and associated stereotypes has improved. Participants recognized that they were able to understand child labor and gender matters after the training. Notably, they acknowledged that they understood the difference between men and women is only biological, that women have the right to inherit properties, and that they are better off with such rights now. A woman was sharing her experiences in this regard, saying that before the training, she did not even think (believe) about making discussions and decisions with her husband about selling assets, let alone doing it personally. She believed that doing so was not in the mandate of a wife. And her husband, as well, didn't think that she could handle such matters. However, the training and the discussions have created awareness in her of such rights and responsibilities. Recognition of women's rights and the plight they experience seem to create a sense of remorse in spouses about past misdeeds, as it can be referred to in the vignettes' in the box.

**Husbands' feelings of remorse for not being fair to their wives:**

*A woman informs, "It happened one day that we had a chance to attend a training together with my husband; upon return to home, he told me that he felt guilty and ashamed (inyeella'anii, as she says) that he unknowingly treated me badly and vowed to change his behavior afterwards" [Adult VSLA Group, Oromia].*

Changes in knowledge and awareness also seem to impact gender practices. Nearly all participants mentioned that SAA has ensured males'/ boys' engagement in household/ home chores previously left to women and girls. Many of them are reported to engage in all household activities, including boiling coffee, cooking wot (sauce), and cleaning the house and dishes. Few were hesitant about baking *injera/ buddeena*, possibly because more stigma is attached to this activity. It is more complex than other chores and, therefore, could require more practice. Some discussants said that although such changed roles were practiced in their previous lives, such practices were not done confidently in public. For instance, a woman acknowledged that even before this project, her husband used to help her fetch water from the river. Still, he used to tell his friends in the village that he was instead using the water to water his Avocado plants so that they would not make fun of him. But the lady acknowledges that now, because of the training, most men in the village have started to help their wives with domestic chores; he, too, felt relieved that he no longer needed to hide his deeds.

The FGDs and KIIs narrated several interesting cases of changes noted after the training. For example, against the established custom that the husband needs to wait for his wife to serve him a meal, a husband, however, said while his wife was not home, he can't wait until she gets back to give him a meal because they both don't have time for waiting. A female discussant in another group also

**Husbands' changed role in domestic work**

*..While I was going back from market to home, my neighbors have seen me on the road and asked me about the smoke of fire coming out of my house since I am outside; and I proudly told them it was my husband who was cooking and boiling coffee for me.[Adult VSLA Group, Oromia].*

upholds that nowadays, she doesn't have to wait for her husband to come home to eat her lunch; she eats her share and then goes to work. When her husband comes home, he does the same: taking his share and returning to business. But in the past, besides her, even the children would not eat until their father came home. The family used to wait for the family head the entire day to have lunch together, but now, it is unnecessary.

The above results probably reflect the efforts that the She Thrives Project has been exerting, which were being monitored using gender progress markers (i.e., statements measuring changes in gender roles and behaviors among the participants) in five key domains (gender division of labor, decision making, control over productive assets, access to social protection services, and control over one's body). The Round IV Monitoring Assessment Report of the project, which was conducted on 8,869 participants (4,699 adolescents, 3,298 adults, and 872 children), found that in the gender division of labor, the percentage of women assigning roles equally to boy and girl children increased from 35.9% in Round I to 44.1% in Round IV, indicating a shift towards more balanced responsibilities within the family.

Couples' communication was also an area that changed remarkably from one-sided, male-dominated to a more consultative style, giving better space for women's voices to be heard as spouses. Many children share their testimonials from home, and they observed many changes in their father from being the boss of everything related to family issues. For example, a child said when he asked his mom to permit him to do something (for example, to go to market), she would tell him, 'ask your father!' The child says his mother used to fear his father very much; she couldn't look at him directly in his eyes (*ija keessa dandeessee hin ilaaltu*). But now, after attending a series of trainings and SAA sessions, he observes that his mother is now becoming bold and courageous (*ija jabaachuu jalqabde*) enough even to start to challenge some of the questions of his father. The child feels that at the beginning, this

situation created tension and hostility between his parents. Still, after his father started attending the SAA sessions, they gradually understood each other better. All discussants generally hold that following the SAA sessions, communications gradually took a turn from non-participatory, less transparent, male-dominated, and male speaker-female listener positions to more egalitarian, interactive, and participatory positions. Women's communication, which was very short and limited to listening, has changed into a dialogue where both partners' needs, ideas, and opinions have been discussed and reflected upon. Women who were culturally expected to shy away from standing up for their rights have now become empowered and started to demand their rights, discuss with their spouses directly and without a mediator and pass decisions that both agree on.

While in all FGDs and KIs, the household dynamics generally appear to promise positive changes in gender roles, couples' communications and shared management of household resources, an interesting observation of these changes pertains to how gender power imbalance at home could turn not only family resources (time, money) to wrong ends (alcohol consumption) but also in ways that negatively impact the very life of the males/ fathers themselves. This nexus between gender and alcohol use compromised family life but eventually transformed after SAA discussions were found transpiring from discussions held in the Gedeo Zone. Some participants noted that before the implementation of the project, the majority of the participants' husbands were alcohol users who wasted money and time on alcohol, were unwilling to talk about family matters, and neglected family responsibilities. A project supervisor also noted that during their supervision at the local kebeles, one of the participants of VSLAs informed her that prior to the implementation of the VSLAs project programs, her husband was substance abuser who squandered both time and money on drugs and not enthusiastic in his work and family obligations. However, after VSLAs were implemented, they were able to manage the problem.

Finally, it should be reiterated here that the recognition of the contribution and benefits of the She Thrives Project were noted from several remarks that participants gave even without being asked for suggestions. By way of underscoring the benefits of the project, many discussants have mentioned in various ways that there is a need to expand the scope of the She Thrives project so that other individuals could get the benefits that the participants were able to secure from the project. On the contrary, some participants expressed reservations regarding the contribution of the project, saying that some husbands still need more awareness raising trainings to change, some participants were seen reverting to the old style after having shown promising signs of change, that the household burden still rests on the shoulder of women and girls. Yet, there is even a lack of misunderstanding when it comes to males' responsibilities regarding certain household activities like baking *injera*. For example, an adolescent VSLA participant said her father and brother would help her and her mother collect firewood and fetch water. But, when asked 'what about cooking and baking *injera/buddeena*?' she replied, "This is not for males" (*Adolescent VSLA Group, Oromia*). While these few exceptions may suggest a need for some additional efforts of awareness raising, evidence generally suggests a change in gender norm that is hoped to be seen at the end of the project. The fact that men and boys are now doing what was traditionally left for women and girls is a good sign that things are changing and that these men and boys who already started and are going public about the change will serve as role models and change agents in addition to the male engagement campaign the project is planning to implement.

*Question 6.2: Are women engaged in IGAs? Do they decide on the selling price of their products and services? Do they decide on the profits they gain?*

It is common practice that women from the lower class, even in rural areas, engage in petty trade to sustain their households even before the project. Still, the problem was that they use the money to cover the needs of their households while husbands were using their income for pleasure, drinking alcohol and spending time with their friends. What has changed is that they both have begun to manage their income together to reduce unnecessary expenditure and save money for future use. Women have also become more competent in managing their small businesses and are more serious about saving from their little income, no matter how small.

After the She Thrives project and the VSLAs program in particular, the women participants are now involved in revenue-generating activities because of the start-up support, the training, the social support, the shift in attitude, and the positive impact of social conversation on the social networking and economic aspects of their local communities. The She Thrives Project's various activities (VSLAs, IGAs, TVET, and start-ups) have inspired women to take on successful small businesses. Women in VLSAs own small businesses and independently sell things available in their localities. They are now generating revenue without dependence on others. For instance, in Gedeo, they run businesses selling locally produced goods like maize, juice, *kocho* (local food), and fruits. They trade items like avocado, *waasaa* (ensete ventriculosum), shaana, ashara, and so forth in local markets. Each woman in a VLSA has her own source of income, which may include selling locally produced juice, *kocho* (local food), fruits, vegetables, and other products. In Ilu Ababor, they are more involved in agriculture, poultry, and animal husbandry, and during the dry season, petty trade is a common source of livelihood.

Women's engagement in IGAs has diversified family income, with the man farming while the woman carries out petty trade. Such IGA engagements were not isolated. Women and girls simultaneously engage in different small businesses. While doing one business, they also keep an eye on another. Most of them engage in two or more income-generating activities, such as petty trading (most are small-scale coffee traders), while they also rear sheep and chickens. All adolescent participants in Ilu'Ababor have also acknowledged that their mothers are engaged in IGAs such as petty trade (the most common), sheep rearing, and poultry. These efforts at diversifying their IGAs would mean more sustainable/resilient and stable economy for the household which also reduces CL. That is, when a household depends on only one IGA, it is more likely that the household will send its child to CL since the income will not be sufficient nor would it be sustainable because the IGAs are seasonal. Therefore, having more than one

#### **Women's Multiple Engagements in IGAs**

*For example, an adolescent participant said, "my mother is engaged in different income generating activities; she has her own chickens, which lay eggs daily, and then she has three sheep, and the two female sheep will soon give birth. She is also a trader; she buys butter from the village and takes it to the town to sell it and makes profit". A woman also has this to share, "I am engaged in multiple income generating activities; I have chickens which regularly lay; in addition, I rear sheep and cows, which give dairy products and I sell butter for good price and make money. I am the one who uses the income and he (my husband) never asks me how much I earn from this sell. But sometimes, when he needs money, he would ask me to lend him but he never pays back and I also did not expect him to pay back. [Adolescent and Adult VSLA Groups, Oromia]."*

IGA in addition to women accessing and having a say over income will mean better income for the household and less engagement of children in CL.

Some FGD participants also talked about other concomitant benefits of the VSLA groups. It was said that while going for regular meetings, they get opportunities to keep their hygiene, wear clean clothes to present themselves in meetings, get connected to the outside world and secure more opportunities to socialize with others, develop a social group with members supporting one another in times of conflicts, and during emergency situations such as sickness, death and other social and economic crises. It was also mentioned that other women who were not selected for the She Thrives program are also gaining indirect lessons from the experiences of the program recipients.

The Round IV Project Monitoring Assessment has also reported improvements in women's involvement in IGAs. In the gender division of labor, the percentage of women engaging in livelihood activities increased from 44.3% in Round I to 48.9% in Round IV, highlighting their active participation in income-generating endeavors.

*Question 6.3: Are women making household decisions together with their spouses?*

While individual differences may exist among households, it is common in urban areas for men to consult their spouses before making critical decisions on household matters. To a certain degree, this has still been the case in rural areas. Women's decision-making experiences also take an increasing turn with age. A woman says that even before the training and the SAA sessions, they made decisions together with her husband after a thorough discussion and conversation. But this has emerged as a norm rather than an exception with She Thrives. In areas where the interventions are made, women have become assertive and involved in decision-making concerning their households. Women's communication skills, self-esteem and confidence have considerably improved. The intervention has improved women's bargaining capacity in marketing their commodities and their conversations with their husbands. Men also report a changed attitude when listening to what women say.

Women's experiences in decision-making generally suggest that their engagement in decision-making at home has changed from an onlooker position in the past to a leading actor following the empowerment of the She Thrives project.

A woman shares her more recent memories of such experiences that even today, in the morning, she discussed the need to share their land for cultivation (*qixxee kennuu*). Her husband wanted to give half of their land to someone who could buy fertilizer and help them in production. But she says she and her children rejected the husband's opinion because they have young boys and girls who have completed their education and are unemployed, and, therefore, the land can be used to provide opportunities for them to initiate their own work

#### **Women's Decision making improving with She Thrives**

*A woman says, "My husband relied only on his own judgment earlier, failing to take into account my views. This was dispelled because of the She Thrives project that now brought mutual communication, sharing of responsibilities, helping one another, and resolving problems through discussions in our household" [Adult VSLA Group, Gedeo].*

*A man holds, "Before the training, I was not consulting my wife about the amount of coffee to be sold and the money obtained. But after the training, this has improved a lot and we decide together about our income and expenses. The training has changed my mind and I really listen to my wife seriously. I consider her opinion in decision making about our household matters" [KII Child Labor Committee, Oromia].*

while on the other hand reached an agreement that they will aggressively engage in doing the job and find money to buy fertilizer to make their land entirely their own instead of sharing it to others. She also recounts a decisive measure in which she took a calf to market, sold it herself and deposited the money in a joint bank account opened with her husband after covering some critical household needs.

The Round IV Monitoring Assessment indicated improvement in decision-making, with more women making decisions on household income and spending options, rising from 41.9% in Round I to 51.5% in Round IV, indicating greater financial autonomy. Control over productive assets also saw growth, with the percentage of women owning high-value productive assets increasing from 20.7% in Round I to 44.3% in Round IV, reflecting increased economic empowerment.

*Question 6.4: What has changed in adolescents', especially girls,' lives since their life skills training?*

Changes in family dynamics due to changed communication between spouses create opportunities for children to learn new things. Children get newer experiences due to a changed family discourse, which impact children's mindsets and behavior. It was said that traditionally, girls used to be treated differently from boys, a tendency that favored boys. For example, girls would be expected to get married (*kan halagaa taati*), and the boy would stay with his parents and sustain the family lineage. Now participants feel that this was inappropriate, and they have begun to treat daughters more favorably than what has been the case before. The community was not encouraging girls to go outside and be involved in activities to generate income. Instead, they would stay at home and carry out domestic activities. But now there is a significant improvement as girls can go outside (to market) to make their own money, engage in other public activities, and go to school like boys.

Girls can take the credit for beginning to challenge their families and communities to treat them more equally. For example, a girl claims that the training she took with her parents at different times has significantly changed even her family's living conditions. She mentions that her brother used to say/think that some domestic work was reserved for women/girls. However, as a result of the awareness from the training, she has been able to influence the attitudes of her family members for good, and now her brother is helping her with domestic work, such as cleaning the house and boiling coffee.

Evidence also suggested that girls have shown significant improvements in their soft skills. Adolescent girls have demonstrated several behavioral changes, particularly concerning decision-making, self-esteem, assertiveness, communication skill and positive self-image, which could reduce their vulnerability to all types of exploitation, including labor exploitation. The training has boosted girls' self-confidence to the extent that they engage in income-generating activities without being dependent on others. For example, three girls in a village were involved in the She Thrives project. Without advice, these girls rented land, bought maize seeds and fertilizers, cultivated one hectare of maize, and got more than threefold their expenses (estimated cost); now, they are waiting for the right time to sell their cereal. And again, they plan to continue producing maize for the second time this season. Girls' decision-making power, communication, and bargaining skills have improved considerably because of their social and economic empowerment.

Parents and adolescent girls alike report that a lot has changed in terms of their communication between them in ways that they are now having open discussions even on menstruation issues that were kept with utmost secrecy from parents before She Thrives. For example, a girl was talking about her communication with her parents, mentioning that she can now freely speak even about her menstruation with her family and seek support when needed. Another girl said this has eased their problem, which otherwise would impact their school attendance, as indicated in the box. In the same way, a mother has also shared her changed experiences with her two daughters in which she notes more open discussions happening between her and the daughters now about their developmental needs and feelings; she was also saying that having openly discussed their needs, she learns about and provides them with the necessities they are looking for. For example, when the daughters have trouble with boys, including boys forcing them on a date or for a relationship against their will, they inform their mother, and the mother tries to intervene peacefully. Although the girls have acquired skills to manage their interpersonal relationships, sometimes boys are uncompromising and violent and bully them, and they need external intervention.

**A girl speaks out an earlier menstrual problem that was holding many girls back from schooling:**

“In the past, when our menstrual cycle comes, we were afraid to speak up openly and ask our parents for the supply of sanitary materials (modes); hence we decide to be absent from school. But now, we can freely talk about it and ask our families for help” [Adolescent VSLA Group, Oromia].

On top of improvements in communications with daughters that opened opportunities for girls to get relevant parental support, fathers’/ brothers’ involvement in home chores has also eased the domestic burden for girls, and this was also an encouragement for them to engage in their education. For example, a girl who quit schooling because of household burdens plans to return to school as of the next academic year. After taking the training and engaging in SAA sessions, the responsibilities and burden of household work began to be shared among all family members.

**A girl Envisions to Restarting Her Education**

...After taking this training and engaging in SAA sessions, responsibilities and burden of household work, in our home, were shared among all family members and now I am relatively tasked with few jobs. My father has even advised me to start my education which I have quitted; I could not continue this year but I am planning to continue my education next year. [Adolescent VSLA Group, Oromia].

Given so many changes in and around the lives of girls and the support that is increasingly secured from families in particular, we would say that better opportunities are now in place for girls’ educational engagement and performance. Several instances were mentioned during discussions that support the fact that girls’ educational achievement is changing. For example, an eighth-grade girl was reported to achieve the highest score in a class on the national exam and was able to join a special boarding school: “We have begun to see little light that shows how girls perform well if encouraged. In last year’s grade eight national exam, one girl scored above 87, the cutting point to join a boarding school. She is now attending her 9th-grade class at Nejo Boarding School” [Woreda Education Officer, Oromia]. Similarly, a sixth-grade girl was showing significant improvements in her achievements. A father gives an account of his daughter who has shown an increment in academic achievement following the training, “my daughter is in 6<sup>th</sup> grade; in the past, she was an average student, but now, after the training, I gave her ample time for study and her grades have considerably improved” [Adult VSLA Group, Oromia].



The last and still important benefit of the project that transpired from discussions was expanding the horizon of girls' lives and reducing early marriage. According to project participants, females were not given the opportunity to meet with peers and talk about issues that impacted their lives, nor were they given the option to engage with their parents or families. According to discussants, the only option available was an early marriage because they were unaware of other business prospects, such as becoming a business owner, which may improve their lives and change their way of life. They believed that early marriage was their only possibility because they were unaware of other business opportunities (business ownership) that may strengthen their lives and transform their livelihood and lifestyle. She stated that the She Thrives program has brought about profound socioeconomic changes in their lives.

While so many contributions were documented above, some participants, however, underline that girls are still unfairly treated, more restricted and burdened at home and, therefore, awareness raising trainings and discussions should continue. It was also argued that negative energies radiate from the education system and discourage girls from attending school. For example, discussants drew attention to experiences last year where many of the students failed to pass the regional grade 8 exam, and they were saying that students, especially girls, are wasting their time in school because they won't go far in their careers. Some evidence was also mentioned that when parents couldn't afford to educate all children, they still opted to select out girls.

*Question 6.5: Have partners and stakeholders started to see the importance of educating children, especially girls? Have they understood the link between gender disparity and child labor? Are they considering gender, disability, and other vulnerability factors when they look at child labor?*

Participants articulated that She Thrives was instrumental in women's and girls' empowerment and transformed the traditional gender attitudes and practices of individuals, families, and communities. Participants reiterated that before the launch of this project, there were several misconceptions conveyed, for instance, through many sayings and proverbs that women's education didn't matter as it doesn't alter anything and that it goes better for girls to stay home, follow the examples of their mothers, and get married on schedule. These are all derogatory ideas that arise from a failure to acknowledge the role that girls play in various facets of society when they have an education. The She Thrives project's execution has altered such preconceived notions and provided opportunities for stakeholders to rethink the value of women's education. It enhanced awareness of gender inequalities, disability, and other vulnerabilities associated with child labour.

**Parents going extra miles to educate their daughters:**

*...we want our girls to be successful and we sent them to rent a house to stay so that they could have ample time to study and do their assignments. We did all this for them to be successful in their educational career, not because we are better off but to educate them at any cost so that they would be successful in life; we did not get the chance to go to school, and we don't want our daughters to be like us [Adult VSLA group, Oromia]*

In all the discussions, communities were taken to be well informed of the importance of education in the life of girls. They know that education and knowledge are key to development and social improvement. They are clear about the value of education for the well-being of the individual, family, community, and country. There is no gap with regard to knowledge about

the values of education. They are all sending their girls to school nowadays, *even taking on the extra cost, as seen in the vignette.*

Among the Gedeo society, several issues are raised concerning children's education, especially girls. Referring to a girl, Dura Worassa, who could read and write in 1941 thanks to the missionaries for the first time, discussants indicated that the Gedeos' attitude to girls' education was positive, even historically. So many women were taught by missionaries and in government schools after Dura. However, there were equally negative views that undermined the importance of girls' education. However, due to the gender training by the project, many things changed, including negative attitudes towards girls' education.

In FGDs, girls noted that their parents see them equally with their brothers now, giving them equal educational support at home. At school, they also acknowledge that girls are more encouraged to be active in learning. Teachers were considered to always advise them to continue their education. Parents and the community around them know the importance of education pushes children to that end unless financial problems hinder them. After several meetings and discussions with government bodies, they now insist parents send their children to school. It was also underscored that educating girls does not mean sending them to school with notebooks and pens. It is more than that; it involves following up on their progress, consulting their teachers about their challenges at school, giving them ample time for studying, reducing household burdens, and sharing them with their brothers. In this regard, there is an encouraging start promoted by this project.

**Question 7: Does the project's Comprehensive Monitoring and Evaluation Plan (CMEP) provide a valid means to monitor project progress and achievements; and to what extent has the Monitoring and Evaluation (M&E) system been effectively used by the project to inform management decision making?**

The ET has learned that many of the project's successes are attributable to the guiding role of the CMEP, the project roadmap. CMEP comprises clearly formulated indicators, activities, and the project's M&E system. She Thrives strictly used all tools (e.g., monitoring assessment including the participant survey questionnaire, FGD guides, KII checklists, and significant story guides), forms and documents approved by USDOL in the CMEP. An M&E manager oversees the She Thrives CMEP and data reporting requirements. The M&E manager has contributed to the development of summary performance assessments for the Technical Progress Reports (TPRs) by consolidating and analyzing project-level data across all outcomes prior to approval by the project director. He has also been leading periodic data quality assessments on outcome and output indicators to assess the quality of these indicators. The data generated by the key personnel flow from the project participants and communities through the various personnel involved in the data collection processes at multiple levels to a point where the analysis results end up in the TPR. According to the LDM manager, the project uses the Direct Participant Monitoring System (DPMS) to feed the automated system; CARE and implementing partners' staff are responsible for entering the data into the system from the ground. The lead M&E manages the dashboard centrally, and data reported in the TPRs have been taken from the system. The project's automated system has enhanced the accuracy of the data.

Furthermore, the data reporting flow and the coordination with the implementing partners are being followed according to the project data flow map. More importantly, the fact that the CMEP was developed in an internal capacity with the technical support of USDOL created an

opportunity to easily implement project activities as the staff internalized all the CMEP packages during the inception phase.

The Project hired a consultant to conduct rolling base assessments (a regular collection and processing of monitoring data via census using the DPMS bi-annually). The consultant conducted a baseline survey for each cohort (children 10-14 years of age, adolescent girls and boys 15-17 years of age, and Adult Women and Men 18+ years of age). The rolling base reports were due in April and October of each year. In addition to the baseline value of each indicator, the consultant has been collecting and collating quantitative and qualitative data on education status, livelihood status, work-related issues, gender issues, and socio-demographic characteristics of project participants in each reporting period. So far, in addition to the baseline, the consultant has produced four rolling base assessment reports (August 2022, April 2023, October 2023 and April 2024).

One challenge the project's M&E system faced was the DPMS, which had been stuck for six months due to security issues. Nonetheless, the ET realized that the project overcame these challenges because there were backup Excel files (developed by the M&E manager). In general, the robust M&E system, committed officers, and USDOL-approved tools were instrumental in providing feedback used to adjust planned activities' implementation.

**Question 8: To what extent is the project contributing toward the USG policy objective of advancing equity for all, including groups who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality?**

The ET has realized that the entire project was designed to advance equity for Ethiopian children, adolescent girls and women in the agricultural sector who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality. This is because the project has been working aggressively to mitigate and reduce CL in Ethiopia's agriculture, using a gender-focused approach. In rural Ethiopia, social norms related to gender and power dynamics reinforce harmful gender roles by inhibiting women's and girls' ability to be productive members of the household. Moreover, young girls and women in rural areas are also involved in most agricultural activities, spending more time than boys and men. Despite the unequal division of labor, the social norms force young girls and women to remain poor with fewer livelihood options and limited access to productive resources and/or any other business activity.

The project has contributed a lot in creating accessibility to education for those who were unable to attend regular school because of economic problems. The disadvantaged children who were out of school got the opportunity to learn writing, reading and mastering the competency level required to join grade 4. The students could pass the exam to join formal school and attend their grade 4 class mixed with students who learned from grades 1 to 3 in regular classes. The main problem in communities at project sites and in Ethiopia generally is paying attention to short-term benefits. Thus, it is not uncommon to see children engage in farming, weeding, looking after cattle and other domestic activities in rural areas. Instead of considering the child's age and education, they used to think about

*Student was one of the most disadvantaged and vulnerable children selected from Oromia region. He participated in the AEP and passed to Grade 4.*



what the child could contribute to the household. So, the children remained at home to help their parents and their chances of getting an education passed year after year. This kind of problem is prevalent among economically disadvantaged families. However, within a short time frame, the She Thrives project improved the understanding of the community, and it used AEP to change the lives of out-of-school children.

### 3.1. SUSTAINABILITY

**Question 9: To what extent are the project’s plans for sustainability adapted to the local level, national level, and capacity of implementing partners? What steps have been taken to ensure sustainability thus far?**

She Thrives has developed a sustainability strategy that considers each of the three major outcomes at the national, community, and household levels. The strategy contains activities, indicators, risks and mitigation mechanisms. Given the contents of the sustainability plan and the way it addresses the three outcomes at the national, community and household levels, the ET considers the project’s sustainability plan to be well adapted to national and local levels and to the capacity of implementing partners. That is, what should be done to sustain the project’s outcomes at the different levels is clearly described in the plan.

The sustainability strategy advocates for a gradual exit through three phases: (i) the initial phase, where training and capacity-building activities are provided; (ii) phase two, in which the project ensures that organizations, structures and processes established by the project are either prepared for independence or transitioned into the care of the relevant stakeholder, and (iii) third phase in which the project engages with a wide array of partners and stakeholders to ensure that the knowledge and models that have been developed are incorporated into future programs and approaches.

The ET found through interviews and document review that the initial phase of the sustainability plan is nearly complete except for a few activities planned for implementation after April 30, 2024, which are not considered here because of the scope of the interim evaluation. In this phase, the project offered training and capacity-building activities. The ET observed during the fieldwork that the skills and soft skills training schemes were acclaimed by the participants/stakeholders ranging from the federal to the *kebele* levels for being effective in changing the attitudes and behaviors of the participants. In particular, the ET has observed that GED training and the SAA discussion have brought about significant changes in the short term.

However, despite the changes reported, effectiveness alone does not guarantee sustainability. Sustainability requires continuity of the training schemes, which in turn requires a system whereby a unit (or department) within a ministry is responsible for offering the training when necessary. One possible way to accomplish this could be to find a department (e.g., the HR department) in the ministries responsible for staff capacity building and strengthening that department to take over the responsibility of capacity building.

On the other hand, the activities included in phase two and phase three of the sustainability strategy are either ongoing or will be carried out during the remaining period of the project. Fortunately, the project has completed most of its planned activities during this interim evaluation and can entirely focus on sustainability issues from now on. The necessary review of the sustainability strategy and updating (or revising) it as required is particularly important

to ongoing sustainability efforts. The ET found this important because realizing a CL policy during the project period is already out of the question. However, one can still find it in the updated sustainability strategy. Besides, given that the project can fully focus on sustainability during the remaining project period, reviewing the strategy with the key stakeholders would be useful. Participating in the review process could provide better options for sustaining some activities. It can also help the project assess how ready some stakeholder institutions are to take over or own some of the interventions.

Among the major entities that the She Thrives project considers very important for the sustainability of the project's objectives and activities at the national level are the National Child Protection Policy Advocacy Network and the multi-stakeholder platform. The former is a coalition of over 20 CSOs, established in collaboration with like-minded CSOs to address all forms of CL. The latter is a forum yet to be formed formally through the project's direct engagement with ministry stakeholders, with MoWSA's lead, to discuss and follow up on policy development and key enforcement measures. Whereas the formation of the coalition is a success that gives a collective voice for CSOs to address CL issues, the formation of the multi-stakeholder platform has been on the agenda for some time now. Still, the MoU has yet to be formally signed and launched by MoWSA before it becomes functional. However, She Thrives was instrumental in drafting the partnership strategy for the multi-stakeholder platform and conducting independent discussions with member ministries on the matter. The project management and staff hope the platform will be signed and launched soon. The ET believes that to see the MoU signed and the platform launched in the remaining period, the project shall work hard to follow up on the matter and lobby for the support of the ministry officials.

Another potentially useful partner that could contribute to the sustainability of the project activities is the private sector. She Thrives has provided training to employees of companies in the private sector. The ET had a chance to interview a representative of one of these companies, Kerchanshe Group. Established ten years ago, the company is the largest coffee exporter in the country. Apart from having large coffee farms on several sites, it has 67 coffee processing centers and factories in Mojo town. Kerchanshe has more than 25,000 workers and more than 19,000 permanent employees. The company has a Talent Management and Development Center in its head office in Addis Ababa that offers training to employees and other clients. She Thrives offered training to the company's employees (on GED, SAA and CL), and the trainees, in turn, offered the same to other employees. The company's interest in training its employees and supporting She Thrives, in turn, derives from it being a certified coffee exporter. As a certified coffee exporter, Kerchanshe has to comply with the European Union's new regulations and ensure that its products are free from CL. Both parties (She Thrives and Kerchanshe) can work together to achieve the common goal of reducing CL in the country's informal agricultural sector. The project shall, therefore, use this opportunity to strengthen the company's capacity through ToTs, and the company, in turn, will scale up these capacity-building activities among its employees on the coffee farms and community members around the farms.

In the stakeholders' workshop, one participant similarly raised the importance of engaging the private sector in the fight against CL. According to this participant, many companies in the private sector could support efforts to reduce CL. She Thrives shall explore possibilities of engaging other private sector companies which can contribute to the project's efforts in sustaining and strengthening the results already recorded.

The sustainability strategy at the community (Outcome 2) and household (Outcome 3) levels mainly consists of capacity-building activities (e.g., developing Communication and IEC/BCC strategy, training on SAA and GED for journalists and PR officers of pertinent ministries, offering various capacity building training to participants at the household level, transitioning AEP students to regular school). Most of these activities are completed as of April 30, 2024. However, completing the planned activities does not guarantee the sustainability of the observed changes. The project has, therefore, to work hard in collaboration with the local administrative structures to transfer ownership of the interventions to stakeholders. The interventions for participants at the *kebele* level and the associated sustainability measures needed are discussed in detail in the next section.

**Question 10: To what extent are project outcomes likely to be sustained beyond the project's duration, particularly in relation to local stakeholders?**

At the local (or *kebele*) level, the main project interventions focus on capacity building of the participants and empowering women and girls economically through saving and startup support to begin their own businesses, transition to better-paying jobs, and to have increased access to social protection.

The sustainability strategy of She Thrives includes four indicators that could be used in this interim evaluation to evaluate the sustainability of the project's outcomes. These include (i) evidence of continued resources, (ii) capacity, (iii) motivation, and (iv) establishment of appropriate linkages. The ET used these four indicators to examine the sustainability of the project's outcomes, focusing on some important interventions that require support of one kind or another at the community and *kebele* levels.

**Motivation.** The ET understood from the evidence gathered that most interventions at the *kebele* and community levels have brought about changes in the participants' attitudes and behaviors. Among the capacity-building interventions, GED, SAA and LLST have been seen by participants as instrumental in bringing about the changes. The interventions have developed the confidence of the participants, and most participants are now assertive and forward-looking. The data the ET gathered through interviews and FGDs show that the She Thrives project is successful in developing and improving the motivation of the participants and in looking at their future positively.

**Capacity.** In the same way, the project successfully empowered the participants by building their capacity using several training themes that aim at building the skills and soft skills of participants. As indicated above, capacity-building activities are successful in changing the confidence of participants, and the hope is that they can do something using the skills they have developed. Despite the need for further training in some areas, the project has completed most of its capacity-building activities at the time of the interim evaluation.

**Evidence of continued resources.** One of the main results of the She Thrives project is changing the participants' longstanding beliefs regarding saving. Almost all participants, including women and girls, used to believe that poor households could not save and that whatever money they earned would be spent to meet the immediate needs of the household. According to evidence collected through interviews and FGDs, such beliefs are changing among participants households, adolescents and adults alike. Participants are, therefore, saving from their meagre earnings and are motivated to engage in different IGAs. After

receiving relevant training, the project provided in-kind startup support to some participants involved in different kinds of businesses (e.g., poultry farming, bee farming, animal fattening). Particularly for the participants who did not receive in-kind startup support, their future depends on their savings alone. But how much can their savings help them start their own businesses?

In this regard, the ET found the VSLA group to be in good standing compared to other groups of participants, such as TVET graduates. The association has created solidarity among members, strengthened their relations, and hopes to continue saving and engaging in IGAs. The VSLA groups in different project sites are motivated to continue the association. Through the training and SAA discussion, they also have developed self-confidence and the capacity to start their own business whenever their financial status permits. Many of them are engaged in IGAs. Nevertheless, the ET questions how long they can stay in business with their savings alone, given the rapid rise in the price of goods in the country. It appears that even for the VSLA groups, which are in a way better than other groups, strengthening their business will be difficult.

The second group comprises TVET graduates. TVET graduates received skills training in several fields (e.g., animal science, crop production, hairdressing, woodworking, food preparation). They received the training for 45 days. Appreciating the training and the resulting confidence, some TVET graduates said, “Nothing will stop us; we had good technical knowledge.” During the training, the trainees saved an average of about 9,000 to 10,000 ETB from per diem and transportation fees covered by the She Thrives project. For many of them, the money they saved was insufficient to start their own business. Consequently, many of the TVET graduates are not working at the time of the interim evaluation. One of the TVET graduates said the following about the support needed.

“If the project or the government does not provide us with support, be it in kind or cash, we will not succeed to translate what we learned into practice. We will go back to where we were before the project because we cannot have the capital necessary to begin our businesses, even though we have the confidence and the necessary skills”

**TVET graduate**

A third group that the ET examined consisted of children who participated in the AEP. The AEP is considered by many as the most successful intervention because it focused and selected as participants the most disadvantaged, out-of-school children who were either engaged in or vulnerable to CL. The children, with the support of facilitators who were trained on new teaching methods, covered the three-year curriculum in 10 months, focusing on non-duplicated topics that made up the curriculum She Thrives adapted for the purpose. The program ran only once with 1000 children, and most children have already joined the regular school either in Grade Four (those who were successful on the final assessment) or Grades Three or Two (those who were not successful on the assessment administered by the Education Bureau). There is evidence to indicate that some of the students in Grade Four are academically in good standing compared to the other regular students. The ET observes that the program has promising features to address school-age children who are out of school and engaged in CL. However, interviews disclosed that some AEP students in regular schools have

started dropping out of school due to the absence of direct support and follow-up in both Gedeo and Ilu'Ababor. Making AEP sustainable as a program requires discussion with the WEOs on how to improve the conditions of the schools materially and through training at least some of the teachers who work in the schools.

**Linkages.** The fourth and final indicator of the sustainability strategy of the She Thrives project is establishing appropriate linkages. Particularly important in this regard is the need to link the VSLA group and those who are engaged in IGA, as well as TVET graduates, to microfinance institutions or banks. Interviews with the implementing partners indicate that even though the project is exploring possibilities of linking the participants to banks, the criteria the financial institutions have are demanding. According to government stakeholders, the project shall provide startup support, particularly to the TVET graduates, because the graduates are in a condition that requires urgent response. Given the two options, the ET believes that providing startup support to the graduates is more feasible. However, given the number of graduates, She Thrives may be unable to give startup support to the TVET graduates individually. Hence, grouping the graduates with similar training and providing the startup capital in groups could be a better option.

Finally, at the community level, CL committees are the entities that are directly responsible for monitoring and addressing CL. The members are well-trained and have a commitment to monitor CL problems in the community. Evidence the ET gathered through interviews and FGDs suggests that the committee encounters problems whenever they come across children who are engaged in CL particularly during school hours. In other words, the committee is dealing with CL problems that are visible. Obviously, such problems are limited in number because once the community knows CL is prohibited, families will continue the exercise in a hidden way. It is important for She Thrives to recognize that the CL committees, despite their members' commitment, cannot address every problem pertaining to CL in the community without the support and collaboration of the whole community. Therefore, the project must conduct sensitization and educational programs for the whole community in the surrounding villages and *kebeles*, including those households who were not participants of the project.

## 4. LESSONS LEARNED AND PROMISING PRACTICES

### 4.1. LESSONS LEARNED

#### **Lesson Learned 1: The importance of school feeding when planning AEP**

As indicated several times in this report, AEP is considered the most acclaimed intervention of the project by nearly all participants who provided data for the interim evaluation. This was also reiterated in the stakeholders' workshop, and some even went further and suggested that the success of AEP be shared with others through publication in reputable journals and other forms of documentation. Along with the success, it is important to note that AEP's success was recorded not without challenges. One of the program's challenges was resistance from parents at the beginning, who suggested that their children stay in school for a half day only, just like other children in regular schools. The second challenge pertains to school feeding. Initially, there was no school feeding in the project's plan. However, recognizing the fact that the program cannot proceed as planned without feeding the children, the project management, after some arrangements, started feeding the children, and the program went



well. The main lesson learned from this challenge is that AEP is unlikely to be successful without school feeding, particularly in areas where CL is prevalent. Future programming should, therefore, include a school feeding program when planning to implement AEP in similar contexts.

### **Lesson Learned 2: Team unity and dedication**

The unity and dedication of the project team are critical factors in achieving project goals. A cohesive team that works well together can overcome challenges more effectively and is more likely to innovate and adapt to changing circumstances. Team spirit and collective commitment enhance the overall efficiency and impact of project activities.

### **Lesson Learned 3: Private Sector Engagement**

Engaging the private sector is crucial for the sustainability and scaling of project interventions. By involving businesses and employers, projects can create more job opportunities, enhance market linkages, and ensure that economic growth benefits the wider community. Private sector engagement also helps in advocating for and implementing child labor standards, ensuring that businesses contribute positively to social and economic development.

## **4.2. PROMISING PRACTICES**

### **Promising Practice 1: Saving**

In both Gedeo and Illu'Ababor, the project successfully introduced the practice of saving among the participants, and the participants themselves consider this as the most important behavior they gained from the She Thrives project. In the past, the common belief that “a poor person cannot save, saving is what wealthy persons can do” was predominant in the communities. Accordingly, the participants have never tried to save money. Thanks to the She Thrives project, every participant, adolescents and adults alike, has started saving from their meager income. The project has been instrumental in changing the participants' attitudes toward saving and instilling the belief that anyone can save for a better future.

### **Promising Practice 2: The Use of the Holistic Approach**

Unlike many projects, She Thrives approached the problem of CL from multiple angles. The project recognized from the outset that CL is an issue caused by multiple interconnected factors, and attempts to address CL should also address these factors. That is why She Thrives addressed not only the children who are engaged in or are vulnerable to CL but also the household members through one or more of its interventions. For example, whereas adult women are engaged in VSLA/IGA, adolescent girls and boys are participants of TVET training and apprenticeship. Besides, out-of-school children attended the AEP, and now most are in regular schools.

Apart from building the participants' agency and developing their self-esteem and confidence through building their capacity, the project has worked on relationships between men and women. Because of this work, there is better understanding and communication within the participant households, which facilitated healthy communication among household members. She Thrives also attempted to improve the structures and policies by engaging the relevant government ministries and offices from Federal to Woreda levels. The success of She Thrives, the ET understands, stems from the project's use of the holistic approach that helped to

address CL from multiple angles. This promising practice should be shared with other projects for scaling up/replication.

### **Promising Practice 3: Working together with Government Offices from the Federal to Kebele Levels**

One good practice of the She Thrives project is the collaboration it has with government offices (from federal to kebele levels). Working with the government structures from the top to grassroots levels has contributed to the smooth implementation of the She Thrives project interventions. The project was able to conduct joint M&E of project activities with the government stakeholders biannually, creating conditions where the two parties come together to discuss the problem of CL. That, in turn, helped to develop good understanding and communication between the officials and the project staff. The collaboration was not limited to the federal government stakeholders; the same was true of the line offices from the zone to woreda and kebele levels. The collaborations with government ministries and the corresponding offices at the lower (zone and woreda) levels have contributed to the smooth implementation of the project's interventions.

### **Promising Practice 4: Working with Implementing Partners with Rich and Relevant Experience**

An additional good or promising practice is the fact that the She Thrives project recruited two implementing partners, one in Oromia (IWCIDA) and another in SNNPR (RTN-Ethiopia) which implement interventions of the project. The partners have been implementing projects for a very long time in Oromia and SNNPR and have rich experience. Because of their presence in the two regions for a long time, they are well-known and trusted by the communities. The implementing partners have assigned one officer in each woreda who oversees the project's activities within the woreda and one staff member in each kebele, who are very close to the project participants. The participants have at least one person representing the project in their kebele, and they can easily communicate with the project staff about anything, including questions they have and challenges they face. That promoted good communication and understanding between the project and the communities and created a good atmosphere that made smooth implementation of the project possible. The ET found this a promising practice that could be shared with other projects.

### **Promising Practice 5 : Importance of working on people's mindsets**

Examining the changes observed in the saving behavior of the participants and the changes recorded in other areas (e.g., better family communication, the reduced burden of women and girls and the understanding of men and boys that they can do at least some household chores to support women and girls), one can observe how working on individuals' mindsets is very instrumental. In addition to challenging and changing longstanding beliefs and social/gender norms, the project boosted adolescents' self-esteem and self-confidence through the LLST. The participants have witnessed the changes in their behaviors resulting from the training on soft skills. This is an important lesson that other projects can learn from.

### **Promising Practice 6: The interventions also contributed to desirable changes in participants' behaviors other than the primary targets**

The project's interventions are multiple, and in some cases, the participants receive training in more than one area. For example, the SAA discussion, GED and LLST were offered to nearly

all groups of participants with few exceptions. Considering the case of the VSLA group, saving is primarily the main objective of the intervention. Still, after saving, they have accessed loans and started IGAs (e.g., engaging in petty trades). Their engagement in IGA improved the economic conditions of the participants. Besides, the intervention helped them to go out and engage in social activities. While they do this, the women themselves confirm that they have started to wear clean clothes, and to take care of their personal hygiene. Besides, the meeting has served as the women's leisure time to socialize. Many women did not have this experience before and because of this they report that they are happier.

More importantly, the VSLA group members have developed strong solidarity among themselves. In particular, when they feel a member needs the group's support, they set a date, and every group member spends the whole day working on their fellow VSLA member's farm, for example. In a particular arrangement (known as "dado" in Ilu'Ababor), every group member comes with her food and drinks for the day and spends the day supporting the member. Other groups also report similar desirable behavioral changes. For example, many adolescent girls (could be TVET graduates or AVSA members) reported that the LLST training has boosted not only their self-esteem and self-confidence, but they can now speak their minds in front of other people and discuss a problem with family members or friends to get a solution before it is too late. Such changes in behaviors of the participants are attributable to the interventions of the She Thrives project.

## 5. CONCLUSION

### 5.1 RELEVANCE

The evidence gathered shows that She Thrives is a highly relevant project: (i) it is well aligned with the GoE's policies and priorities (interviews with officials from MoLS and MoWSA), (ii) it has a well-articulated and tested theory of change (document review), (iii) the project document is well prepared with clear objectives, outcomes, activities, performance indicators and also include sustainability strategy (document review), and (iv) the project strategies are very relevant to the specific needs of the participants, communities and other stakeholders (FGD with participants and interviews with stakeholders).

### 5.2 EFFECTIVENESS AND EFFICIENCY

The project made remarkable progress in the implementation period (about two years and four months). The project contributed to reducing the prevalence of CL for both groups of participants (children aged 10-14 and adolescents aged 15-17 years) in both project areas.

OTC1 aimed at increasing the capacity of the GoE to address CL. Most of the indicators under this outcome are progressing at a good pace with positive feedback from the stakeholders. Various CL-related documents that were reviewed using the gender lens and trainings provided to workers in different sectors contributed to increasing the capacity of the GoE. Although developing a separate National CL Policy was stuck, efforts to bring concerned bodies together, which led to the formation of national multi-stakeholder groups and a coalition of other concerned organizations, will all sustain efforts to address CL in the country.

The project's progress and positive feedback from participants all point to the project's effectiveness in increasing the community's capacity to combat CL (OTC 2). As a result, social

norms that engender CL have been challenged and changed. However, more remains in the area of using social media to combat CL.

The project enhanced the economic stability of households and individuals vulnerable to CL (OTC 3). Participants have provided very positive views about the effectiveness of trainings, VSLAs and in-kind startup capital in diversifying their income. Nonetheless, the project progressed at a slower rate in providing psychosocial support for SGBV survivors.

The project's gender-focused approaches (GED and SAA) empowered households, women, adolescents, and children to address development issues by facilitating a process where people and communities examine and confront the social norms, beliefs, and practices that influence their lives. In the words of nearly all sampled participants, the process and approach were indeed engaging, genuinely empowering and liberating. The participants have invariably described the important changes in spouse communication after the SAA discussions and the positive impact of these changes on other aspects of life in the households, including sharing household chores, income-generating engagements, participation in household decision-making, and girls' education. These positive changes were enhanced mainly when the male spouses directly attended the SAA discussions. Further, behind the changes in male spouses' roles were feelings of remorse and regret about previous misdeeds.

In the same way, behind women's engagements in decision-making was their improved understanding of gender notions and rights. Of course, while different gender-related practices have changed because of the She Thrives project, some exceptions were noted during discussions regarding, for example, males' engagement in domestic work and attitudes toward and treatment of girls at the homestead. Some changes were also noted to be transient in the sense that males, in particular, were found reverting to the old style. Such tendencies imply that more effort is needed to make the changes take root.

Overall, the project demonstrated good achievements towards reaching the anticipated results or even exceeding some targets despite the internal and external factors that could pose challenges. The project is also efficient in using time and the allocated budget properly.

### 5.3 SUSTAINABILITY

The project developed its sustainability strategy during the inception phase. While this job is commendable, the strategy was not developed through a participatory approach. Given this and other needs (e.g., updating), the sustainability strategy needs to be reviewed and revised in consultation with government stakeholders (from the federal to woreda level) and other partners (e.g., the private sector and the National Child Protection Policy Advocacy Network). Because the project has completed most planned activities at all levels, the remaining time (about eight months) can be used to plan and execute measures that focus on sustainability.

## 6. RECOMMENDATIONS

Before presenting the recommendations, it is important to note that the project has completed nearly all planned activities as of April 30, 2024. At the time of this interim evaluation, the remaining activities of the project are primarily related to the sustainability of the project's results and working with government stakeholders and companies in the private sector to ensure the changes observed as a result of the project's interventions are strengthened and

scaled up. Taking this into account, the recommendations provided here focus on activities that the ET considers vital in ensuring sustainability.

**Recommendation 1: Lobby and follow up on the signing of the MoU to establish the multi-stakeholder platform**

This is an important platform that brings stakeholders from government ministries and CSOs together to address CL in the country. Reducing CL in Ethiopia through instituting new and strengthening existing policies can be achieved through the multi-stakeholder platform. The formation and signing of the MoU of the platform is an important milestone that should be accomplished as soon as possible. She Thrives shall exert every effort possible to see the MoU signed and to formally see the multi-stakeholder platform become functional. The project shall lobby and follow up until the formal signing of the MoU.

**Responsible Bodies:** She Thrives, MoWSA, MoLS

**Recommendation 2: Engaging the private sector in the fight against CL**

Involving the private sector in the fight against CL is a potentially useful measure because the private sector employs many children in their farms and factories. Through the creation of awareness and their involvement, the private sector can be convinced not to hire children on their farms, one way of reducing CL. The private sector can also support She Thrives' efforts to reduce CL by sensitizing the communities around their farms to avoid using CL as a means of the families' survival. Whereas the ET interviewed a representative of only one company from the private sector (i.e., Kerchanshe Group) who indicated that it is in the company's interest to eliminate CL, a participant of the stakeholders' workshop suggested that the private sector shall contribute its share in the fight against CL and engaging other companies in the private sector is necessary.

**Responsible Entities:** CARE-Ethiopia (She Thrives) and companies in the private sector (e.g., Kerchanshe Group)

**Recommendation 3: Encourage initiatives to use the project tools and scale up the results**

Interviews with the implementing partners indicated that government offices (e.g., Women and Children's Office) in some woredas where the project operates have shown interest in having the tools and using them to scale up the project's results among communities the project did not reach. She Thrives needs to encourage such initiatives as these could help strengthen the changes observed in the six woredas. The ET recommends that She Thrives carry out two activities in response to the initiatives. First, for the woreda offices to scale up the tasks, the project must ensure that they have well-trained ToTs in each woreda. This may require the project to train ToTs in adequate numbers in each of the six woredas. Second, She Thrives shall print manuals and other tools (primarily on GED and SAA) and distribute these to the six woreda offices of Women and Children's Affairs. These two activities will equip the offices well to implement their plans.

**Responsible Entities:** She Thrives, IPs, Women and Children's Offices in the six woredas

**Recommendation 4: Explore possibilities on how VSLA/IGA groups obtain startup capital**

Some groups of participantss are doing well even though their financial capacity is limited. These groups include VSLA and IGA groups. These groups have motivated and committed

members who think that the groundwork has already been done and that they should exert effort to continue the association and their IGA. They also know, however, that their savings are limited and do not know how long they could generate income and save without support. One of the priority tasks of the project in the remaining eight months is to explore possibilities where these groups obtain startup capital to strengthen their business or start new businesses. The members have developed the motivation/interest to generate income by engaging in different activities. Some have also begun generating income. Suppose the project supports the members of these groups, either individually or as a group, by exploring means through which the groups can obtain loans. In that case, the groups can strengthen their financial capacity, which will, in turn, help them to improve their businesses.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices, Woreda Job Creation Offices

### **Recommendation 5: Provide startup support to TVET graduates**

Another group for which startup capital is necessary is the TVET graduates. Most of the TVET graduates, the ET learned, have not started any business after training and apprenticeship. According to stakeholder interviews, the TVET graduates have good skills from the training they received. They are motivated to begin their own business but do not have the money and necessary resources. As a result, many are spending their time idly. The ET understands that the condition in which the TVET graduates found themselves requires an urgent response. Interviews with federal stakeholders emphasized that the project shall address the problem of this group of participants by providing startup capital. On their part, the implementing partners indicated that whereas linking the graduates with financial institutions is a good option, the criteria of some of the financial institutions are difficult for the TVET graduates to meet. A participant in the stakeholders' workshop also raised the age of the TVET graduates (i.e., 15-17 years) as a limiting factor for the graduates to access loans. After examining both suggestions and their feasibility, the ET found that providing startup capital was the better option. However, given the large number of TVET graduates who need startup support, it could be difficult for She Thrives to provide the support individually. To make the budget required for the support a bit lower, the project may organize the graduates with similar fields of training in groups and provide support for them as a group. The ET suggests a discussion be conducted between the project and government stakeholders, particularly at the zone and woreda levels, to explore other ways of supporting the TVET graduates, if any, with startup capital.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices, Woreda Job Creation Offices, Zone Women and Children's Department

### **Recommendation 6: Support regular schools that host AEP students**

Despite the transition to regular or formal schooling, the children who participated in the AEP are not motivated enough because of several differences in the treatment of the students between the AEP and regular schools. One such difference is the support they provided materially (e.g., exercise books and pens and pencils) and emotionally (e.g., the close follow-up by facilitators they used to have when they were AEP students). Even though they are hosting the students, schools are not supporting them through close follow-up. The ET considers the children's transition to regular school a significant positive step. However, this does not guarantee that the children will stay in school, and there are indications that some

are dropping out for several reasons, including the absence of follow-up and school feeding in regular schools.

On the other hand, some WEOs (in both Oromia and SNNP regions) are interested in assuming ownership of the program and continuing AEP in regular schools. The ET considers the interest developed among some WEOs encouraging. The ET also believes that a formal discussion between the project and WEOs is necessary to review the progress so far made and to draw lessons from the completed program. The discussion is also important to find out the support the WEOs and the schools need to continue the program. The ET considers handing over the curriculum for AEP to WEOs and offering training (on innovative teaching methods) to some of the teachers who will teach AEP students, which will be important contributions that She Thrives could make as part of its exit strategy.

**Responsible Entities:** She Thrives, IPs, Schools, WEOs and Zone Education Departments

### **Recommendation 7: Examine why women and girls did not seek psychosocial support**

Document review and interviews indicate that the project did not meet its targets in providing psychosocial support to women and girls who are GBV survivors. One reason for this underachievement is that a very small number of girls and women came forward seeking psychosocial support even though the project planned to provide support for many more women and girls. The possible explanations could be (i) there is fear of discrimination and rejection among women and girls who are GBV survivors, (ii) because GBV is a sensitive issue, the women and girls who are survivors perhaps have concerns about privacy and confidentiality. Besides, because paraprofessionals provide the support, the survivors' concerns of privacy and confidentiality may even be stronger. Furthermore, the place where the psychosocial support is provided is another point that exacerbates privacy and confidentiality issues. The ET strongly believes that expecting GBV survivors to come forward under the circumstances is unrealistic. Interviews with a project staff suggest that the girls, in particular have feelings of rejection if the public knows that she is a GBV survivor (e.g., no one will choose her as a future marriage partner).

While the above explanations represent possible scenarios, why the project underachieves in the area of psychosocial support in the two regions requires an independent inquiry. Besides, the ET believes that such support should be offered by professionals or paraprofessionals trained in counselling or clinical psychology. The ET recommends conducting a small-scale inquiry to understand what the actual explanation(s) is (are), suggest ways of overcoming the problem, and finally offer psychosocial support to the survivors following the recommendations put forth by the study.

**Responsible Entities:** She Thrives, IPs, Woreda Women and Children's Offices

### **Recommendation 8: Review the sustainability strategy of the project with a participatory approach**

The sustainability strategy was not developed in consultation with key federal, zonal and woreda stakeholders. It is important to redress this through a participatory and consultative approach by inviting the key government ministries and the corresponding structures up to the woreda level to discuss ways of sustaining the project results. The invitation shall include the private sector, another potentially useful partner which can support the project in the area

of sustainability. This deliberation could produce new ways of addressing sustainability or revise or amend some of the previous plans if necessary. The stakeholders can also provide valuable input to improve the existing sustainability plans or to add some new ones.

**Responsible Entities:** She Thrives, IPs, Federal, Zone and Woreda stakeholders, Private sector

**Recommendation 9: Recommendation for future programming**

She Thrives produced good results in multiple areas (e.g., AEP, saving, engaging in IGAs, good understanding and communication among family members, etc.). Nearly all participants who provided data to the ET for this interim evaluation agreed that the project has contributed to the betterment of the participant households in several ways. At the same time, the participants likened the project’s contribution to a drop in the ocean. That is, even though the project has produced desirable changes/results among the selected households, given the magnitude of CL in Ethiopia in general and in the two regions in particular, the area coverage amounts to almost nothing, and in that sense, the project’s contribution is considered very little.

Many stakeholders and participants from the federal to the kebele levels have voiced their desires to see the project in its second phase. The ET believes that leaving after eight months without strengthening the results achieved by the project is not a wise option. Many of the projects’ results should be strengthened in a second phase, while the project mainly focuses on the surrounding kebeles and woredas as new participants to address CL.

**Table 3. Recommendations and Supporting Evidence**

Recommendation	Evidence	Page Numbers
<b>Recommendation 1: Lobby and follow up on the signing of the MoU to establish the multi-stakeholder platform</b>	The formation and signing of the platform's MoU is an important milestone that must be accomplished as soon as possible.	Sustainability (pages 52)
<b>Recommendation 2: Engage the private sector in the fight against CL</b>	Involving the private sector in the fight against CL is a potentially useful measure because the private sector itself employs a large number of children in their farms and factories	Sustainability (page 52-53)
<b>Recommendation 3: Encourage initiatives to use the project tools and scale up the results</b>	Government offices (e.g., Women and Children’s Office) in some woredas where the project operates have shown interest in having the tools and using them to scale up the project’s results among communities the project did not reach.	Recommendations (page 61-62)



Recommendation	Evidence	Page Numbers
<p><b>Recommendation 4:</b> Explore possibilities on how VSLA/IGA groups obtain startup capital</p>	<p>One of the priority tasks of the project in the remaining eight months is to explore possibilities where VSLA/IGA groups obtain startup capital to strengthen their business or start new businesses.</p>	<p>Sustainability (pages 55 &amp; 59)</p>
<p><b>Recommendation 5:</b> Provide startup support to TVET graduates</p>	<p>Most of the TVET graduates have not started any business after training and apprenticeship. As a result, they are spending their time idly. The condition in which the TVET graduates found themselves requires an urgent response.</p>	<p>Sustainability (pages 54-55)</p>
<p><b>Recommendation 6:</b> Support regular schools that host AEP students</p>	<p>Some WEOs (in both Oromia and SNNP regions) are interested in assuming ownership of the program and continuing AEP in regular schools. There is a need to hand over the AEP curriculum to WEOs and REBs and offer training (on innovative teaching methods) to some of the teachers who are teaching the children.</p>	<p>Sustainability (page 55)</p>
<p><b>Recommendation 7:</b> Examine why women and girls did not seek psychosocial support</p>	<p>The project did not meet its target of providing psychosocial support. The reasons for the low level of psychosocial support-seeking behaviors are not known. Hence, there is a need for a small-scale inquiry.</p>	<p>Effectiveness and Efficiency (page 39 &amp; 59)</p>
<p><b>Recommendation 8:</b> Review the sustainability strategy of the project with a participatory approach</p>	<p>The sustainability strategy was not developed in consultation with key federal and kebele stakeholders.</p>	<p>Sustainability (page 51-52)</p>
<p><b>Recommendation 9:</b> Recommendation for future programming</p>	<p>Stakeholders and participants from the federal to the kebele levels have voiced their desires to see the project in its second phase. Many of the projects' results should be strengthened in a second phase, while the project mainly focuses on the surrounding kebeles and woredas as new participants to address CL.</p>	<p>Gender Analysis (page 40)</p>

## ANNEXES

### ANNEX A. LIST OF DOCUMENTS REVIEWED

#### Project-Related Documents

- Project document
- Comprehensive monitoring and evaluation plan (CMEP)
- She Thrives Project M&E System and Process
- Technical Progress Reports (6)
- She Thrives M&E System and Process
- She Thrives Service Delivery Strategy
- She Thrives Sustainability Strategy
- Baseline Report
- Rolling Base Assessment Reports
- Outcome Mapping Practitioner Guide
- CARE-Ethiopia Gender Transformative Brief
- SAA Global Manual
- VSLA-SAA discussion
- Gender analysis report
- Newsletters
- Tools (Household Questionnaire and Qualitative Tools and Consent Form)

#### Other Literature Reviewed

- ILO and Central Statistical Agency (CSA) of Ethiopia. 2015 Ethiopia National Child Labour Survey. Geneva: ILO, 2018.
- ILO, 2018. Ending child labour by 2025: A review of policies and programmes.
- ILO & UNICEF, 2020. *Child Labour: Global estimates 2020, trends and the road forward*,
- ILO and UNICEF, New York, 2021.FAO. 2021. Gender dimensions of child labour in agriculture. Background paper. Rome.
- GIZ, 2023. Analysis of CL legislation in Ethiopia.
- ILAB, 2022 Findings on the Worst Forms of CL: Ethiopia
- OECD/DAC Revised Evaluation Criteria



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## ANNEX B. EVALUATION ITINERARY

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**ANNEX C. STAKEHOLDER WORKSHOP  
AGENDA AND PARTICIPANTS**

**June 13, 2024**

**Workshop Agenda**

<b>Activity</b>	<b>Time</b>
Welcoming and opening remark	09:00 - 09:15
Participants self-introduction	09:15 - 09:30
A brief introduction of the project's outcomes and activities	09:30 - 10:00
Refreshment Break	10:00 - 10:30
Presentation of the interim evaluation	10:30 - 11:46
Q&A, discussion and reflections	11:47 - 1:15
Wrapping up the event and closing remark	1:15-1:20
Lunch	1:20 - 2:15

**Workshop Participants**

"This is intentionally left blank in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347."

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## ANNEX D. TERMS OF REFERENCE

### TERMS OF REFERENCE

Final Version | April 29, 2024

### INTERIM EVALUATION

She Thrives: Reducing Child Labor in  
Ethiopia’s Agricultural Sector using a Gender-  
Focused Approach

### SUBMITTED TO

United States Department of Labor  
Bureau of International Labor Affairs  
200 Constitution Ave. NW  
Washington, DC 20210  
[www.dol.gov/ilab](http://www.dol.gov/ilab)

### PREPARED BY

Sistemas, Familia y Sociedad (SFS)

### Table of Contents

<a href="#">List of Acronyms</a>	4
<a href="#">Background and Justification</a>	6
<a href="#">Project context</a>	7
<a href="#">Project objectives and timeframe</a>	7
<a href="#">Purpose and Scope of Evaluation</a>	8
<a href="#">Evaluation purpose and scope</a>	8
<a href="#">Intended users</a>	9
<a href="#">EvaluatiON TEAM</a>	9
<a href="#">Evaluation Questions</a>	9
<a href="#">Evaluation Design and Methodology</a>	11
<a href="#">Approach</a>	12
<a href="#">Sampling strategy</a>	13
<a href="#">Data collection</a>	13
<a href="#">Document review</a>	13
<a href="#">Semi-structured interviews with stakeholders</a>	14
<a href="#">Focus group discussions</a>	14
<a href="#">Validation workshop with stakeholders</a>	16
<a href="#">Approach to analysis</a>	17
<a href="#">Ethical considerations and confidentiality</a>	17
<a href="#">Roles and Responsibilities</a>	18
<a href="#">Deliverables</a>	19
<a href="#">Briefing</a>	20
<a href="#">Written report</a>	20
<a href="#">Infographic</a>	21
<a href="#">Learning Event</a>	21
<a href="#">Timeline</a>	21
<a href="#">Annex: Evaluation Design Matrix</a>	23
<a href="#">Annex: Discussion of terms for overall assessment</a>	39
<a href="#">Annex: PROTOCOL INSTRUMENT FOR INFORMANTS</a>	41
<a href="#">Annex: Performance Summary and Rapid Scorecard Templates</a>	34
<a href="#">Annex: Right to Use</a>	1

## LIST OF ACRONYMS

AEP	Accelerated Education Program
CARE	Cooperative for Assistance and Relief Everywhere
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
CRI	Child Rights International
DOA	Data Organization Assistant
DoC	Department of Cooperative
ET	Evaluation Team
EA	Evaluation Assistant
FGD	Focus Group Discussion
FOA	Funding Opportunity Announcement
GoE	Government of Ethiopia
HEW	Health Extension Workers
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
IGA	Income Generating Activities
INGO	International Non-Governmental Organization
IWCIDA	ILu Women Children Integrated Development Association
KII	Key Informant Interview
LE	Lead Evaluator
M&E	Monitoring and Evaluation
MOLS	Ministry of Labor and Skills
MoWSA	Ministry of Women and Social Affairs
NGO	Non-Governmental Organization

OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OECD-DAC	Organization for Economic Co-operation and Development's Development Assistance Committee
OSH	Occupational Safety and Health
PMP	Performance Monitoring Plan
RTN-Ethiopia	Reach The Needy Ethiopia
SAA	Social Analysis and Action
SFS	Sistemas, Familia y Sociedad (SFS)
SNNPR	Southern Nations, Nationalities and Peoples
TOC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
USDOL	United States Department of Labor
VSLA	Village Savings and Loans Associations



## 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). ILAB's mission is to promote a fair global playing field for workers in the United States and around the world by enforcing trade commitments, strengthening labor standards, and combating international child labor, forced labor, and human trafficking.

OCFT works to combat child labor, forced labor, and human trafficking around the world through international research, policy engagement, technical cooperation, and awareness-raising. Since OCFT's technical cooperation program began in 1995, the U.S. Congress has appropriated funds annually to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects in more than 90 countries around the world. Technical cooperation projects funded by USDOL support sustained efforts that address child labor and forced labor's underlying causes, including poverty and lack of access to education.

The approach to this evaluation will be in accordance with USDOL's Evaluation Policy<sup>15</sup>. OCFT is committed to using the most rigorous methods applicable for this qualitative performance evaluation and to learning from the evaluation results. The evaluation is conducted by an independent third party, and in an ethical manner, that safeguard the dignity, rights, safety, and privacy of participants. The quality standards underlying this evaluation are: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.<sup>16</sup> Additionally, a broader set of evaluative criteria or domains may also be considered depending on the evaluation's learning objectives, including themes of design, alignment, replicability, experience, unintended effects, consequence, equity and resource use.<sup>17</sup> In conducting this evaluation, the evaluator will also uphold the American Evaluation Association Guiding Principles for Evaluators.<sup>18</sup> OCFT will make the evaluation report available and accessible on its website.

USDOL through ILAB has contracted with Sistemas, Familia y Sociedad (SFS) under order number 1605C2-23-F-00034 to conduct performance evaluations of technical assistance projects in Ghana and Ethiopia.

The present terms of reference (TOR) pertain to the interim performance evaluation of the *She Thrives: Reducing Child Labor in Ethiopia's Agricultural Sector using a Gender-Focused Approach Project (She Thrives)*. This document serves as the framework and guidelines for the evaluation. It is organized into the following sections:

- Background and justification

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<sup>15</sup> For more information on DOL's Evaluation Policy, please visit: <https://www.dol.gov/asp/evaluation/evaluationpolicy.htm>

<sup>16</sup> From Better Criteria for Better Evaluation: Revised Evaluation Criteria Definitions and Principles for Use by the Organization for Economic Development's Development Assistance Committee (OECD-DAC) Network on Development Evaluation. DOL determined these criteria are in accordance with the OMB Guidance M-20-12. For more information, please visit: <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>

<sup>17</sup> Evaluative Criteria: An Integrated Model of Domains and Sources, American Journal of Evaluation, Rebecca M. Teasdale, 2021, Vol. 42(3) 354-376.

<sup>18</sup> For more information on the American Evaluation Association's Guiding Principles, please visit: <https://www.eval.org/p/cm/ld/fid=51>

- Purpose, Scope, and Audience
- Evaluation Questions
- Evaluation Design and Methodology
- Evaluation Team, Management, and Support
- Roles and Responsibilities
- Evaluation Milestones and Timeline
- Deliverables and Deliverable Schedule
- Evaluation Report
- Annexes
- **PROJECT CONTEXT**

In Ethiopia, agriculture is the leading sector for employment, and coffee is the country's top agricultural export commodity. Oromia and SNNPR (Southern Nations, Nationalities and Peoples) are Ethiopia's largest coffee producing regions, accounting for almost 95% of the country's coffee production.

Four million Ethiopian households are engaged in small-scale coffee cultivation, with women and girls undertaking 70% of the labor. In addition to harvesting, washing, and sorting coffee cherries, women and girls engage in hazardous tasks, such as handling pesticides and other dangerous chemicals.

In Oromia and SNNPR, women not involved in coffee farming often cultivate spices and khat, which include similar risks to workers. Due to high labor costs and the physical nature of this work, women engaged in producing these three goods are frequently assisted by children in their household or those of their neighbors as informal workers. Women and girls working in the production of coffee, spices, and khat often lack the ability to improve their lives by pursuing an education or fair paying jobs, to improve their households, or to make contributions to their communities.

- **PROJECT OBJECTIVES AND TIMEFRAME**

The USDOL Office of Child Labor, Forced Labor and Human Trafficking (OCFT), with the aim to build agency of vulnerable women and girls in the Ethiopian agricultural sector, change community social norms and traditions that uphold child labor and gender inequality, and transform laws, policies and institutions to be more gender equitable and support efforts to reduce child labor in Ethiopia, awarded the Cooperative for Relief and Assistance Anywhere (CARE) with a \$5 million cooperative agreement in December 2020 to implement the She Thrives project.

The project aims to address the underlying causes of child labor in Ethiopia's agricultural sector using a gender focused approach in the regions of SNNPR and Oromia. It is implemented in partnership with partners ILU Women Children Integrated Development Association (IWCIDA) and RTN-Ethiopia (Reach The Needy Ethiopia).

The four-year cooperative agreement began in December 2020 and is scheduled to end in February 2025.

The overall project-level objective is to is Reduce child labor in Ethiopia's agricultural sector with a focus on the informal sector using a gender-focused approach. The Project will specifically contribute to:

- **Outcome 1:** Increased capacity of the Government of Ethiopia (GoE) to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach.
- **Outcome 2:** Improved ability of communities to reduce child labor, using a gender mainstreaming approach.
- **Outcome 3:** Increased economic stability of households vulnerable to child labor, with a focus on women and girls. Sub Outcomes:
  - **Sub outcome 3.1:** Members of vulnerable households have enhanced technical and life skills, and employment services.
  - **Sub outcome 3.2:** Members of vulnerable households have diversified income.
  - **Sub outcome 3.3:** Members of vulnerable households have increased access to social protections.

The project directly targets 3,300 households (with an average of 5 members each) actively engaged in or vulnerable to child labor and additional 10,000 indirect participants including men and boys, community members, religious and traditional leaders, teachers, and Health Extension Workers (HEWs) in 6 woredas within the geographic regions of SNNPR (Gedeo) and Oromia (Ilubabor), where high rates of child labor are prevalent in the coffee sector.

Further, the project will engage 850 policymakers, labor inspectors, data collection stakeholders, and TVET and private sector employees to transform institutional barriers around child labor and gender inequality and transform structures.

Led by CARE and implemented through a partnership of local organizations, She Thrives fosters a spirit of collaboration and information sharing that assures tested approaches are documented for other stakeholders, supporting replication and scale-up.

## PURPOSE AND SCOPE OF EVALUATION

### ▪ EVALUATION PURPOSE AND SCOPE

The purpose of this interim performance evaluations includes, but may not be limited to, the following:

- b) Determine whether the project is on track toward meeting its objectives and outcomes, identifying the challenges and opportunities encountered in doing so, and analyzing the driving factors for these challenges and opportunities;
- c) Assess the effectiveness of the project's strategies, the project's strengths and weaknesses, and identify areas in need of improvement (with particular attention to equity and inclusion, wherever relevant);
- d) Assess lessons learned and emerging practices from the project (e.g., strategies, models of intervention and experiences) in implementation and develop conclusions and recommendations that may be applied in the current or future projects in the focus country and/or in projects designed under similar conditions or target sectors, and;
- e) Assess the project's plans for sustainability at local and national levels and identify steps to enhance its sustainability.

The evaluation team will gather information from a diverse range of project stakeholders and institutions who participated in and were intended to benefit from the interventions. The evaluation will cover the project design, theory of change, activities, outputs, outcomes, and methods of implementation and implementation period until May 2024. The evaluator and evaluation assistants will consult a diverse range of project stakeholders and institutions who participated in and were intended to benefit from the interventions. Moreover, the evaluation team will strive to take a balanced account of the geographic coverage across the six districts ("woredas"): three woredas in SNNPR (Gedeo) and three woredas in Oromia (Ilubabor), covered by the project and include a diverse demographic coverage of participants and stakeholders, to the extent practicable.

#### ▪ **INTENDED USERS**

The evaluation will provide USDOL/OCFT, the grantee, participants and other project stakeholders or actors who have a concern, interest and/or influence on the labor rights problem the project is intended to address, an interim assessment of the project's performance, its effects on project participants, and an understanding of the factors driving the project results. The evaluation results, conclusions and recommendations will serve to inform stakeholders in the design and implementation of the final phase or future 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 TEAM**

The Lead Evaluator will be responsible for developing the methods in consultation with SFS, USDOL, and the project staff; overseeing the work of one Data Organization Assistant (DOA) placed at Addis Ababa and two Data Collection Assistants (DCAs) placed in the SNNPR and Oromia regions, in the conducting of interviews and facilitating other data collection processes; analysis of the data gathered; formulation of evaluation findings, conclusions, and recommendations; presenting feedback on the initial results of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The LE will be supported by the DOA and DCAs in carrying out field work in the regions. The DCA's work will be supported by one junior assistant/note taker in each region. The Lead Evaluator will conduct interviews and focus groups discussion with relevant stakeholders at Addis Ababa. The DCAs will conduct interviews and focus groups discussion with relevant stakeholders in SNNPR and Oromia regions. One member of the grantee's team may help facilitate introductions for the Evaluation Team, particularly in more formal government meetings.

#### **EVALUATION QUESTIONS**

The evaluation will address the following questions using the Organization for Economic Co-operation and Development Assistance Committee (OECD-DAC) criteria.<sup>19</sup> ILAB's Theory of Sustained Change for Worker's Rights Programs and US DOL's criteria domains (relevance, design, alignment, replicability, experience, effectiveness, unintended effects, consequence, equity, resource use and sustainability)

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<sup>19</sup> Note that the OECD/DAC criteria have been revised as of January 2020: <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>.

have provided further guidance to the selection of evaluation domains and questions.<sup>20</sup> With this in mind, the evaluator will apply a set of evaluation questions as follows:

### **Relevance and Coherence of Project Design**

1. To what extent is the project design, theory of change, and intervention logic relevant to reduce child labor in Ethiopia's agricultural sector using a gender focused approach?
2. To what extent are the project strategies relevant to the priorities of the GoE and the specific needs of project participants, communities, and other key stakeholders?

### **Effectiveness and Efficiency**

4. To what extent is the project making progress toward its planned outcomes and sub-outcomes? What are the key results achieved so far, specifically regarding:
  - a) Increasing capacity of the Government of Ethiopia to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach? What strategies were employed and how effective have they been? [OTC 1]
  - b) Improving capacity of communities to reduce child labor using a gender mainstreaming approach? What strategies were employed, and have they been effective to address social-cultural causes of child labor? [OTC 2]
  - c) Increasing economic stability of households vulnerable to child labor, with a focus on women and girls? What strategies were employed to ensure the economic stability/income diversification of households affected by child labor? To what extent has the economic wellbeing of participants (children [10-14], adolescents [15-17] and young adults [18+]) changed? [OTC 3]
5. What are the key internal or external factors that affected the achievement of project outcomes?
6. How effective and efficient are the project's interventions and management strategies? What are the key strengths and weaknesses in project implementation and management? What areas need improvement?
7. What key gender-focused approaches did the project implement to address child labor that achieved\*:
  - improved access to quality education, vocational training, and technical and soft skills for women and adolescent girls?
  - improved access to quality, well-paying jobs and decent work for women and adolescent girls in the SNNPR and Oromia regions? What elements will prove sustainable overtime?
  - improved agency for women as way to increase economic participation and reduce risks of child labor.
8. Does the project's Comprehensive Monitoring and Evaluation Plan (CMEP) provide a valid means to monitor project progress and achievements; and to what extent has the Monitoring

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<sup>20</sup> <https://www.dol.gov/sites/dolgov/files/ILAB/TOSG-Guidebook-March-Updates-032723-Clean-508.pdf>

and Evaluation (M&E) system been effectively used by the project to inform management decision making?

9. To what extent is the project contributing toward the USG policy objective of advancing equity for all, including groups who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality?

### **Sustainability**

10. To what extent are the project's plans for sustainability adapted to the local level, national level, and capacity of implementing partners? What steps have been taken to ensure sustainability thus far?

11. To what extent are project outcomes likely to be sustained beyond the project's duration, particularly in relation to local stakeholders?

An evaluation matrix outlining data sources and means for data collection for each of the questions can be found in Annex A.

\*In addition to Question 7 above, the grantee proposes the following questions to evaluate the effectiveness of gender focused approaches:

- Are spouses coming to social analysis and action (SAA) discussions? What has changed in the couple's communication after the SAA discussions? How did that impact other aspects of their lives (Probe, are they sharing HH chores, income, service usage, etc.)? How did that affect their children?
- Are women engaged in IGAs? Do they decide on the selling price of their products and services? Do they decide on the profits they gain?
- Are they making household decisions together with their spouses? (Probe: what do they mean when they say they are deciding together?)
  - Are the men telling the women of their decisions?
  - Are the men asking the women for their opinions but then deciding by themselves?
  - Are the couples discussing, seeing the pros and cons together, and deciding after that?
- What has changed in adolescents, especially girls' lives since their life skills training? (Probe: their aspiration, communication and their relationship with other people, their grades, if they have gained any skills, confidence, saying no to what they do not want, negotiating to have study time, etc.)
- Have partners and stakeholders started to see the importance of educating children, especially girls? Have they understood the link between gender disparity and child labor? Are they considering gender, disability, and other vulnerability factors when they look at child labor?

### **EVALUATION DESIGN AND METHODOLOGY**

This interim evaluation will assess the project's performance and progress towards meeting the objectives, the relevance of project services to target groups and institutions' needs, project efficiency, including resource use, effectiveness, and impact (or potential impact and consequence) on project

objectives, and the potential for sustainability. It will also capture promising practices, lessons learned, and emerging trends. Other areas of interest for this evaluation include insights as to why the project experienced delays with activities. The evaluator may identify further areas of inquiry that may be included in the analysis as appropriate.

#### ▪ **APPROACH**

To achieve the purpose and objectives of the evaluation, the evaluator will adopt an approach that focuses on three areas:

- *Assessment of contextual factors and realities:* The evaluator will gather and assess contextual information (derived from the project team, a literature review and issues emerging from interviews and other interactions), taking into account the project's objectives, and both USDOL and the Government of Ethiopia's priorities, and other partner agency interests and initiatives to check assumptions and the fit of the project's inputs and expected results.
- *Assessment of conceptual analysis and frameworks:* The extent to which gender, equity and social inclusion for marginalized populations (identified through the literature review) is considered within project concepts and frameworks will be assessed.
- *Assessment of project performance:* The evaluator will undertake a broader assessment to understand the extent to which project outcomes have been or likely to be achieved and prospects for their sustainability and replicability.

The following principles will guide the evaluation:

- d) Gender, equity, cultural sensitivity and 'Do No Harm' approaches will be integrated into the evaluation approach. Several approaches will be utilized to ensure the evaluation addresses gender, equity and cultural aspects, they include: *equitable sampling* with diverse socioeconomic, ethnic, cultural and regional populations; *participatory approaches* that ensure the involvement of young women and adolescent girls, their families and communities; *gender, equity and cultural analysis* to assess the different roles, contexts and norms relating to young women and adolescent girls involved in child labor and the broader intersection of gender, child labor and other labor rights violations; *intersectional analysis* to understand how various factors such as gender, socioeconomic status, culture, ethnicity and age intersect and impact the experiences of child labor among young women and adolescent girls; engagement of a *wide variety of stakeholders* working on gender and equity issues, including governmental bodies (including relevant Ministries of the Government of Ethiopia, for example, the Ministry of Labor and Skills (MoLS) and the Ministry of Women and Social Affairs (MoWSA)), CSOs with gender related programs within selected project areas and community groups; and, rigorously applying *ethical standards*, ensuring interviews are confidential and use locally relevant and culturally sensitive methods, particularly ensuring the safety and well-being of young women and adolescent girls involved in the project.
- e) Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and participants, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
- f) 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. In the two target regions, stakeholders will be engaged, and data will be collected in local languages, to the extent possible.

■

### SAMPLING STRATEGY

The evaluator will adopt a purposive sampling strategy in conducting interviews and focus group discussions with a range of project stakeholders.

The criteria for selection include identifying those stakeholders representing a wide range of both target zones and stakeholder organizations (government, Ministries, social partners, etc.). The three key clients of the project [Children 10-14, Adolescents 15-17 and Adults 18+] will be represented in the sample.

■

### DATA COLLECTION

A mixed method approach to data collection (ensuring the proportionate representation of stakeholders and taking account of the inclusion of marginalized subsets of stakeholders) will be employed to collect both primary and secondary data through a review of project documents and relevant literature, semi-structured interviews, focus group discussions, and online survey, as needed. FGDs and KIIs will be used to collect data from project participants and KIIs will be used to collect data from government stakeholders. See the data collection strategy in summary table below.

■

### DOCUMENT REVIEW

Project documents will be reviewed throughout the evaluation process and will be used as a secondary source of data to triangulate with primary data collected. The evaluation will make use mostly of project documentation, but gray and scholarly literature may be identified as relevant as well. A list of documents reviewed will be annexed to the final report and can include the following:

- Funding Opportunity Announcement (FOA)
- Project Comprehensive Monitoring and Evaluation Plan (CMEP)
- PMP document and data reported in Annex A of the TPR
- Pre-situational analyses
- Project document and revisions
- Project budget and revisions
- Cooperative Agreement and project modifications
- Risk and Stakeholder Registers/Management Plans
- Sustainability and Exit Strategies
- Service delivery strategies
- Technical Progress and Status Reports
- The rolling base assessment reports
- Project Logic Models, Theories of Change and Monitoring Plans
- Work plans



- Correspondence related to Technical Progress Reports
- Management Procedures and Guidelines
- Research, reports, or materials produced
- Reports and statistics of relevant government bodies,
- Reports from international organizations such as the ILO or INGOs that have produced research on child labor in Ethiopia, and,
- Other project files as appropriate.

▪ **SEMI-STRUCTURED INTERVIEWS WITH STAKEHOLDERS**

The Evaluation Team will conduct approximately **59 KIIs and 26 FGDs** over 12 days with project stakeholders in Ethiopia. The proposed itineraries are included in Annex B. Remote interviews will be held by video or phone, as appropriate. However, remote interviews over video calls might be challenging as internet is limited and project participants/beneficiaries may not have access to a phone.

The Evaluation Team will attempt to interview a proportionate distribution of male and female respondents amongst stakeholders, taking account of the fact that most project participants are girls and women.

The Lead Evaluator will conduct a KII with the ILAB Project Manager and with representatives of all partner organizations and relevant government stakeholders. The final list of stakeholders to interview can be found in Annex C.

▪ **FOCUS GROUP DISCUSSIONS**

The evaluators may conduct FGDs with a selection of stakeholders, such as representatives of social partners.

**Exhibit 1: KII Data Collection Strategy**

<b>USDOL staff and USG stakeholders</b>	KII (online interview)	Project Manager, M&E Unit Officer, US Labor Attaché at Addis Ababa...
<b>Grantee (CARE) Personnel</b>	KII	Project Director and/or LDM Manager
<b>National Government Counterpart Staff</b>	10 KIIs	MoLSA (Head of OSH - Desks 1 and 2), MoWSA (CEO and Team Leader, Child right and Protection and Mainstreaming CWY & Social Inclusion Officer) MoE (Head, Non-formal and Continuing Education desk + Senior Expert), Child Protection Policy Advocacy Network Chair

		<p>Child Parliament President</p> <p>Private Sector (Coffee Trading representative+ Coffee Association President</p>
<p><b>Project partner institutions (IWCID, RTN-Ethiopia)</b></p>		
<p><b>Zonal and Woreda Authorities/ institutions (see further breakdown per district in table below)</b></p>	<p><b>Gedeo Zone:</b></p> <p>14 FGDs:                      Adolescent TVET graduates (#1), Adolescent IGA Group (#1), Adolescent VSLA Group (#3), Adult IGA Group (#3), Adolescent leadership and life skill Group (#2), Adolescent in kind start-up support group (#2), Adult VSLA group (#2), Adult SAA Group (#1)</p> <p>+ 25 KIIs</p> <p><b>Ilu'Ababor Zone:</b></p> <p>12 FGDs:                      Adolescent TVET graduates (#1), Adult SAA group (#2), Adult VSLA (#3), Adult IGA Group (#2), Adolescent VSLA group (#2), Adolescent leadership and life skills group (#2).</p> <p>24 KIIs</p>	<p>BoLSA Head and Industrial Safety Liaison Team Leader,</p> <p>BoWSA Head, Gender Officer and Children's Affairs Team Leader; Child Rights Protection Expert and Coordinator</p> <p>BoE Head, Curriculum Dept Leader, Informal Education Leader, Expert and Teachers' Development Expert;</p> <p>Bureau of Job Creation (BoJC) head and Training Service Team Leader, Finance and Capital Mobilization Team Leader</p>

Kebele Administrators and other local stakeholders (e.g. school directors, education facilitators)	KII	School Directors, AEP class facilitators
Community action groups (VSLA, CLC, IGA groups, etc.)	KII + FGD	Child Labor Committee members, Adult IGA groups, Adult VSLA group, Adult SAA group
Female project participants	FGD + KII	Adolescent TVET Graduates, Adolescent in kind start-up support, Adolescent VSLA group, Adolescent Leadership and Life Skills group
Parents of Children project participants	KII	AEP student parents
Other (men, participants' family members)		

▪ **EXHIBIT 2: SUMMARY OF KIIS & FGDS PER REGION**

Region	Districts	# of FGDs	# of KIIs
Oromia	IlluAbabor Zone, Metu	-	3
	Bilo Nopha Woreda and Kebeles	6	11
	Yayo Woreda and Kebeles	6	10
	<b>Total</b>	<b>12</b>	<b>24</b>
SNNP	Gedeo Zone, Dilla	-	6
	Yirgacheffee Woreda and Kebeles	7	10
	Wonago Woreda and Kebeles	7	9
	<b>Total</b>	<b>14</b>	<b>25</b>

▪ **VALIDATION WORKSHOP WITH STAKEHOLDERS**

Following the field visits, a stakeholder validation workshop will be organized by the project and led by the Lead Evaluator to bring together a wide range of stakeholders, including the project staff and other interested parties to discuss the preliminary evaluation results. Participants representing central and regional/local levels may be invited. The list of participants to be invited will be drafted prior to the Field Visit and confirmed in consultation with project staff during fieldwork. ILAB staff may participate in the stakeholder meeting virtually. For practical reasons separate workshops will not be organized in the two regional sites (Illu'Ababor and Gedeo).

The meeting will be used to present the major preliminary results and any emerging issues, solicit recommendations, discuss project sustainability, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the Lead 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:

- 3 Presentation by the evaluator of the preliminary main results
- 4 Feedback and questions from stakeholders on the results
- 5 Opportunity for stakeholders to meet to present their views on progress and challenges in their locality, including around sustainability
- 6 Discussion of recommendations towards improving their usefulness and potential for future interventions.

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

#### ▪ **APPROACH TO ANALYSIS**

The evaluator will analyze both primary and secondary data collected to assess the performance of activities relative to expected results. The evaluator's analysis, which will involve both quantitative and qualitative data, and thematic analysis, will rely on descriptive statistics such as counts, tabulated proportions, and means, to identify common trends, patterns, and any changes in stakeholders' motivation, behavior, capacity, practices, policies, programs, relationships, or resource allocation as result of project activities. The evaluator will use project monitoring data and quantitative data collected during evaluation fieldwork triangulated with relevant qualitative data collected during interviews and FGDs, to articulate the evaluation findings.

#### ▪ **ETHICAL CONSIDERATIONS AND CONFIDENTIALITY**

The evaluator will observe utmost confidentiality related to sensitive information and feedback elicited during the KIIs and FGDs. To mitigate bias during the data collection process and give informants maximum freedom of expression, the evaluator will be the only one present during KIIs. However, when interviewing young women and adolescent girls the evaluator will always be accompanied by another female. Interviews will always be conducted in a safe space for the participant to share information. However, when necessary, the Grantee staff may accompany the evaluator to make introductions, facilitate the evaluation process, make respondents feel comfortable, and allow the evaluator to observe the interaction between project staff and the interviewees.

The evaluator will respect the rights and safety of participants in this evaluation. During this study, the evaluator will take several precautions to ensure the protection of respondents' rights:

- No interview will begin without written receipt of the informed consent from each respondent, translated into the local language when required.
- The evaluator will conduct KIIs and FGDs in a confidential setting, so no one else can hear the respondent's answers.
- The evaluator will be always in control of its written notes.

- The evaluator will transmit data electronically using secure measures.
- The evaluator will talk with respondents to assess their ability to make autonomous decisions and their understanding of informed consent. Participants will understand that they have the right to skip any question with which they are not comfortable or to stop at any time.

Annexes D and F feature consent and right to use forms that will be shared with stakeholders.

## **ROLES AND RESPONSIBILITIES**

**The Contractor is responsible for accomplishing the following items:**

- Producing the initial TOR draft
- Receiving and responding to or incorporating input from the grantees and ILAB on the initial TOR draft
- Finalizing and submitting the TOR and sharing concurrently with the grantees and ILAB
- Preparing all contractual arrangements related to the evaluation
- Providing all evaluation management and logistical support for evaluation deliverables within the timelines specified in the contract and TOR
- Providing all logistical support for internal air travel associated with the evaluation
- Providing quality control over all deliverables submitted to ILAB, including the final layout of the evaluation report
- Ensuring the evaluator conducts the evaluation according to the TOR

**The Evaluation Team will conduct the evaluation according to the TOR. The Lead Evaluator is responsible for accomplishing the following items:**

- Reviewing project background documents
- Reviewing the evaluation questions and refining them as necessary
- Developing and implementing an evaluation methodology, including document review, KIIs and FGDs, and secondary data analysis, to answer the evaluation questions
- Conducting planning meetings or calls, including developing a field itinerary, as necessary, with ILAB and the grantee
- Deciding the composition of field visit KII and FGD participants to ensure the objectivity of the evaluation and overseeing the Evaluation Assistants in conducting KIIs and FGDs in the regions
- Conducting KIIs and FGDs of his own in Addis Ababa
- Developing an evaluation question matrix for ILAB
- Leading a validation workshop with stakeholders - presenting preliminary results verbally (platform to be determined) to project field staff and other stakeholders as determined in

consultation with ILAB and the grantee

- Preparing an initial draft of the evaluation report for ILAB and grantee review
- Incorporating comments from ILAB and the grantee/other stakeholders into the final report, as appropriate
- Developing a comment matrix addressing the disposition of all the comments provided
- Preparing and submitting the final report
- Participating in a Learning Event addressed to USDOL staff and other selected stakeholders, to share insights on the evaluation results.

**ILAB is responsible for the following items:**

- Launching the contract
- Reviewing the TOR, providing input to the evaluator as necessary, and agreeing on final draft
- Providing project background documents to the evaluator, in collaboration with the grantee
- Obtaining country clearance from U.S. Embassy in fieldwork country
- Briefing grantees on the upcoming field visit and working with them to coordinate and prepare for the visit
- Reviewing and providing comments on the draft evaluation report
- Approving the final draft of the evaluation report
- Participating in the pre- and post-trip debriefing and interviews
- Including the ILAB evaluation contracting officer's representative on all communication with the evaluator

**The grantee is responsible for the following items:**

- Reviewing the TOR, providing input to the evaluator as necessary, and agreeing on the final draft
- Providing project background materials to the evaluator, in collaboration with ILAB
- Preparing a list of recommended interviewees with feedback on the draft TOR
- Participating in planning meetings or calls, including developing a field itinerary, as necessary, with ILAB and evaluator
- Scheduling meetings during the field visit and coordinating all logistical arrangements
- Providing all logistical support for land travel associated with the evaluation
- Reviewing and providing comments on the draft evaluation reports
- Organizing, financing, and participating in the stakeholder debriefing meeting
- Providing in-country ground transportation to meetings and interviews
- Including the ILAB program office on all written communication with the evaluator

**DELIVERABLES**

The evaluation deliverables include a written report detailing the findings, conclusions, and recommendations; a stakeholder workshop and oral briefing to USDOL; a one-page infographic of the evaluation findings (to be prepared by the contractor); and a virtual learning event for USDOL staff and selected participants after completion of the evaluation.

- **BRIEFING**

The LE will meet with ILAB staff to provide a post-fieldwork debrief after the fieldwork is completed, during which preliminary findings will be shared. A learning event may be held virtually with ILAB, the Grantee and other stakeholders to conclude the evaluation.

- **WRITTEN REPORT**

Approximately 20 working days following the evaluator's finalization of fieldwork, a draft evaluation report will be submitted by the Contractor. The total length of the report will be approximately 30 pages, excluding annexes and will have the following structure and content.

- Table of Contents
- List of Acronyms
- Executive Summary, including a performance summary and rapid scorecard rating per project outcome, as per USDOL template (see annexes C and E)
- Project Description
- Purpose and scope of evaluation
- Evaluation approach and method
- Findings
- Conclusions
  - Lessons learned
  - Best practices
- Recommendations
- Annexes
  - Summary of TORs
  - References
  - List of documents reviewed
  - List of interviewees and focus group discussion participants
  - Stakeholder workshop agenda and participants
  - Table of summary findings
  - Table of summary recommendations

The executive summary will be no more than five pages, and will provide an overview of the evaluation, summary of main findings and key recommendations. The findings section will respond to each of the

evaluation questions, with supporting evidence. The format will not be in a question and response format, but the findings and discussion will be responsive to each evaluation question. The evaluator will strive to formulate no more than 10 key recommendations that are clearly linked to the findings, are specific to the intersection of gender and labor rights, and are action-oriented, directed to specific stakeholders, and are applicable and implementable in future USDOL projects. Recommendations should not consider implementation periods of beyond 5 years, due to U.S. Government Regulations. The annexed table of summary findings will provide each evaluation question and summary response. The annexed table of summary recommendations will feature each recommendation, a summarized reference to the evidence in the body of the report, and responsible stakeholder.

The first draft of the report will be circulated to USDOL/OCFT and the grantee individually for their review. The lead evaluator will incorporate comments from USDOL/OCFT and the grantee/other key stakeholders into the final reports as appropriate. Along with the revised report, the lead evaluator will provide a comment matrix, listing each comment and response.

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

The electronic submission will include 2 versions: one version, complete with all appendices, including personally identifiable information (PII) and a second version that does not include PII such as names and/or titles of individuals interviewed.

- **INFOGRAPHIC**

A one-page infographic summarizing the evaluation findings, conclusions and recommendations will be shared with USDOL.

- **LEARNING EVENT**

A learning event will be organized for ILAB staff and a selection of partners/stakeholder. The goals of the learning event are to disseminate lessons learned and emerging good practices, inform of insights on contextual and design issues, identify high leverage points to address root causes of problems, and engage ILAB staff and other practitioners.

### TIMELINE

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

Task	Responsible Party	Date
• Evaluation kick-off call	• DOL/OCFT	• March 7
• Background project documents sent to Contractor	• DOL/OCFT	• March 18
• Draft evaluation questions prepared by OCFT	• DOL/OCFT	• March 26
• Draft TOR sent to DOL/OCFT and Grantee	• SFS	• March 27
• Grantee provides stakeholder list and suggested evaluation sites	• CARE	• March 28
• DOL/OCFT and Grantee provide comments on draft TOR and evaluation questions	• DOL/OCFT and Grantee	• April 3
• Revised TOR sent to DOL/OCFT and Grantee	• SFS	• April 5
• Contractor and Grantee work to develop draft itinerary and stakeholder list	• SFS and Grantee	• Completed by April 29



Task	Responsible Party	Date
• Logistics call - Discuss logistics and finalize field itinerary	• Contractor, CARE DOL/OCFT	• April 11
• Fieldwork Budget submitted to DOL/OCFT	• Contractor	• April 11
• Fieldwork Budget approved by DOL/OCFT	• DOL/OCFT	• April 16
• Evaluation Design Matrix submitted to DOL/OCFT for review	• SFS	• April 12
• Final TOR submitted to DOL/OCFT for approval	• SFS	• April 19
• Final approval of TOR by DOL/OCFT	• DOL/OCFT	• April 25
• Interview call with DOL/OCFT	• Contractor (Lead Evaluator)	• May 7
• Fieldwork	• Contractor	• May 13-24
• Post-fieldwork debrief call with USDOL	• Contractor	• June 7
• Stakeholder Workshop	• Contractor	• June 13
• Draft report (2-week review draft) submitted to DOL/OCFT and Grantee	• Contractor	• June 21
• DOL/OCFT and Grantee/key stakeholder comments due to contractor after full 2-week review	• DOL/OCFT and Grantee	• July 8
• Revised report submitted to DOL/OCFT and Grantee	• Contractor	• July 22
• Draft infographic text submitted to DOL/OCFT	• Contractor	• July 22
• DOL/OCFT comments on draft infographic	• DOL/OCFT	• July 29
• Final approval of report by DOL/OCFT	• DOL/OCFT	• Aug 2
• Final infographic submitted to DOL/OCFT	• Contractor	• Aug 2
• Final approval of infographic by DOL/OCFT	• DOL/OCFT	• Aug 9
• Editing and 508-compliance by contractor	• Contractor	• Aug 16
• Learning event with USDOL staff	• Contractor	• TBD - between Aug 19 - 21.

**ANNEX: EVALUATION DESIGN MATRIX**

Evaluation Questions in ToR	Method and Proposed Indicator(s) to answer question, if applicable	Proposed Sample of Stakeholders (if applicable)	Data Source(s)/ Means of Verification
<b>Relevance and Coherence of Project Design</b>			
<p>1. To what extent is the project design, theory of change, and intervention logic relevant to reduce child labor in Ethiopia’s agricultural sector using a gender focused approach?</p>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews</li> <li>• Focus Group Discussion (FGD)</li> </ul> <p><b>Indicators/Sub-questions:</b></p> <ul style="list-style-type: none"> <li>• Use of Gender Equality Framework to assess women’s and girls’ needs, interests, challenges and barriers in project inception phase, planning, implementation and monitoring.</li> <li>• Extent of gendered vulnerabilities and underlying socio-cultural, legal and institutional practices that affect child labor</li> <li>• Extent of gendered power relations between men and women, their access to resources, their priorities, needs, activities and constraints that they face in relation to each other</li> <li>• Extent of clarity, consistency and coherence between project expected outcome and issues identified earlier as captured by the theory of change</li> <li>• Extent of appropriateness of the project design including strategies for implementation.</li> <li>• Appropriateness of the project locations in addressing root causes of child labor.</li> <li>• Were the She Thrives Project interventions equitable in nature and addressing the unique needs of women and adolescent girls?</li> <li>• Were the logic interventions adequate or sufficient for the expected results?</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skills Development, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skills, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> </ul>

	<ul style="list-style-type: none"> <li>• Extent of alignment of activities addressing gender inequalities (Outcomes/Outputs, indicators) adequate, relevant and coherent with the Objectives.</li> <li>• Usefulness of project indicators and means of verification</li> <li>• Were project assumptions and risks (COVID-19) mitigation measures adequate?</li> <li>• Consideration of available information on the socio-economic, cultural, and political situation</li> <li>• Institutional arrangements, expectations, roles, capacity, and commitment of stakeholders.</li> <li>• Did the project design consider expansion and upscaling or gender mainstreaming results? How?</li> <li>• Degree of inclusion of gender differences</li> <li>• Targets achieved vs actual results expected and time spent</li> <li>• Were recommendations provided by progress report and other studies implemented?</li> </ul>		
<p>2. To what extent are the project strategies relevant to the specific needs of project participants, communities, and other key stakeholders?</p>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews</li> <li>• Focus Group Discussion</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>• Did the Project management study the problem before developing the project proposal/document? If so, what strategies were implied?</li> <li>• Were the Project’s inception and development participatory?</li> <li>• Did key stakeholders participate in the discussion at the inception stage?</li> <li>• At the country level, is the Project coherent with the country’s policies and priorities?</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> <li>• Project beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> </ul>

	<ul style="list-style-type: none"> <li>• The extent of appropriateness of Community Score Card (CSC) in helping community members organize to combat social norms related to child labor</li> <li>• The extent of appropriateness of Social Analysis and Action (SAA) in enabling communities’ own identification and action to challenge root causes of child labor and inequities in social, gender and power norms.</li> <li>• The extent of appropriateness of Social and Behavioral Change Communication in increasing Community members’ awareness of child labor and how to combat it.</li> <li>• The degree of appropriateness of accelerated education in helping participants gain knowledge and skills equivalent to a level of formal education, then re-enroll into formal school or transition to another pathway relevant to their aspirations, needs, and age</li> <li>• Quality of problems and needs analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Kebele administrators</li> <li>• School directors</li> <li>• Accelerated Education Facilitators</li> </ul>	
<b>Effectiveness and Efficiency</b>			
<p>1.To what extent is the project making progress toward its planned outcomes and sub-outcomes? What are the key results achieved so far, specifically regarding:</p> <ul style="list-style-type: none"> <li>▪ Increasing capacity of the Government of Ethiopia to address child labor in the agricultural sector, with a</li> </ul>	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews</li> <li>• Focus Group Discussion</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ What strategies were employed to increase capacity of the Government of Ethiopia to address child labor in the agricultural sector using a gender mainstreaming approach?</li> <li>▪ What strategies were employed to increase capacity of communities to reduce child labor using a gender mainstreaming approach?</li> <li>▪ What strategies were employed to ensure the economic stability/income diversification of households affected by child labor?</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> </ul>

<p>focus on the informal sector, using a gender mainstreaming approach? What strategies were employed and how effective have they been?</p> <ul style="list-style-type: none"> <li>▪ Improving capacity of communities to reduce child labor using a gender mainstreaming approach? What strategies were employed, and have they been effective to address social-cultural causes of child labor?</li> <li>▪ Increasing economic stability of households vulnerable to child labor, with a focus on women and girls? What</li> </ul>	<ul style="list-style-type: none"> <li>▪ To what extent did capacity of the Government of Ethiopia to address child labor in the agricultural sector using a gender mainstreaming approach increase?</li> <li>▪ To what extent did capacity of communities to reduce child labor using a gender mainstreaming approach improve?</li> <li>▪ To what extent did the economic stability of households vulnerable to child labor, with a focus on women and girls, increase?</li> <li>▪ What does the progress of development of the National Child Labor Policy look like?</li> <li>▪ What does the progress of development of the Child labor sensitive Gender Integration Strategy (to be developed by MoLSD with project support) look like?</li> <li>▪ To what extent was Labor Inspection Information Management System (in MoLSA) that meets minimum gender standards set by the project in collaboration with other stakeholders reviewed and improved using gender lens?</li> <li>▪ The extent of effectiveness of strategies employed to increase capacity of the Government of Ethiopia to address child labor in the agricultural sector.</li> <li>▪ The extent of effectiveness of strategies employed to improve capacity of communities to reduce child labor using a gender mainstreaming approach</li> <li>▪ The extent to which the economic wellbeing of children [10-14] changed</li> <li>▪ The extent to which the economic wellbeing of adolescents [15-17] changed</li> <li>▪ The extent to which the economic wellbeing of young adults [18+] changed</li> <li>▪ % of livelihood service participants households (HHs) with at least one child engaged in child labor</li> <li>▪ % of children and adolescents engaged in child labor provided a direct service</li> </ul>		
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<p>strategies were employed to ensure the economic stability/income diversification of households affected by child labor? To what extent has the economic wellbeing of participants (children [10-14], adolescents [15-17] and young adults [18+]) changed?</p>	<ul style="list-style-type: none"> <li>▪ Number (#) of line Ministry with increased capacity to address child labor.</li> <li>▪ % of community members with attitudinal change to combat child labor issues</li> <li>▪ # of action plans developed by child labor committees to combat child labor</li> <li>▪ % of child labor committee action plan implemented by community members</li> <li>▪ % of active child labor committees in the communities</li> <li>▪ % Households with diversified income</li> <li>▪ % of trained adolescents and adults who transition into better paying jobs/work/start businesses</li> <li>▪ % of out of school children who transition (back) into formal schooling program</li> <li>▪ # of households linked to a viable health insurance scheme</li> <li>▪ # of meetings conducted with national multi-stakeholder group to support the development and signing of MoU</li> <li>▪ # of relevant policies and action plans related to child labor reviewed by multi-stakeholder groups using a gender lens</li> <li>▪ # of national multi-stakeholders trained on child labor using gender lens</li> <li>▪ # of government officials trained on Gender, Equity, and Diversity (GED) Social Analysis and Action (SAA) principles relating to child labor</li> <li>▪ # of meetings conducted to identify gaps in data and data collection systems in MoLSD</li> <li>▪ # of participants trained on the use of gender-sensitive Labor Inspection Information Management System from Federal to Woreda level</li> <li>▪ # of stakeholders trained on mainstreaming gender sensitive data collection/analysis for reporting child labor</li> <li>▪ # of profile stories developed with community members</li> </ul>		
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	<ul style="list-style-type: none"> <li>▪ # of editors of media houses trained on social norms related to child labor and gender equity</li> <li>▪ # communications and public Relations officers of partner organizations trained on Social norms related to child labor and gender equity</li> <li>▪ # of SAA core groups established</li> <li>▪ # of SAA groups established at the community</li> <li>▪ # of SAA core groups facilitators trained on CARE (Social Analysis and Action) SAA approach at the community</li> <li>▪ # of SAA group facilitators trained with CARE (Social Analysis and Action) approach</li> <li>▪ # of child labor committees established</li> <li>▪ # of child labor committee members trained on how to develop child labor action plan</li> <li>▪ # of private sector partners' staffs trained on Gender Equity and Diversity for child labor reduction</li> <li>▪ % of trained adolescents and adults who transition into better paying jobs/work/start businesses</li> <li>▪ % of trainees who complete their program (CR)</li> <li>▪ % of out of school children who transition (back) into formal schooling program</li> <li>▪ # of peer group mentors identified for leadership and life skills mentorship roles.</li> <li>▪ # of adolescents trained in leadership and life skills curriculum.</li> <li>▪ # of children (10-14) trained in leadership and life skills curriculum.</li> <li>▪ # of accelerated education centers established by She Thrives project</li> <li>▪ # of accelerated education centers leaders/facilitators trained in accelerated education facilitation skills</li> <li>▪ # of children aged 10-14 who complete the accelerated education program</li> <li>▪ # of adolescents (15-17) provided with Work Ready Now (WRN) training</li> </ul>		
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	<ul style="list-style-type: none"> <li>▪ # of adult participants provided with Work Ready Now (WRN) training</li> <li>▪ # of adolescents (15-17) provided with Be Your Own Boss (BYOB) training</li> <li>▪ # of adolescents (15-17) provided with TVET training</li> <li>▪ # of adult (18+) provided with TVET training</li> <li>▪ % of trained adolescents and adults that transition into better paying jobs/work/start businesses</li> <li>▪ # of adolescents provided access to startup capital (in-kind)</li> <li>▪ # of TVET centers working with She Thrives who revised their existing criteria after a gender and equity training to include vulnerable adolescents and adults</li> <li>▪ # of government partners trained on basic VSLA methodology</li> <li>▪ # of adult VSLA members provided with VSLA methodology training.</li> <li>▪ # of adolescents VSLA members aged 15-17 provide with VSLA methodology training.</li> <li>▪ # of adult VSLA members who saves every two weeks</li> <li>▪ # of adolescent VSA members who save every two weeks</li> <li>▪ # of members of adult VSLAs group that accessed credit</li> <li>▪ # of adult VSLA members provided with Advanced Business training using a child labor elimination/worker rights lens.</li> <li>▪ # of adult Women provided with financial literacy training</li> <li>▪ # of Development Agents trained in Farmer Filed Business School (FFBS) approach</li> <li>▪ % of farmers with increased capacity to use better on-farm techniques without use of child labor.</li> <li>▪ # of Health Extension Workers, Health Workers and Social Workers trained on psychosocial support and counselling</li> </ul>		
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	<ul style="list-style-type: none"> <li>▪ # of SGBV and other social protection schemes mapped for targeted Woredas</li> <li>▪ # of adolescent girls (15-17) provided with psychosocial support</li> <li>▪ # of adult women (18+) provided with psychosocial support</li> <li>▪ # of CSC group facilitators trained in Community Score Card (CSC) approach to conduct sessions with community members.</li> <li>▪ # of Community Score Card (CSC) sessions conducted with service users and providers</li> <li>▪ # of action plans developed based on findings from the bi-annual interface meeting with Community Service Providers</li> <li>▪ # of Report on COVID-19 need assessment available</li> <li>▪ # of PPE distributed to community members</li> </ul>		
2. What are the key internal or external factors that affected the achievement of project outcomes?	<p><b>Method:</b></p> <ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Focus Group Discussion</li> </ul> <p><b>Sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ To what extent did Covid-19 pandemic affect achievement of project outcomes?</li> <li>▪ To what extent did the security situation in the country and project sites affect achievement of project outcomes?</li> <li>▪ To what extent did inflation in the country affect achievement of project outcomes?</li> <li>▪ To what extent did commitment of stakeholders affect achievement of project outcomes?</li> <li>▪ To what extent did willingness of project participants to take part in project interventions affect achievement of project outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> </ul>
3. How effective and efficient are the project's	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> </ul>

<p>interventions and management strategies? What are the key strengths and weaknesses in project implementation and management? What areas need improvement?</p>	<ul style="list-style-type: none"> <li>▪ Focus Group Discussion</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ How effective and efficient are the project's management structure?</li> <li>▪ How effective and efficient are the management strategies of the project's Program Management Team (PMT)?</li> <li>▪ How well were resources (human, material, financial) used efficiently in the She Thrives Project implementation?</li> <li>▪ To what extent did the Accelerated Education intervention achieve its objectives?</li> <li>▪ To what extent did the Accelerated Education intervention deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Leadership and life skills training intervention achieve its objectives?</li> <li>▪ To what extent did the Leadership and life skills training intervention deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Vocational Training services for adolescents achieve their objectives?</li> <li>▪ To what extent did the Vocational Training services for adolescents deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Apprenticeship intervention achieve its objectives?</li> <li>▪ To what extent did the Apprenticeship intervention for adolescents deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Financial literacy training achieve its objectives?</li> <li>▪ To what extent did Financial literacy training for adolescents deliver results achieved so far in an economic and timely way?</li> </ul>	<p>and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</p> <ul style="list-style-type: none"> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> <li>• Interviews</li> <li>• Focus Group Discussion</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ To what extent did the Advanced Business and Entrepreneurship Training achieve its objectives?</li> <li>▪ To what extent did Advanced Business and Entrepreneurship Training deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did Vocational training services for adults achieve its objectives?</li> <li>▪ To what extent did the Vocational training services for adults deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Work-Ready-Now (WRN) training achieve its objectives?</li> <li>▪ To what extent did the Work-Ready-Now (WRN) training deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Be Your Own Boss (BYOB) training achieve its objectives?</li> <li>▪ To what extent did the Be Your Own Boss (BYOB) training deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Start-up capital intervention achieve its objectives?</li> <li>▪ To what extent did the Start-up capital intervention deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the VSLA model (Adults) achieve its objectives?</li> <li>▪ To what extent did the VSLA model (Adults) deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Adolescent Village Saving Association (AVSA) achieve its objectives?</li> <li>▪ To what extent did the Adolescent Village Saving Association (AVSA) deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Farmers' Field and Business School (FFBS) approach achieve its objectives?</li> </ul>		
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	<ul style="list-style-type: none"> <li>▪ To what extent did the Adolescent Farmers' Field and Business School (FFBS) approach deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Health insurance schemes intervention achieve its objectives?</li> <li>▪ To what extent did the Health insurance schemes intervention deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent did the Psychosocial support for Girls intervention achieve its objectives?</li> <li>▪ To what extent did the Psychosocial support intervention for women deliver results achieved so far in an economic and timely way?</li> <li>▪ To what extent would the project outputs and outcomes be achieved had interventions other than the ones used by the She Thrives Project been employed?</li> <li>▪ What are the key strengths in the She Thrives Project implementation and management?</li> <li>▪ What are the key weaknesses in the She Thrives Project implementation and management?</li> <li>▪ What areas in the She Thrives Project need to be improved?</li> </ul>		
<p>6. What key gender-focused approaches did the project implement to address child labor that achieved:</p> <ol style="list-style-type: none"> <li>1. Improved access to quality education, vocational training, and technical and soft skills for women</li> </ol>	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Focus Group Discussion</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ What key gender-focused approaches did the project implement to address child labor?</li> <li>▪ How effective and efficient are the key gender-focused approaches that the project implemented in improving access to quality education, vocational training, and technical and soft skills for women and adolescent girls?</li> <li>▪ How effective and efficient are the key gender-focused approaches that the project implemented in</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> </ul>

<p>and adolescent girls?</p> <p>2. Improved access to quality, well-paying jobs and decent work for women and adolescent girls in the SNNPR and Oromia regions? What elements will prove sustainable overtime?</p> <p>3. Improved agency for women as way to increase economic participation and reduce risks of child labor.</p>	<p>improving improve access to quality, well-paying jobs and decent work for women and adolescent girls in the SNNPR and Oromia regions?</p> <ul style="list-style-type: none"> <li>▪ How effective and efficient are the key gender-focused approaches that the project implemented in improving agency for women as way to increase economic participation and reduce risks of child labor?</li> <li>▪ What elements of the key gender-focused approaches that the project implemented will prove sustainable overtime?</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	
<p>7. Does the project's Comprehensive Monitoring and Evaluation Plan (CMEP) provide a valid means to monitor project progress and achievements; and to what extent has the Monitoring and Evaluation (M&amp;E) system been effectively used by the project to inform</p>	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ To what extent has the Monitoring and Evaluation (M&amp;E) system been effectively used by the project to inform management decision making?</li> <li>▪ To what extent does the project's Comprehensive Monitoring and Evaluation Plan (CMEP) provide data validation and verification processes to help ensure that information generated by the project is as accurate as possible?</li> <li>▪ To what extent does the project's Comprehensive Monitoring and Evaluation Plan identify who is</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Progress Report</li> <li>• Rolling base assessment reports</li> </ul>

management decision making?	responsible for implementing M&E activities and the timeframes and frequencies when these activities take place? <ul style="list-style-type: none"><li>▪ To what extent is the project's Comprehensive Monitoring and Evaluation Plan used by various stakeholders help them learn about the nature of the problems in project implementation, how the problems are addressed, what works in a given context, and why?</li></ul>	<ul style="list-style-type: none"><li>• Child Protection Policy Advocacy Network</li><li>• Child Parliament</li></ul>	
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<p>8. To what extent is the project contributing toward the USG policy objective of advancing equity for all, including groups who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality?</p>	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Focus Group Discussion</li> </ul> <p><b>Indicators/sub-questions:</b></p> <ul style="list-style-type: none"> <li>▪ To what extent is the project contributing to advancing equity for child laborers adversely affected by persistent poverty and inequality?</li> <li>▪ To what extent is the project contributing to advancing equity for house holds adversely affected by persistent poverty and inequality?</li> <li>▪ To what extent is the project contributing to advancing equity for girls adversely affected by persistent poverty and inequality?</li> <li>▪ To what extent is the project contributing to advancing equity for vulnerable adult women adversely affected by persistent poverty and inequality?</li> <li>▪ To what extent is the project contributing to advancing equity for vulnerable adult men adversely affected by persistent poverty and inequality?</li> <li>▪ To what extent is the project contributing to advancing equity for vulnerable adolescents adversely affected by persistent poverty and inequality?</li> </ul>	<ul style="list-style-type: none"> <li>• Government sectors (Ministry of Labor and Skill, Ministry of Women and Social Affairs, Ministry of Education, Bureau of Labor and skill, Bureau of Women and Social Affairs, Bureau of Education, Bureau of Job Creation)</li> <li>• Private sector</li> <li>• Project management and staff</li> <li>• Child Protection Policy Advocacy Network</li> <li>• Child Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Project document</li> <li>• Baseline study</li> <li>• Research or other reports undertaken</li> <li>• Technical Progress Reports</li> <li>• Rolling base assessment reports</li> </ul>
<b>Sustainability</b>			
<p>9. To what extent are the project’s plans for sustainability adapted to the local level, national level, and capacity of</p>	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Document review</li> <li>• Interview</li> <li>• FGD</li> </ul> <p><b>Indicators/Sub-questions</b></p>	<ul style="list-style-type: none"> <li>&gt; Federal, Zone, Woreda and Kebele level key stakeholders</li> <li>&gt; project management/staff</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Project document</li> <li>&gt; CMEP</li> <li>&gt; TPRs</li> <li>&gt; Reports on capacity</li> </ul>

<p>implementing partners? What steps have been taken to ensure sustainability thus far? 9.</p>	<ul style="list-style-type: none"> <li>- Extent of participation of and consultations with (national, zonal, woreda and kebele level) stakeholders in project designing, planning, implementation, and monitoring.</li> <li>- So far, to what extent has the She Thrives project implemented its sustainability plan? <ul style="list-style-type: none"> <li>• Establishing/Forming a multi-stakeholder platform</li> <li>• Reviewing the existing policies pertinent to child labor</li> <li>• Drafting a new child labor policy</li> <li>• Status of the new child labor policy as of May 2024</li> </ul> </li> <li>- What activities or strategies were not implemented and why? Any alternative steps/measures taken, and why?</li> <li>- Degree to which the project has worked with a gender perspective, reflected in project design and implementation, with focus on sustainability of project outcomes.</li> <li>- So far, to what extent have the national and local stakeholders improved their institutional capacities to meet and continue to address child labor challenges including girls' empowerment?</li> </ul> <p>Are there any signs of institutionalized systems brought about by the project to address issues of child labor and other violations against women and adolescent girls, their economic empowerment?</p>	<ul style="list-style-type: none"> <li>&gt; Project beneficiaries</li> <li>&gt; Implementing partners</li> <li>•</li> </ul>	<p>building activities</p> <ul style="list-style-type: none"> <li>&gt; Baseline study</li> <li>&gt; Rolling base assessment reports</li> <li>•</li> </ul>
<p>10. To what extent are project outcomes likely to be sustained beyond the project's duration, particularly in</p>	<p><b>Method</b></p> <ul style="list-style-type: none"> <li>• Document review</li> <li>• Interview</li> <li>• FGD</li> <li>• Validation workshop</li> </ul> <p><b>Indicators/Sub-questions</b></p> <ul style="list-style-type: none"> <li>&gt; Did the project conduct the interventions designed to empower the beneficiaries (financially and in skills</li> </ul>	<ul style="list-style-type: none"> <li>1.Woreda and Kebele level stakeholders</li> <li>2.Project beneficiaries</li> <li>3.Project management and staff</li> <li>4.Project implementing partners</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Project document</li> <li>&gt; CMEP</li> <li>&gt; TPRs</li> <li>&gt; Reports on capacity building activities</li> </ul>



<p>relation to local stakeholders?</p>	<p>development)? How successful and strong are the beneficiaries as of May 2024?</p> <ul style="list-style-type: none"> <li>➤ Have the project results so far observed provide any evidence for their sustainability?</li> <li>➤ Did individuals start generating income from new sources because of the skills they developed? What proportion of the project beneficiaries are generating income (as of May 2024)?</li> <li>➤ Do children vulnerable to child labor still go to school? What proportion of them are still in school?</li> <li>➤ Is there a significant decrease in (school) dropout rate of vulnerable children? How so?</li> <li>➤ What proportion of the students in AEP are still in school?</li> </ul> <p>4. What technical and financial options exist or have been implemented to sustain impacts beyond the project's duration?</p> <p>5. Does the project have any plan to mainstream its interventions (so that permanent public and/or private sector institutions own them)? If so, has the project started implementing this plan? How so? Is there any sign that the interventions are likely to be sustained after the project's duration? By whom, and in what form?</p> <ul style="list-style-type: none"> <li>• What role have the project beneficiaries and communities played in identifying challenges and opportunities through the project's performance period?</li> <li>• How were participants from diverse backgrounds engaged in identifying challenges and solutions?</li> </ul>		<ul style="list-style-type: none"> <li>➤ Baseline study</li> <li>➤ Rolling base assessment reports</li> <li>•</li> </ul>
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## ANNEX: DISCUSSION OF TERMS FOR OVERALL ASSESSMENT

### ACHIEVEMENT

“**Achievement**” measures the extent to which a development intervention or project attains its objectives/outcomes, as described in its performance monitoring plan (PMP).

For assessing the achievement of program or project outcomes, the evaluator will consider the extent to which the objectives/outcomes were achieved and identify the major factors influencing the achievement or non-achievement of the objectives/outcomes.

Project achievement ratings should be determined through triangulation of qualitative and quantitative data. The evaluator should collect **qualitative data** from key informant interviews and focus group discussions through a structured data collection process, such as a survey or rapid scorecard. Interviews and focus groups can also provide context for the results reflected in the Data Reporting Form submitted with the Technical Progress Report (TPR). The evaluator should also analyze **quantitative data** collected by the project on key performance indicators defined in the Performance Monitoring Plan (PMP) and reported on in the TPR Data Reporting Form.

The evaluator should consider the reliability and validity of the performance indicators and the completeness and accuracy of the data collected. The assessment of quantitative data should consider the extent to which the project achieved its targets and whether these targets were sufficiently ambitious and achievable within the period evaluated. The assessment should also consider the extent to which the project achieved targets in an equitable manner and (if relevant) whether the targets for specific underserved groups were appropriate and sufficiently ambitious and achievable within the period evaluated.<sup>21</sup> **The evaluator will assess each of the project’s objective(s) and outcome(s) according to the following scale:**

- **High:** met or exceeded most targets for the period evaluated, with mostly positive feedback from key stakeholders and participants
- **Above moderate:** met or exceeded most targets for the period evaluated, **but** with mixed or neutral feedback from key stakeholders and participants
- **Moderate:** missed most targets for the period evaluated, **but** with mostly positive feedback from key stakeholders and participants
- **Low:** missed most targets for the period evaluated, with mostly neutral or negative feedback from key stakeholders and participants

### SUSTAINABILITY

“**Sustainability**” is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. When evaluating the sustainability of a project, it is useful to consider the likelihood that the benefits or effects of a particular output or outcome will continue after donor funding ends. It is also important to consider the extent to which the project considers the actors, factors, and institutions that are likely to have the strongest influence over, capacity, and willingness to sustain the desired outcomes and impacts. Indicators of sustainability could include

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<sup>21</sup> The project team has identified gender as an equity issue within the project context. Other minorities or underserved groups may be identified by the evaluation team during the course of the evaluation through analysis of the project context and interventions.

agreements/linkages with local partners, stakeholder engagement in project sustainability planning, and successful handover of project activities or key outputs to local partners before project end, among others.

The project's Sustainability Plan (including the associated indicators) and TPRs (including the attachments) will be key (but not the only) sources for determining its rating. **The evaluator should assess each of the project's objective(s) and outcome(s) according to the following scale:**

- **High:** strong likelihood that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources<sup>22</sup> are in place to ensure sustainability
- **Above moderate:** above average likelihood that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources are identified but not yet committed
- **Moderate:** some likelihood that the benefits of project activities will continue after donor funding is withdrawn and some of the necessary resources are identified
- **Low:** weak likelihood that that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources are not identified.

In determining the rating above, the evaluator will also consider the extent to which sustainability risks were adequately identified and mitigated through the project's risk management and stakeholder engagement activities.

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<sup>22</sup> Resources can include financial resources (i.e., non-donor replacement resources), as well as organization capacity, institutional linkages, motivation and ownership, and political will, among others.

## ANNEX: PROTOCOL INSTRUMENT FOR INFORMANTS

### NOTE: TO BE TRANSLATED INTO LOCAL LANGUAGE

#### Consent Script

My name is [INSERT NAME] and I would like to thank you for taking the time to speak with me. I am with SFS, an international technical assistance and evaluation firm. On behalf of the United States Department of Labor (USDOL), SFS is conducting a performance evaluation of the “She Thrives” project, implemented by CARE International.

I would like to ask you questions about your experience with the project, including challenges, successful strategies, perceived results, and sustainability plans. This interview/FGD will take approximately 50-60 minutes.

This interview will work best if you do most of the talking. Feel free to speak openly and honestly about your experiences and perspectives on this project. Your individual responses will not be shared with the grantee, USDOL, or anyone else outside the evaluator. In the evaluation report, the evaluator will summarize its findings for all respondents and will not refer to specific individuals. You will not be identified by name or position.

Your participation in this interview is voluntary. If, at any time, you wish to stop participating, you are free to do so. However, I hope that you will participate in this interview because your views will allow us to better evaluate the performance of the project and suggest improvements. You may refuse to answer our questions or end the interview at any time.

With your permission, we will audio record the interview to assist with notetaking. No one beyond the evaluator will have access to this recording. I understand that recording the interview is entirely optional, and I have the right to opt out.

Do you have any specific questions? Can we start now?

*Note: The evaluator will translate and read this script as appropriate.*

#### KII/FGD Questions

Questions may be revised or included only for certain types of stakeholders. Not all of the questions may be asked to all respondents. The evaluator will select the most appropriate question in each case, depending on the role and functions performed.

The Evaluator may ask the same question to different individuals or categories of informants in order to compare their responses and analyze how these individual differences may affect the project. As the interview guide is intended to help the evaluators develop semi-structured interviews, it will be adapted depending on the context and level of project implementation; the profile and attitudes of the respondent(s), and the results of previous interviews with other stakeholders, in order to help focus each interview.



**ANNEX: RIGHT TO USE**

**United States Department of Labor**

**Right to Use**

I, \_\_\_\_\_, grant to the United States Department of Labor (including any of its officers, employees, and contractors), the right to use and publish photographic likenesses or pictures of me (or my child), as well as any attached document and any information contained within the document. I (or my child) may be included in the photographic likenesses or pictures in whole or in part, in conjunction with my own name (or my child's name), or reproductions thereof, made through any medium, including Internet, for the purpose of use, dissemination of, and related to USDOL publications.

I waive any right that I may have to inspect or approve the finished product or the advertising or other copy, or the above-referenced use of the portraits or photographic likenesses of pictures of me (or my child) and attached document and any information contained within the document.

Dated \_\_\_\_\_, 20\_\_

\_\_\_\_\_

Signature or  
Parent/guardian if under 18

\_\_\_\_\_

Name Printed

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Address and phone number

Identifier (color of shirt, etc.): \_\_\_\_\_

## ANNEX E. EVALUATION METHODOLOGY AND LIMITATIONS

### Evaluation Methodology

This interim evaluation used a mixed-method approach comprising the collection and analyses of qualitative and quantitative data. The ET obtained the qualitative and quantitative data mainly from primary and secondary (notably the project documents) sources, respectively. Whereas emphasis was placed on the qualitative data, the ET used the quantitative data to augment the findings of the qualitative data by way of triangulation.

The ET used the following methods to gather data for the interim evaluation: document review, field observation, interview, focus group discussion (FGD) and surveys. Each method is described below:

#### Desk Review

The ET conducted desk review and content analysis of all project documents. These include

- Project document
- Comprehensive monitoring and evaluation plan (CMEP)
- Technical Progress Reports (6)
- Financial report – budget and delivery rate
- She Thrives M&E System and Process
- She Thrives Sustainability Strategy
- Baseline Report
- Rolling Base Assessment Reports (3)
- Outcome Mapping Practicum Guide
- CARE-Ethiopia Gender Transformative Brief
- SAA Global Manual
- VSLA-SAA discussion
- Gender analysis report
- Newsletters
- Tools (Household Questionnaire and Qualitative Tools and Consent Form)

The ET also reviewed other literature pertaining to CL in Ethiopia, Africa and around the world. A detailed list of documents reviewed is provided in Annex A. The review of all relevant project documents provided comprehensive information on the project background, as well as on the achievements of the project in each of the intended areas.

#### Field observation/visits

Divided in to three groups, the six ET members collected data in Addis Ababa, Gedeo and Illu'Ababor. The latter two in particular visited some of the activities of the project on the ground particularly businesses run by the direct beneficiaries (e.g., the businesses some TVET graduates started such as hair dressing saloons and small wood workshops), the assets of the VSLA groups (e.g., cows, oxen, goats, poultry farms) and the AEP classroom environment.

#### In-depth interviews (face-to-face and remote) with all relevant stakeholders

- Interviews with the She Thrives project management and staff (5),

- Interviews with representative of the donor (1),
- Interviews with stakeholders from the federal government ministries (6),
- Interview with the Chairperson of the Child Protection Policy Advocacy Network (1),
- Interview with the Speaker of the Child Parliament (1),
- Interview with representative of the private sector (1),
- Interviews with zonal level stakeholders (7),
- Interviews with woreda level stakeholders (18),
- Interviews with kebele-level stakeholders (19)
- Interviews with the local implementing partners (2), and
- Interviews with direct beneficiaries (3),

The key informants were useful in providing clarifications on the project implementation, details of the challenges, good practices and suggestions on areas of improvement. The ET conducted interviews with 64 participants in the course of the two-week data collection period.

### **Focus group discussion**

The ET conducted FGDs mainly with the direct beneficiaries of the various project interventions (AEP, Leadership and Life Skills Training, TVET, VSLA, in-kind start-up support, SAA discussion groups). FGDs were used specifically to assess the relevance, effectiveness and efficiency as well as sustainability of the interventions and how the interventions built the capacity of the beneficiaries at the local or *kebele* level. Overall, the ET conducted 26 (14 in Gedeo and 12 in Ilu'Ababor) FGDs with 214 beneficiaries.

### **Beneficiary surveys**

Survey questionnaires were conducted among direct beneficiaries who took part in the FGDs. At the end of the FGD, each participant was asked to answer a few questions most of which were answered in the form of ratings. The structured items were developed to assess mainly relevance and effectiveness of the interventions (e.g., VSLA, SAA, TVET) as perceived by the direct beneficiaries. Overall, 209 FGD participants completed the survey questionnaires.

**Sampling Method** The interim evaluation employed a purposive sampling technique to select the interviewees and FGD participants. The ET in collaboration with the project management selected a group of participants for the interviews and FGDs. The guiding principle in the selection was representing the various groups of stakeholders ranging from direct beneficiaries at the *kebele* level to key stakeholders from the federal ministries. Overall, a purposive sample of 278 persons provided data for the evaluation.

On the other hand, the selection of the four target woredas (from the total of six operation woredas of the She Thrives project) for the interim evaluation was based on physical proximity. That is, the woredas which are located nearer to the zonal towns, Dilla (2) and Metu (2) were selected.

**Data Analysis** The document review, interviews and FGDs generated a substantial amount of raw qualitative data. The ET used thematic analysis guided by the evaluation matrix, to categorize, synthesize, and summarize the raw data captured from the interview and FGD sessions. The evaluation questions generally guided the data analysis process. Quantitative data in the documents (particularly those in the Technical Progress Reports in Annex A of the project document) were analysed using percentage. In all of the calculations, while planned targets were used as denominators, the actual (achieved) targets were used as numerators. In order to examine level/status of achievement/progress of project activities for this interim evaluation, the ET used the following framework (see Annex H for detailed results from this analysis.).



- Low: <25%
- 25%≤Moderate≤ 50%
- 51%≤ Above Moderate <75%
- ≥75% High,

**Stakeholders Workshop** The ET facilitated a national stakeholders workshop on June 13, 2024 in Addis Ababa to present the findings of the interim evaluation and to obtain feedback from the participants. The ET presented the findings, conclusions and recommendations and asked for feedback from the participants. The list of workshop participants and the workshop agenda are included in Annex C.

### Evaluation Limitations

#### Access to direct beneficiaries

Due to limited time and resources, it was not possible to visit all the six project target *woredas* in the course of data collection. Thus, the ET might have missed some important voices and perspectives.

Another limitation is the fact that the findings for this evaluation are based on information collected from the project documents, KIIs and FGDs. The accuracy and usefulness of the findings rely on the integrity and accuracy of the information provided to the ET from these sources.

#### Evaluation Team

The evaluation team comprised of six members (the lead evaluator, his assistant, two data collectors and two assistant data collectors). One data collector and one assistant data collector were responsible for data collection in each project zone (Gedeo and Ilu'Ababor) mainly through interviews and FGDs. The lead evaluator and his assistant conducted the KIIs in Addis Ababa with stakeholders at the Federal level, representative of the donor, the project management and staff, and the local implementing partners (RTN-Ethiopia and IWCIDA) face to face and remotely via telephone and Google Meet.

#### Evaluation Process

The evaluation process included three phases: the inception phase, the data collection phase and the report write-up phase.

#### Inception Phase

The inception phase sought to ensure clarity between the evaluation team and the evaluation management and USDOL as to the goals and expected outcomes of the process. This phase included a kick-off meeting with USDOL, the Grantee and SFS, a preliminary desk review of the project documents and other relevant reports, orientation meeting organized by the She Thrives project staff to the ET to clarify the project's goals, interventions and expected outcomes. This phase culminated with a TOR, which included, among others, the Key Evaluation Questions, agreed methodology, deliverables and timeline for the evaluation. The TOR in particular would serve as the guiding document for the interim evaluation. The TOR is included in Annex D.

#### Data collection phase

The data collection phase began during the inception phase in March and April 2024 with the preliminary desk review of project documents and other relevant literature. The primary data collection through semi-structured interviews (with representative of the donor, the project team, implementing partners and key stakeholders) and FGDs (with direct beneficiaries) in Addis Ababa, Gedeo, and

Ilu'Ababor took place between May 13 and 24. Field observations were also employed whenever necessary particularly to observe the new businesses the beneficiaries started.

### Validation and report drafting phase

In preparation for data analysis, the data were organized using the evaluation matrix allowing for validation and triangulation. The evaluation questions mainly guided the data analysis and write up phase. The feedback obtained from the stakeholders' workshop also served as additional input for the draft report.

## ANNEX F. TABLE OF SUMMARY FINDINGS

(In order to assess each of the project's objective(s) and outcome(s), the ET used scales in Annex C of the ToR).

Performance Summary	Rating
<ul style="list-style-type: none"> <li><i>Outcome 1: Increased capacity of the Government of Ethiopia (GoE) to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming approach.</i></li> </ul>	
<p>In order to achieve this outcome, the project progressed well in convening stakeholder meetings by engaging higher leadership, including ministers, state ministers, and directors, to form and strengthen stakeholder groups. Likewise, meetings organized for stakeholders in collaboration with MoLS to support the development and signing of MoU for the multi-stakeholder group went well. The project was also able to bring the issue of CL in the informal agriculture sector to the attention of the government. Despite the positive progress, the project could not achieve one of its initial objectives, to see a separate National Child Labor Policy instituted. Instead, the project succeeded in reviewing CL related documents and systems using gender lens and in bringing CL concerned bodies together which in turn will sustain efforts of addressing CL in the country.</p>	<p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>
<ul style="list-style-type: none"> <li><i>Outcome 2: Improved ability of communities to reduce child labor, using a gender mainstreaming approach.</i></li> </ul>	
<p>The project used SAA approach, a community-led social change process, for transforming gender norms that promote gender inequalities and CL. As a result, overall attitudinal change in combating CL in the community has been observed in both project areas. CL Committees were also formed and empowered to combat CL. Furthermore, backward attitudes and norms have been challenged and changed in the community. Nonetheless, they are far from being transformed implying the need for further work to ensure their sustainability.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Moderate</p>
<ul style="list-style-type: none"> <li><i>Outcome 3: Increased economic stability of households vulnerable to child labor, with a focus on women and girls.</i></li> </ul>	
<p><b>Sub outcome 3.1:</b> Members of vulnerable households have enhanced technical and life skills, and employment services:</p> <p>In order to help vulnerable households possess enhanced technical and life skills, the project delivered a number of technical and life skills trainings. These include AEP, LLST, TVET, and Advanced Business and Entrepreneurship Training. These activities progressed at a good pace. Through theoretical and practical sessions,</p>	<p><b>Achievement:</b> High <b>Sustainability:</b> Moderate</p>

<p>the AEP children acquired basic literacy and numeracy skills. Through the LLST, the beneficiaries developed awareness and skills in saving, effective communication and how hard work leads to success. TVET instilled knowledge and various skills required to start their IGAs. Nonetheless, most TVET graduates could not engage in IGAs.</p> <p><b>Sub outcome 3.2:</b> Members of vulnerable households have diversified income: The project used various interventions including start-up capital, VSLA, AVSA and FFBS to help members of vulnerable households diversify their income. As a result, beneficiaries started saving, some got access to credit services and are engaging in IGAs. Nonetheless, it has been difficult for some beneficiaries to engage in IGAs as procedures of accessing credit services are difficult to penetrate.</p> <p><b>Sub outcome 3.3:</b> Members of vulnerable households have increased access to social protections. The project did well in mapping SGBV and in mobilizing the community to access the existing health insurance scheme. However, it achieved far below its targets in providing psychosocial support to girls and women as well as in training health extension workers, health and social workers on psychosocial support and counselling.</p>	<p><b>Achievement:</b> Above Moderate <b>Sustainability:</b> Above Moderate</p> <p><b>Achievement:</b> Moderate <b>Sustainability:</b> Moderate</p>
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#### ANNEX G. TABLE OF SUMMARY RECOMMENDATIONS

Recommendation	Evidence	Page Numbers
<b>Recommendation 1: Lobby and follow up the signing of the MoU to establish the multi-stakeholder platform</b>	The formation and signing of the MoU of the platform is an important milestone that must be accomplished as soon as possible.	Sustainability (pages 52)
<b>Recommendation 2: Engage the private sector in the fight against CL</b>	Involving the private sector in the fight against CL is a potentially useful measure because the private sector itself employs a large number of children in their farms and factories	Sustainability (page 52-53)
<b>Recommendation 3: Encourage initiatives to use the project tools and scale up the results</b>	Government offices (e.g., Women and Children’s Office) in some woredas where the project operates have shown interest to have the tools and to use them to scale up the project’s results among communities the project did not reach.	Recommendation (page 61-62)
<b>Recommendation 4: Explore possibilities on how VSLA/IGA groups obtain startup capital</b>	One of the priority tasks of the project in the remaining eight months is to explore possibilities where VSLA/IGA groups obtain startup capital to strengthen their business or start new businesses.	Sustainability (pages 55 & 59)

Recommendation	Evidence	Page Numbers
<b>Recommendation 5:</b> <b>Provide startup support to TVET graduates</b>	Most of the TVET graduates have not started any business after training and apprenticeship. As a result, many are spending their time idly. The condition in which the TVET graduates found themselves requires urgent response.	Sustainability (pages 54-55)
<b>Recommendation 6:</b> <b>Support regular schools that host AEP students</b>	There is some interest among some WEOs (in both Oromia and SNNP regions) to assume ownership of the program and to continue AEP in regular schools. There is a need to hand over the AEP curriculum to WEOs and offer training (on innovative teaching methods) to some of the teachers who are teaching the children	Sustainability (page 55)
<b>Recommendation 7:</b> <b>Examine why women and girls did not seek psychosocial support</b>	The project did not meet its targets in providing psychosocial support. The reasons for the low level of psychosocial support seeking behaviors are not known. Hence, the need for small scale inquiry.	Effectiveness and Efficiency (page 38 & 59)
<b>Recommendation 8:</b> <b>Review the sustainability strategy of the project with participatory approach</b>	The sustainability strategy was not developed in consultation with key stakeholders from the federal to kebele levels.	Sustainability (page 51-52)
<b>Recommendation 9:</b> <b>Recommendation for future programming</b>	Stakeholders and beneficiaries from the federal to the kebele levels have voiced their desires to see the project in its second phase. Many of the projects' results should be strengthened in a second phase while the project mainly focuses on the surrounding kebeles and woredas as new beneficiaries to address CL.	Gender Analysis (page 40)

**ANNEX H. STATUS OF IMPLEMENTATION OF PROJECT WORKPLAN FROM 2022 TO APRIL 30, 2024**

(In order to examine level of achievement/progress of project activities in this Annex, the ET used this framework: Low: <25%; 25%≤Moderate≤ 50%; 51%≤ Above Moderate <75%; ≥75% High)

No	Indicator/Output/Variable	Region /Sex/ Group/	Assessment Results		Status	Comment
			Baseline (August 2022)	Round IV (March 30, 2024)		
<b>Project-Level Objective: Reduced child labor in Ethiopia agricultural sector with a focus on the informal sector using a gender-focused approach</b>						
1	% of children and adolescents engaged in child labor provided a direct service (From TPR, Annex A)	Male	94.6%	60.4%	Ongoing (CL reduced from 97.9% to 64.8%)	An overall decrement of CL from 97.9% to 64.8% is a moderate achievement.
		Female	98.5%	65.5%		
		Total	97.9%	64.8%		
<ul style="list-style-type: none"> <li>Prevalence of Child Labor Among Children Aged 10-14 (From RD IV Report)</li> </ul>	Male		46.2%	Greater reduction in CL is observed in Oromia than in SNNP		
	Female		43.6%			
	Oromia		38.2%			
	SNNP		50.0%			
	Total					
<ul style="list-style-type: none"> <li>Prevalence of Child Labor Among Adolescents Aged 15-17 (From RD IV Report)</li> </ul>	Male		67.7%	Prevalence of CL decreased for both sexes at similarly rate		
	Female		68.7%			
	Oromia		64.1%			
	SNNP		71.7%			
	Total		68.5%			
<b>Outcome 1: Increased capacity of the Government of Ethiopia to address child labor in the agricultural sector, with a focus on the informal sector, using a gender mainstreaming</b>						
2	% of livelihood service participants households (HHs) with at least one child engaged in child labor	SNNP	97.8%	79.3%	Ongoing (% of HHs with at least one child engaged in child labor decreased from 97.3% to 69.0%)	Comparing Baseline data with Round IV assessment, % HHs with at least one child engaged in child labor decreased indicating the reduction of prevalence of CL in HHs, with Oromia evidencing greater reduction.
		Oromia	96.9%	58.5%		
		Total	97.3%	69.0%		
3	Number (#) of line Ministry with increased capacity to address child labor. (C1)			2/1 (Actual /Target )	Ongoing ([Actual /Target x100] =2/1x100 = 200%)	Achievement is high. Actually, individuals from 42 different government offices (including 2 ministries from federal, 20 line bureaus from Gedeo zones and three woredas and 20 bureaus from IluAbabor, Buno Bedele

						zone and woredas) were reached
4	# of National Child Labor Policy developed (C1 contributor)				Completed	The project initially planned for the development of a National Child Labor Policy under the C1 indicator. As a national strategy, instead of having multiple policies nationally, the government is working on consolidating stand-alone policies of different sectors. As a result of this, the project has shifted its strategy and committed to revising the existing child policy. Moreover, the project revised the child policy to integrate child labor and gender issues with its implementation strategy.
5	# of meeting conducted with national multi- stakeholder group to support the development and signing of MoU				Ongoing [5/3 (Actual / Target) X100= 166.67%]	Achievement is high; more meetings were conducted so as push forward the signing of MoU
6	# of relevant policies and action plans related to child labor reviewed by multi-stakeholder groups using a gender lens				Ongoing (4/6x100=66.67%)	Achievement is Above Moderate
7	# of national multi-stakeholders trained on child labor using gender lens				Ongoing 12.5% (i.e., 15/120 x100)	Achievement is Low
8	# of government officials trained on Gender, Equity, and Diversity (GED) Social Analysis and Action (SAA) principles relating to child labor (T1).				Ongoing 243.33% (73/30x100)	Achievement is high
9	Labor Inspection Information Management System that meets minimum gender standards set by the project in collaboration with other stakeholders				Completed (1/1x100 =100%)	Achievement is high

10	Child labor sensitive Gender Integration Strategy developed by MoLSD, with project support (C1)				Ongoing	Target set for October 2024
11	# of meetings conducted to identify gaps in data and data collection systems				Ongoing (300% (3/1x100))	Achievement is high
12	# of participants trained on the use of gender-sensitive Labor Inspection Information Management System from Federal to Woreda level (T1)				Completed 110% (33/30X100)	Achievement is high
13	# of stakeholders trained on mainstreaming gender sensitive data collection/analysis for reporting child labor (T1).				Ongoing 110% (33/30X100)	Achievement is high; based on demand additional and refresher trainings were given
<b>Outcome 2: Improved capacity of communities to reduce child labor</b>						
14	% of community members with attitudinal change to combat child labor issues	SNNP	0.5%	65.0%	Ongoing (Overall community attitude changed from 0.4% to 63.30%= 62.90%)	<ul style="list-style-type: none"> <li>▪ Achievement is above moderate</li> <li>▪ Compared to Oromia (61.20%), community attitude changed more in SNNP (64.50%).</li> </ul>
		Oromia	0.4%	61.6%		
		Total	0.4%	63.3%		
15	# of action plans developed by child labor committees to combat child labor				Completed 48/48) x100 = 100%	Achievement is high
16	% of child labor committee action plans implemented	SNNPR	0	100%	Completed (100%)	Achievement is high.
		Oromia		100%		
		Total		100%		
17	% of child labor committee action plan implemented by community members	SNNPR	0	59.0%	Ongoing (45/72x100=62.7 %)	Achievement of 62.7% from the baseline of 0% is Above Moderate.
		Oromia		66.5%		
		Total		62.7%		
18	# of profile stories developed with community members.		0	4/12	Ongoing (45/72 = 62.50%)	Achievement is Above Moderate
19	# of editors of media houses trained on social norms related to child labor and gender equity				Ongoing (9/60x100 = 15%)	Achievement is Low
20	# communications and public Relations officers of partner organizations trained on Social norms related to child labor and gender equity (T1).				Ongoing 22/67x100= 32.84%	Achievement from a baseline of 0% to 32.84% is Moderate
21		SNNPR	0.4%	65.4%	Ongoing (69.4%)	

	% of active child labor committees in the communities	Oromia	0.1%	73.8%		Overall achievement of 69.6% from a baseline of 0.2% is Above Moderate
		Total	0.2%	69.6%"		
22	# of SAA core groups established				Completed (48/48x100 100%) =	Achievement is high
23	# of SAA groups established at the community				Completed (137/96x100 142.70%) =	Achievement is high
24	# of SAA core groups facilitators trained on CARE (Social Analysis and Action) SAA approach at the community (T2)				Completed (104/96x100 108.33%) =	104/96= 108.33% achievement is High
25	# of SAA group facilitators trained with CARE (Social Analysis and Action) approach (T2)				Completed (390/535x100 72.90%) =	Achievement is Above Moderate
26	# of child labor committees established				Completed (48/48x100 100%) =	Achievement is High
27	# of child labor committee members trained on how to develop child labor action plan. (T2)				Completed (576/96X100 600%) =	Achievement is high.
28	# of private sector partners' staffs trained on Gender Equity and Diversity for child labor reduction (T1)				Completed (49/30x100= 163.33%)	Achievement is high

**Outcome 3: Increased economic stability of households vulnerable to child labor, with a focus on women and girls (37 Targets)**

29	% Households with diversified income	SNNPR	49.2%	75.7%	Ongoing (71.9%)	<ul style="list-style-type: none"> <li>An overall achievement of 31.90% from the base line (i.e., 71.9% - 40.0%) is Moderate for this interim evaluation.</li> <li>Compared with their respective baseline data, households in the Oromia region diversified their income (37%) more than households in SNNPR (26.50%).</li> </ul>
		Oromia	31.0%	68.0%		
		Total	40.0%	71.9%		
30	% of trained adolescents and adults who transition into better paying jobs/work/start businesses	SNNPR	0%	47.0%	Completed (57%)	An overall 57.0% of achievement from the baseline of 0% is Above Moderate for this interim evaluation
		Oromia	0%	69.0%		
		Total	0%	57.0%		
		Children	0%		Completed	



31	% of trainees who complete their program (CR, Completion Rate)				(94.60%)	<ul style="list-style-type: none"> <li>An overall CR of 94.60% is high achievement.</li> <li>Adults CR (79.7%) is lower than that of the adolescents (99.20%)</li> </ul>
		Adolescents	0%	99.2%		
		Adults	0%	79.7%		
		Total	0%	94.6		
32	% of out of school children who transition (back) into formal schooling program	Boys (10-14)	0%	76.6%	Completed (84.30%)	<ul style="list-style-type: none"> <li>An overall achievement of 84.3 % is high.</li> <li>More girls (87.5%) than boys (76.6%) transitioned (back) into formal schooling program</li> </ul>
		Girls (10-14)	0%	87.5%		
		Total	0%	84.3 %		
33	# of peer group mentors identified for leadership and life skills mentorship roles.		0		Completed (83/96x100 = 86.46%)	Achievement is high
34	# of adolescents trained in leadership and life skills curriculum. children (10-14) also receive this service in addition		0		Completed (6733/7000 x100 = 96.17%)	An overall achievement of 96.17% is high.
35	# of accelerated education centers established by She Thrives project		0		Completed 50/50x100 = 100%)	Achievement is high.
36	# of accelerated education centers leaders/facilitators trained in accelerated education facilitation skills (T2)		0		Completed (60/60x100=100%)	Achievement is high.
37	# of children aged 10-14 who complete the accelerated education program.		0		Completed (829/1000x100 = 82.90%)	Achievement is high
38	# of adolescents (15-17) provided with Work Ready Now (WRN) training		0		Completed (2581/2600x100 = 99.27%)	Achievement is high
39	# of adult participants provided with Work Ready Now (WRN) training		0		Ongoing (150/300x100 = 50%)	Achievement is Moderate. The Work Ready Now (WRN) training for adults was given in the Oromia and reported in the previous reporting period. However, in SNNPR, Gedeo zone, the training was given in May, 2024 during the midterm evaluation data collection. Since the midterm evaluation covers the data reported until April 30, 2024, it did not include the Work Ready Now (WRN) training

						given to 150 adult women in Gedeo zone. This data will be reported in the next reporting period.
40	# of adolescents (15-17) provided with Be Your Own Boss (BYOB) training		0		Ongoing	Targeted for October 2024. The Be Your Own Boss (BYOB) training for adolescents (15-17) was given in Oromia and SNNPR in May, 2024 during the midterm evaluation data collection. Since the midterm evaluation covers the data reported until April 30, 2024, it did not include the Be Your Own Boss (BYOB) training given to 400 adolescents (15-17). This data will be reported in the next reporting period.
41	# of adolescents (15-17) provided with TVET		0		Completed (450/450x100=100%)	Achievement is high.
42	# of adult (18+) provided with TVET		0		Completed (400/400x100=100%)	Achievement is high.
43	% of trained adolescents and adults that transition into better paying jobs/work/start businesses	Adolescents	0%	67.8%	Ongoing (57.0%)	An overall achievement of 57.0% from the baseline of 0% is Above Moderate.
		Adults 18+	0%	53.6%		
		Total	0%	57.0%		
44	# of adolescents provided access to startup capital (in-kind)		0		Completed (200/200x100=100%)	Achievement is high
45	# of TVET centers working with She Thrives who revised their existing criteria after a gender and equity training to include vulnerable adolescents and adults		0		Completed (5/2x100 = 250%)	Achievement is high
46	% of members of vulnerable households with diversified income	SNNPR	15.2%	61.6%	Ongoing (60.20%)	<ul style="list-style-type: none"> <li>Relative to the baseline, an overall achievement of 51.10% (i.e., 60.2% - 9.10%) is Above Moderate.</li> </ul>
		Oromia	0.4%	58.6%		
		Total	9.1%	60.2%		

						<ul style="list-style-type: none"> <li>Compared with their respective baseline data, members of vulnerable households in the Oromia region diversified their income more (52.20%) than members of vulnerable households in SNNPR (46.40%).</li> </ul>
47	# of government partners trained on basic VSLA methodology		0		Completed (67/60x100 = 111.67%)	Achievement is high
48	# of adult VSLA members provided with VSLA methodology training.		0		Completed (3273/3300x100 = 99.18%)	Achievement is high.
49	# of adolescents VSLA members aged 15-17 provided with VSLA methodology training.		0		Complete (2154/2200 = 97.91%)	Achievement is high.
50	# adult VSLA member who saves at least once in the quarter		0		Ongoing (3273/2805x100= 116.68%)	Achievement is high.
51	# of adolescent VSA members who saves at least once in the quarter		0		Ongoing (2154/1870x100 =115.19%	Achievement is high.
52	# of members of adult VSLAs group that accessed credit		0		Ongoing (638/826x100=77 .24%)	Achievement is high.
53	# of adult VSLA members provided with Advanced Business training using a child labor elimination/worker rights lens		0		Completed (448/450x100 = 99.56%)	Achievement is high.
54	# of adult Women provided with financial literacy training		0		Completed (1500/1500x100 =100%)	Achievement high
55	# of Development Agents trained in Farmer Filed Business School (FFBS) approach (T1)		0		Completed (140/144x100 = 97.22%)	Achievement is high
56	% of farmers with increased capacity to use better on-farm techniques without use of child labor	SNNPR	0.4%	53%	Ongoing (54%)	<ul style="list-style-type: none"> <li>An overall achievement of 49.80% relative to baseline (i.e., 54%-4.2%) is Moderate.</li> <li>% of farmers with increased capacity to use better on-farm techniques without use of child labor increased more in SNNPR</li> </ul>
		Oromia	8.1%	55%		
		Total	4.2%	54%		

						(52.60%) than in Oromia (46.9).
57	# of households linked to a viable health insurance scheme		0		Completed (400/400x100 = 100%)	Achievement is high.
58	# of Health Extension Workers, Health Workers and Social Workers trained on psychosocial support and counselling (T1)		0		Completed (57/192x100 = 29.69%)	Achievement is moderate.
59	# of SGBV and other social protection schemes mapped for targeted Woreda		0		Ongoing (3/4x100 = 75%)	Achievement is high.
60	# of adolescent girls (15-17) provided with psychosocial support		0		Ongoing (4/150x100= 2.67%)	Achievement is low. The psychosocial support service is given when the project participants reveal the issues they have faced. Despite the mobilization effort made by the project, few project participants revealed their cases. Most cases that have been reported were from non-project participants. For further mobilization efforts, the project provided capacity-building training for village agents in addition to the health Extension workers and if there are cases reported from project participants, it will be included in the next report as this activity is ongoing.
61	# of adult women (18+) provided with psychosocial support		0		Ongoing (8/30x100 = 26.67%)	Achievement is Moderate. The psychosocial support service is given when the project participants reveal the issues they have faced. Despite the mobilization effort made by the project, few project participants revealed their cases. Most cases that have been reported were from non-project participants. For further mobilization efforts, the project provided capacity-building training for

						village agents in addition to the health Extension workers and if there are cases reported from project participants, it will be included in the next report as this activity is ongoing.
62	# of CSC group facilitators trained in Community Score Card (CSC) approach to conduct sessions with community members. (T2		0		Completed (67/60x100=111.67%)	Achievement is high.
63	# of Community Score Card (CSC) sessions conducted with service users and providers		0		Completed (12/4x100 = 300%)	Achievement is high.
64	# of action plans developed based on findings from the bi-annual interface meeting with Community Service Providers		0	12/4	Completed (12/4x100 = 300%)	Achievement is high
65	# of Report on COVID-19 need assessment available		0		Ongoing (1/4x100 = 25%)	Achievement is high
66	# of PPE distributed to community members		0		Ongoing (15220/13200x100=115.30%)	Achievement is high
<b>USDOL Standard Indicators</b>						
1	E1: # of children engaged in or at high risk of entering child labor provided education or a vocational training service		0		Completed (6733/7000x100 = 96.17%)	Achievement is high
2	E3: Number (#) of children engaged in or at high risk of entering child labor provided non-formal educational services		0		Completed (920/1000x100 = 92%)	Achievement is high
3	E4. Number (#) of adolescents engaged in or at high risk of entering in child labor provided vocational training services		0		Completed (450/450x100=100%)	Achievement is high
4	L1: # of households receiving a livelihood service		0		Completed (3273/3300x100=99.18%)	Achievement is high
5	L2. Number (#) of adults provided employment services		0		Ongoing (2498/2650x100 =94.26%)	Achievement is high. One of the interventions that informs this L2 indicator is the Work Ready Now (WRN)

						training. The Work Ready Now (WRN) training for adults was given in the Oromia and reported in the previous reporting period. However, in SNNPR, Gedeo zone, the training was given in May, 2024 during the midterm evaluation data collection. Since the midterm evaluation covers the data reported until April 30, 2024, it did not include the Work Ready Now (WRN) training given to 150 adult women in the Gedeo zone. Therefore, this indicator will be completed in the next reporting period when the data for WRN will be reported.
6	L3. Number (#) of children of legal working age provided with employment services		0		Ongoing (2781/3200x100=86.91%)	Achievement is high. One of the interventions that inform this L3 indicator is the Be Your Own Boss (BYOB) training. The Be Your Own Boss (BYOB) training for adolescents (15-17) was given in Oromia and SNNPR in May, 2024 during the midterm evaluation data collection. Since the midterm evaluation covers the data reported until April 30, 2024, it did not include the Be Your Own Boss (BYOB) training given to 400 adolescents (15-17). Therefore, this indicator will be completed in the next reporting period when the data for BYOB training will be reported.
7	L4. Number (#) of adults provided economic strengthening services		0		Completed (3273/3300x100=99.18%)	Achievement is high
8	L6: # of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights		0		Ongoing (8208/8700x100=94.34%)	Achievement is high. One of the interventions that inform this L6 indicator is the Be Your Own Boss (BYOB) training. The Be Your Own Boss (BYOB) training for

	that are provided a livelihood service.					adolescents (15-17) was given in Oromia and SNNPR in May, 2024 during the midterm evaluation data collection. Since the midterm evaluation covers the data reported until April 30, 2024, it did not include the Be Your Own Boss (BYOB) training given to 400 adolescents (15-17). Therefore, this indicator will be completed in the next reporting period when the data for BYOB training will be reported.
9	OS. Number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers' rights, provided with services other than education or livelihood services to address child labor, forced labor, or other labor abuses		0		Ongoing (412/580x100=71.03%)	Achievement is Above Moderate.
10	T1: Number (#) of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies		0		Ongoing (558/756x100=73.81%)	Achievement is Above Moderate.
11	T2: Number (#) of educators trained		0		(1197/504x100 = 237.50%)	Achievement is high. To address the child labor issue in the community and to sustain the project activities in the operational areas, capacity-building training was given to more members of the kebele structure, including the child labor committee.