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Comprehensive Monitoring and Evaluation Plan

CMEP

**ENGAGED, EDUCATED, EMPOWERED ETHIOPIAN YOUTH
(E4Y) PROJECT**

December 2014 to December 2018

IMPLEMENTED BY: WORLD VISION

FUNDED BY: UNITED STATES DEPARTMENT OF LABOR

March, 2016

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ACRONYMS

BoFED	Bureau of Finance and Economic Development	OCFT	Office of Child Labor, Forced Labor and Human Trafficking
BoLSA	Bureau of Labor and Social Affairs	OSH	Occupational Safety and Health
BOs	Business Owners	OTC	Outcome
CCC	Community Care Coalition	OTP	Output
CCL	Center for Creative Leadership	PMP	Performance Monitoring Plan
ChSA	Charities and Societies Agency	POC	Project Objective for Children
CL	Child Labor	POH	Project Objective for HH
CMEP	Comprehensive Monitoring and Evaluation Plan	PTSA	Parent Teachers Student Association
CPC	Child Protection Committee	SNNPR	Southern Nation, Nationalities Peoples Regional State
CPO	Cluster Program Office	TOC	Theory of Change
CV	Curriculum Vitae	ToT	Training of Trainers
DBMS	Direct Beneficiary Monitoring System	TVET	Technical Vocational Education and Training
DCI	Data collection Instrument	UNICEF	United Nation International Children's Emergency Fund
DCT	Data collection Table	UOG	University of Gondor
DME	Design Monitoring and Evaluation	USDOL	US Department of Labor
DQA	Data Quality Assessment	VSLA	Village Saving and Loan Association
E4Y	Engaged, Educated, Empowered Ethiopian Youth	VSYA	Village Saving Youth Association
E-FACE	Ethiopian Fighting Against Child Exploitation	WFCL	Worst Forms of Child Labor
GO	Government Office	WV	World Vision
GoE	Government of Ethiopia	WVUS	World Vision US
HCL	Hazardous Child Labor		
HH	Household		
HTP	Harmful traditional Practice		
IGA	Income Generating Activities		
ILO	International Labor Office/Organization		
IRC	International Rescue Committee		
KA	Kebele Administration (lower level unit of government structure)		
M&E	Monitoring and Evaluation		
MIS	Management Information System		
MoE	Mistry of Education		
MoLSA	Ministry of Labor and Social Affairs		
MSI	Management Systems International		
NGOs	Non-Governmental Organization		

INTRODUCTION

A. Project objective, intermediate objectives, beneficiaries and timeline

World Vision (WV) received a \$10 million cooperative agreement from the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) to implement the Engaged, Educated, Empowered Ethiopian Youth (E4Y) project in Ethiopia. The grant period of performance is from December 15, 2014 to December 14, 2018. The E4Y project addresses barriers that cause female and male youth that are at high risk of entering into child labor and/or engage in child labor to drop out of school. These barriers include household poverty, early marriage, food insecurity, lack of access to educational opportunities and relevant vocational training, underemployment, and unemployment. The project provides an area-based response with the objective of reducing the prevalence of child labor in Amhara and SNNP regional states, targeting the most-affected rural areas and the towns to which they migrate.

As stated in the Project Document, the E4Y project will address child labor in 11 woredas¹ and 3 urban centers within the regional states of Amhara and Southern Nations, Nationalities, and Peoples' Region (SNNPR) through the following project objectives: Objective 1: Support 12,000 target youth aged 14-17, including 6,500 female youth and 400 youth with disabilities, and 10,000 non-targeted youth to reach their educational potential, develop marketable skills to secure decent work, and serve as leaders in their communities. Objective 2: Improve livelihoods and access to social protection services for 7,500 vulnerable households (HH) of targeted youth. These two objectives from the Project Document lead to a broader overall project goal developed during the first CMEP workshop, and captured fully in the results framework. The E4Y team developed a results framework which encompasses these two core results and provides a theory of change for achieving the objectives. **The overall Project Objective is: “To reduced child labor among youth aged 14-17, especially among girls in target regions of Ethiopia.”** To achieve the project objective, the following intermediate objectives need to be achieved:

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

In this project, WV incorporates innovative, tested technical interventions based on extensive in-country experience addressing the needs of vulnerable youth with strong partnership and collaboration of the International Rescue Committee (IRC), Center for Creative Leadership (CCL) and the University of Gondar.

¹Woreda is the third-level [administrative divisions](#) of [Ethiopia](#). It is composed of a number of [wards](#) ([kebele](#)) or neighborhood associations, which are the smallest unit of local government in Ethiopia.

B. Purpose and components of the CMEP

This Comprehensive Monitoring and Evaluation Plan (CMEP) serves several purposes, including: ensuring consistent use of the project's theory of change; increasing credibility and accountability; informing decision-making with data on project performance; maximizing the usefulness of monitoring and evaluation (M&E) procedures; capacity building; and improving the knowledge base on child labor (CL).

The CMEP is comprised of the following components, which are described further in the following sections of this document.

- Problem analysis, which states pull and push factors contributing to CL in the project target areas;
- Theory of Change (ToC), which narrates the Results framework and major activities of the project;
- Performance monitoring, which mainly describes the performance monitoring plan and the project result performance indicator and data collection instruments;
- Baseline study plan, which illustrate how the baseline data will be collected and analyzed;
- Evaluation plan and special studies, which show what types of evaluation and when evaluations will be conducted; and
- Implementation and management of CMEP, which states the role and responsibilities for data collection, validation, data quality assurance, M&E budget framework and timeline for implementation of the CMEP.

The CMEP will ensure that standard procedures, terms and definitions are used by all partners, in all locations, at all times. The uniformity and consistency of data collection procedures is critical to multi-partner projects such as E4Y.

SECTION I: PROBLEM ANALYSIS

Youth in Ethiopia struggle to identify decent work opportunities and many become engaged in child labor for lack of alternatives. Approximately 80 percent of youth are out of school by age 15, early marriage limits female youth horizons, and poor economic conditions means even those with an education cannot find a job in the formal sector. This leaves youth either working unpaid on family

farms (67 percent of children²) or in the Worst Forms of Child Labor (WFCL) in domestic service, agriculture, textiles, mining, agriculture and fishing.³

Though currently the government of Ethiopia is working to combat child labor, there are still legal framework challenges. The Ministry of Labor and Social Affairs (MoLSA) only oversees the law on the minimum age for work, 14, and a minimum age for hazardous work (which might endanger the life of the child⁴), 18, for the 10.8 percent⁵ of children in contractual employment.⁶ Penalties for employers who violate child labor laws are too weak to provide a significant deterrent.

Driving the lack of employment opportunities is Ethiopia's economic context, where despite double-digit Gross Domestic Product (GDP) growth rate, population pressure has strained the economy's ability to absorb an ever expanding labor force. The weakness of the private sector means that approximately half of those with a higher education degree end up working for the government.⁷ Youth, therefore, need to engage in whatever work is available or migrate in search of work, and are vulnerable to trafficking and exploitation. According to MoLSA, between 2009 and 2012, there were 359,162 legal migrant laborers (335,780 female / 23,382 male) entering Saudi Arabia, Kuwait, Dubai and Lebanon. The largest category of migrants to Addis Ababa was female youth (ages 15-19) from rural parts of Amhara. Rural to urban migration has saturated job markets in cities, causing high levels of urban unemployment, particularly among youth. Among girls in urban areas, 49 percent migrated, mainly for school or work. When youth find jobs, boys earn roughly 50 percent more than girls, in part because girls are engaged in low-paying jobs, such as domestic work.⁸

Cultural factors, such as negative stereotypes towards youth and women, are a hindrance to decent work and create a double burden for female youth. A 2012 United States Agency for International Development (USAID) study identified a "common perception" that "youth have 'attitude' problems, with adults seeing age group (15-19) as unwilling to engage in self-employment or seek income-generating activities." Female youth face cultural barriers to acceptable and decent work due to early marriage, marriage abductions, drug and alcohol abuse, a gender gap in education, and high levels of gender based violence.⁹ Government social protection programs provide assistance to households, including those with youth aged 14-17, however, these programs cover only those areas designated as chronically food insecure. Beneficiary selection errors and lack of resources limits the ability to target all in need and do not directly target youth engaged in child labor. Referral systems to social protection services are also ineffective but have been activated within the E-FACE project intervention areas.¹⁰

Child labor represents a complex social problem caused by multiple, interrelated factors. The project has identified the following main causes of child labor in Ethiopia:

² "Research on documentation of workplace hazards and how to regulate standards in the informal sector in central and southern Ethiopia", University of Gondar, 2013

³ Guarcello, L., Lyon, S., & Rosati, F. The Twin Challenges of Child Labor and Youth Employment in Ethiopia. UCW (Understanding Children's Work), 2006.

⁴ Idem, 4.

⁵ Idem, 3.

⁶ Idem, 4.

⁷ Oumer, J. The Challenges of Free Primary Education in Ethiopia. UNESCO. 2007. pgs 14, 16, 21, 27.

⁸ Erulkar, A. Ethiopia Youth and Gender Survey. The Population Council. 2009- 2010.

⁹ Margaret G. Greene, et al. USAID/Ethiopia HAPN Gender Assessment. USAID. May, 2012. pgs 11, 17-8. http://pdf.usaid.gov/pdf_docs/pnadz283.pdf.

¹⁰ Project to Address Exploitative Child Labor in Ethiopia, 4.

- Low retention and completion of secondary school;
- Limited access to decent employment opportunity;
- Precarious livelihood conditions of households;
- Limited community engagement and leadership opportunity for youth; and
- Ineffective social protection system to address child labor issues.

Annex 1 provides a graphical representation of these problems and their contributing factors, as discussed in detail below.

1) Low retention and completion of secondary school

The education system in Ethiopia is characterized by low retention, transition and completion rates at the primary school level, which has led to low enrollment in secondary school. In Amhara, student enrollment in secondary school is 19.4 percent and in SNNP it is 21.9 percent (MoE, 2013). Weak transitions from upper primary to secondary education as well as teacher-centered/traditional instructional methodologies have contributed to the low retention and completion rates of students at secondary level.

Primary school completion rate is as low as 52 percent as surveyed in 2010 and application of learner-centered instruction is not strong in Ethiopian schools. Only 33 percent of students transition from grade 8 to secondary level education. Students after grade 8 face various challenges to continuing with secondary education; including, low family incomes that are unable to support educational costs. Many youth drop out of school and become involved in animal herding and farming activities. For girls in particular, early marriage and a lack of family support for continuing their education are factors. Some youth also migrate internally or outside of Ethiopia in search of work (Ethiopian Young Adult Survey, Population Council, 2010).

Regions		Primary completion rate	1 st cycle secondary school enrollment	Under 18 marriage	Grade 8 pass rate
Amhara	Female	60.5%	21.9%	63%	82.7%
	Male	53.2%	17.0%	18%	81.5%
	Total	56.86%	19.4%	40.5%	82.1%
SNNP	Female	61.6%	20%	33%	65.9%
	Male	69.1%	23.8%	4%	69.2%
	Total	65.35%	21.9%	18.5%	67.55%

Source: Ferede, A., et al. *Ethiopia Young Adult Survey: A Study in Seven Regions*. Population Council, 2010.

There are also significant numbers of children and youth who are out of school (never been in school or dropped out for long periods of time) due to various reasons. These children and youth are at lower

grade levels, unable to access educational opportunities partly because of the lack of access to non-formal education in the project target areas.

Teacher-centered instructional methodology

Teachers in Ethiopia primarily use traditional teaching and learning practices due to inadequate training for teachers on learner-centered instructional methodologies, large class sizes and inadequate school facilities. Among primary and secondary schools, 28 percent do not have libraries, 18 percent do not have water, 17 percent do not have electricity and only 19 percent have internet access; these factors significantly limit use of interactive teaching and learning approaches (Education Statistics Annual Abstract, 2013). These conditions also hamper the active participation of students with their teachers and peers according to their learning abilities and needs.

Low family income to afford education expenses of children/youth

Household poverty levels mean that many families are unable to afford basic school costs for their children (e.g., school uniforms, stationery, reading and reference books, sanitary napkins for girls). Youth often need to drop out of school to engage in economic activities such as cattle herding, farming and domestic work, and girls are often forced into early marriage. Youth and families do not value the importance of an education and consequently are not encouraged to return to school. This is due, in part, to a lack of awareness of child labor issues as well as inadequate support systems; for instance, tutoring sessions for students who have been absent. The lack of support systems adversely affects retention and reintegration of students (social assessment in education of Ethiopia, 2010). According to a UNICEF and Ethiopian Ministry of Education (MoE) study on the situations of out of school children in Ethiopia (2012), the dropout rate in the 1st cycle of secondary education is 16.7 percent and 18.2 percent for Amhara and SNNP regions respectively.

Gender and disability insensitive learning environment

Participation of learners with disabilities is as low as 0.3 percent in secondary education. Out of 1,542,242 enrolled first cycle secondary school students, only 4,979 are students with disabilities (MoE, 2013, Education Statistics Annual Abstract). The low participation is due to harmful traditional practices, for example parents prefer to hide their children at home rather than to send them to school because disabilities are considered to be a curse from God. It is also due to lack of awareness of the importance of inclusive education for all children and youth, and gender and disability stereotypes. Other factors include limited resources to create gender and disability friendly learning environments for boys and girls, including youth with disabilities. Limited access to assistive devices also restricts the education of youth with disabilities.

Early marriage and child labor are also key issues for school age children and youth who are out-of-school, have dropped out, and/or have low performance in their education. Early marriage for children and youth under 18 years in the Amhara and SNNP regions is 63 percent and 33 percent respectively. The grade 8 pass rate for females in the SNNP region is just 65.9 percent, which is partly due to migration of girls to urban areas of Ethiopia and abroad to seek jobs.

Community engagement and participation

Low parent and community awareness of the importance of regular school attendance of youth leads parents to prefer their children be engaged in domestic household chores and/or economic activity than

in education. Weak Parent, Teacher, Student Associations (PTSAs) and Child Protection Committees (CPCs) provide limited follow-up and support for learning progress of students. Also, school systems are not necessarily open to community involvement, which adversely affects the learning outcomes of students, especially girls and youth with disabilities.

2) Limited access to decent work opportunities for youth

A range of factors have contributed to limited access to decent employment opportunities for youth, including limited marketable skills (technical and employability skills), limited access to financial services and self-employment opportunities, and unsafe/hazardous working conditions.

Overview of the causes for limited marketable skills

High population growth (2.8 percent per annum), a high urban youth unemployment rate (24.1 percent) and the inability of the economy to absorb the ever expanding labor force— particularly due to slow growth of the manufacturing sector and high dependence on rain fed agriculture – are some of the main challenges for Ethiopian youth to secure decent work opportunities. The situation is more challenging for young workers (ages 14-17) with limited marketable skill to secure decent work in the few available private and public employment opportunities. The main factors that hinder youth to access marketable skills include:

- a) Training institutions are not easily available in their residential areas, and even if they are available, their entry requirements (such as completion of 10th grade, minimum entry grade, cost sharing), registration fees and other related expenses are not easy affordable by youth living in poverty.
- b) Regular Technical and Vocational Education and Training (TVET) training schedules (1-3 years) are not suitable for young workers who have additional responsibilities to support their families and themselves by engaging in formal/ informal employment opportunities. Due to resource limitations and unavailability of training curricula that fit the needs of young workers (aged 14 - 17), the trainings offered by TVETs tend to focus on regular program students and are not short-term trainings.
- c) Trainings offered by the TVETs are not responsive to labor market demands. For example a study conducted by an Amhara TVET agency in 2013-14 indicated that 33 percent of youth who have completed the TVET trainings were not successful in gaining employment in the vocational area in which they were trained, or in other related fields. There is a real need for market assessments in the area of marketable skills.
- d) Youth have limited opportunities to access apprenticeship programs to learn skills of interest through on-the-job training. This is due, in part, to the lack of adequate industries and businesses that engage in these types of apprenticeship programs.
- e) Employability skills trainings such as job searching, CV writing, networking, etc. are not provided by formal and informal training institutions. This also limits the success of TVET graduates in securing decent work.

Lack of Access to Financial Services and Entrepreneurial Opportunities

Engagement of young workers in decent work through self-employment opportunities in the informal sector is also highly constrained due to low levels of education among young workers, weak entrepreneurship skills and limited access to youth friendly financial services. However, there are more than 30 micro finance institutions in Ethiopia that provide different financial services such as savings, loans, insurance and other services to low and middle income groups. Little effort has been made to develop appropriate youth friendly products that fit the needs of youth in the 14 -17 age group.

Overview of the causes for youth working under hazardous working conditions

Young workers with limited marketable and entrepreneurship skills have difficulty securing decent work and are often forced to take hazardous work in the informal sector to sustain their livelihoods and support their families. Young workers in hazardous working conditions can be linked to several factors such as:

- The limited awareness of young workers, the community and business owners, and government (MoLSA/BoLSA) staff on Occupational Safety and Health (OSH), decent work standards, and Child Labor;
- Limited engagement of the community and other concerned bodies on Child Labor issues; and
- Weak workplace inspection and reporting systems.

3) Precarious livelihoods conditions of Households (HH)

Precarious household livelihoods conditions including (households with no productive resources such as land, livestock (ox, sheep, donkey, horses), those that live with depilated house without adequate light, and ventilation, and those who cannot afford to buy school materials, and/or provide daily meals and basic health care for their children). The factors leading to precarious livelihoods can be broadly categorized into limited HH income, limited employment opportunities, and limited access to ongoing livelihood improvements programs, including:

- **Limited household income:** More than 85 percent of the Ethiopian population is highly dependent on subsistence agricultural activities that use Child Labor to supplement shortfalls of HHs earnings. The underlying causes for low HH income is low access to and control of important livelihood resources. This is due to low education levels (high illiteracy); low knowledge of improved agricultural practices and technologies; small landholdings; low livestock ownership; low savings; high vulnerability to hazards such as drought, floods, infestations and disease; seasonal fluctuation of prices and limited access to social, financial services and market outlets.
- **Limited employment opportunities for household members.** Lack of employment opportunities in the formal sector is constrained by high levels of illiteracy among HHs and limited education and skill-development opportunities, such as adult literacy programs. The possibility of diversification and intensification of income sources is hindered by limited access to capital or additional financial resources, and the absence of business development services for HHs.
- **Limited access to ongoing social protection programs** from the government, such as the Productive Safety Net Program (PSNP) and the Household Asset Building Program (HABP). Due

to insufficient awareness and education, poor HHs with child laborers may not recognize their eligibility for receiving support. Another contributing factor is weak integration and coordination among the different actors (Government Officials (GOs), Non-Governmental Organizations (NGOs) and civil society) involved in the social protection programs.

4) Limited community engagement and leadership opportunities for youth

Limited youth leadership skills

Lack of leadership and life skills training

The majority of youth in Ethiopia are not able to access leadership and life skill trainings. Youth are not aware of their leadership skills or other skills that can be acquired through training and practice. As a result, they are not aware of the role they can play as active members of their community and consequently don't recognize that there are alternatives to child labor. There are several factors that contribute to low levels of youth leadership and participation at the household and community levels, such as:

- **Limited resources:** Most youth-focused organizations at the community level do not have sufficient resources and budget to provide leadership and life skill trainings for youth. Moreover, limited skilled workforce to train youth in leadership areas is common in most parts of the project target areas. Additionally, empowering youth through leadership training is not believed to be as important as investing in adults, and as a result, resources are not allocated to building youth leadership at the community level.
- **Views of community:** Communities are unaware of the benefits and importance of engaging youth in community issues and decision making. Likewise, the community is not aware of the benefits and contribution of youth leadership or its long term benefits to the country's development and future.
- **Cultural barriers and taboos:** Most Ethiopian youth grow up in a culture where youth are not encouraged to be leaders at home or in the community. This kind of mindset discourages Ethiopian youth from community participation and building their leadership skills. Investing time and money in youth is often considered unnecessary at a household or community level.

Limited space to practice their leadership

Another major factor that contributes to limited community engagement and leadership opportunities for youth in Ethiopia is limited space for youth to practice their leadership skills. As mentioned, the community views toward youth, including cultural barriers and taboos, create a challenging environment for youth to contribute to community activities and decision making and to build their leadership experience.

Low-functioning structures and mechanisms that engage youth in community activities:

- **Inactive youth led group in the community:** Most Ethiopian youth are not engaged in community activities or encouraged to be part of community activities. This is due to the factors mentioned below:
 - **Low motivation and opportunities:** Most youth are not motivated to get involved in a community activity due to lack of initiatives related to youth issues.
 - **Poor networking and lack of support from role models:** The youth are not well connected to the role models that are within their community who are the key players in keeping the youth engaged.
- **Dominance of adults in the existing community structures**

Youth are not encouraged to engage in community activities or to be a part of decision making processes. Furthermore, almost all discussions on youth issues are conducted by older community members without the input of youth themselves.

- **Ineffective youth federations, clubs, groups**

Most youth-focused clubs, groups or federations are not actively providing services that enhance youth abilities to grow in their leadership skills. Youth also are not aware of how they can build their leadership abilities. The following two factors contribute to this:

- **Inadequate understanding about group or club participation benefits:** Youth are not aware of the benefits of attending or being part of youth related clubs or groups. It can be difficult to maintain youth related groups/clubs throughout the school year due to lack of interest from youth and/or approaches that do not interest and engage youth so that they experience the benefits of involvement.
- **Limited resources and/or support:** Youth are not able to get enough resources to be part of a fully-functional club, group or federation. Sometimes families and communities are not supportive of youth's participation in these types of clubs/groups.

Youth are not aware of their roles in the community

Due to many internal and external factors, Ethiopian youth are not aware of the need for their involvement and the roles they can play in their communities. Contributing factors include:

- **Inadequate youth understanding about their community:** Youth lack understanding about their community and the issues that it faces. Most youth don't know what their community offers and what it lacks. Youth do not see their community as a place that they can practice their leadership.

- **Lack of self-awareness:** Most youth between 14 to 17 years old are not self-aware. Leadership skills start from knowing oneself in order to lead others better. Youth are not well educated to learn more about themselves in different trainings at home or school.
- **Cultural bias against gender equality and disability inclusion:** The cultural bias against gender equality and inclusion of persons with disabilities has led to communities discouraging these youth in particular from identifying and participating in their communities. In most regions of Ethiopia, young women are not encouraged to develop their community participation due to gender discrimination. Youth with disabilities are often marginalized and the importance of their participation and contributions to their communities are not recognized or valued.

5) Ineffective social protection system to address child labor issues

A survey conducted in 2001 by MoLSA, the Central Statistics Agency and the International Labor Office (ILO) shows that the child labor rate in Ethiopia is one of the highest in the world, with 84 percent of the country's children engaged in economic activities that may be regarded as child labor. It was also found that more girls than boys are involved in domestic work, and more boys than girls participate in paid economic activities. Poor households in Ethiopia tend to use the income from their children's work as a coping mechanism during seasonal or permanent shocks and vulnerabilities. The main contribution children make to their families' survival is usually through their work, whether paid or unpaid. This often demands their full time and energy, affecting their participation in activities that are important for their development such as education and play. The majority of children work in the informal sectors, which include agriculture, domestic work, and public transportation in hazardous conditions, such as: long working hours under scorching sun and wind.¹¹ The increase in the number of illegal human trafficking and migration from rural to urban areas are other contributing factors to the occurrence of hazardous and worst forms of child labor in Ethiopia (Ibid).

Weak Institutional Capacity and Community Based Child Protection System

The lack of institutional capacity and the ineffective community-based child protection system has resulted in an ineffective social protection system to address child labor issues in Ethiopia. Even though the government of Ethiopia enacted a labor law that prohibits the engagement of young workers in hazardous work and ratified various ILO conventions, the country lacks inclusive legal frameworks that protect all working children. The Labor Proclamation and the "young workers proclamation" issued by MoLSA (2013) do not cover unpaid work or work performed in the informal sector, where many children work in hazardous conditions.¹²

Weak Institutional Capacity

Institutional capacity to enforce existing legal frameworks towards child labor prevention is ineffective. According to MoLSA (2013), national activities undertaken previously and ongoing efforts to prevent child labor in the country have the following major constraints:

- conceptual and definitional problems;

¹¹ www.younglives-ethiopia.org

¹² <http://www.dol.gov/ilab/reports/child-labor/findings/2013TDA/2013TDA.pdf>

- are scattered, lack coordination among legislative and law enforcement bodies, and are not led by policies and programs;
- have not included the participation of employers, employee organizations, NGOs, and children;
- are not successful in bringing attitudinal change, mobilizing the community, or raising community awareness;
- are not founded on concrete evidence and research;
- lack organizational structure and capacity of enforcement bodies at various levels in dealing with child labor issues; and
- lack follow up/ monitoring of cases

Limited capacity of labor Inspectors and law enforcement bodies: MoLSA is the primary federal agency responsible for labor inspections, which are organized through federal and regional offices. Nevertheless, it has no office or individual that is dedicated to child labor inspection. Moreover, labor inspectors do not have the authority to impose immediate sanctions and fines can only be issued by court or labor relations boards which have a heavy backlog of cases (USDOL, 2013).¹³

The limited institutional capacity to effectively implement legal provisions to combat child labor is due to: a lack of training for labor inspectors on how to present evidence to courts, low awareness and limited conceptual understanding of child labor, a lack of simple and relevant reporting and referral processes at all levels, limited resources, and a lack of disaggregated data on the current status of child labor cases (MoLSA, 2013).

Ineffective child birth registration mechanism: In order to prevent the recruitment of children for hazardous work and the worst forms of child labor, it is important to ensure that all children have birth registration and that this is part of the country's legal framework and institutional structure. In 2013, the government of Ethiopia established the Vital Events Registration Agency to assist with the registration of births and rollout of the Proclamation; however, the agency is not effective in registering all children and many grow up without registration documentation, which makes them vulnerable to traffickers and child labor recruiters.

Weak Community Based Child Protection System

The lack of an effective community based child protection system is another significant factor adversely contributing to the prevalence of child labor. Children are often seen as social insurance by their parents and by the community in general. Therefore, when livelihoods suffer and other shocks and vulnerabilities occur for adult caregivers, children are the prime victims by assuming responsibilities to contribute to the family's income and being denied their right to adequate care from their families, including food, education and play.¹⁴

¹³ <http://www.dol.gov/ilab/reports/child-labor/findings/2013TDA/2013TDA.pdf>

¹⁴ www.younglives-ethiopia.org

From World Vision’s E-FACE project experience as well as primary observation working with various communities, the ineffective community based child protection system is due to several factors, including: a lack of community engagement due to lack of awareness of child labor issues; limited experience regarding volunteerism in a formal setting; inexistence of and lack of experience with community by-laws, high demand for incentives for volunteers; and a lack of community based child rehabilitation centers for child survivors of abuse.

SECTION II: THEORY OF CHANGE

This section of the CMEP describes the E4Y project Theory of Change (ToC), which enables project staff and partners to have a clear understanding of how anticipated project results and social changes will be realized during the course of implementation and at the end of the project.

A. Narrative of Project’s Theory of Change

Any project should have a ToC that is a specific and measurable description of a social change initiative that forms the basis for strategic planning, on-going decision-making and evaluation. The ToC is a map of a dynamic set of ideas that defines all building blocks, such as outcomes and results, required to bring about a given long-term goal.

The E4Y project ToC provides a roadmap to reaching the ultimate project objective of “Reduced child labor among youth ages 14-17 in target areas of Ethiopia.” This can be described as follows:

Reduced CL among youth aged 14 to 17 = Increased retention and completion of formal school by youth, especially aged 14 - 17 + Enabling youth to secure decent work + Improving HHs livelihoods + Engaging youth in leadership, community issues & their future + improving social protection system to address CL

High dropout & low performance of children+ Low access to decent work + HH poverty + inadequate social protection system

The project will enable target youth to have access to education services appropriate to their age and capacity which will help them to remain in school longer and reduce their exposure to child labor. This means that children who have never been in school will pass through an accelerated learning program. Their capacity needs to be evaluated after the program but before they join the formal education. The project anticipates more than 8,000 of the 12,000 targeted youth will register for formal education support services. Therefore, education is a key component of the program’s strategy to reduce child labor. The project will create an opportunity for children out of school to acquire marketable skills training and participate in apprenticeship programs to enable them to secure decent work. Moreover, the project aims to tackle the root causes of child labor through improving the livelihood of families of targeted children. Youth should also participate in community issues and need to be equipped with leadership capabilities to combat child labor and issues that affect their future. The social protection

system needs to be improved through enhanced institutional capacity and mobilizing the community to address child labor issues.

B. Result Framework and Description of Key Activities by Project Outcomes

The E4Y project objective (*reduced child labor among youth aged 14-17 in target areas of Ethiopia*) will be achieved through a comprehensive results-based strategy, meant to address the root causes of child labor identified in the problem analysis. This strategy will include the following interventions: (Detail graphical illustration of the Result Framework is found in **Annex 2**)

- **Education result stream;**
- **Increased youth employment opportunity result stream;**
- **Household livelihood improvement result stream;**
- **Youth leadership skills enhancement and community engagement result stream; and**
- **Social protection system enhancement to address child labor result stream**

Education Result Stream Analysis

The project intends to improve learning outcomes of youth at the secondary education level so that youth reach their educational potential. The project aims that target children be retained in school and complete formal school through the use of improved learner-centered instructional pedagogy. The project also focuses on children who are out of school to access and complete school readiness and transition programs to continue their education and reduce their vulnerability to child labor. Moreover, systematic education support programs will be introduced to assist children to be able to stay in school and help them to consistently attend and actively engage in their learning. Positive core community groups will help increase participation of girls and youth with disabilities through improved awareness and attitudes towards education of such marginalized groups of youth.

IO 1: Increased retention and completion of formal school by youth, especially females aged 14-17

If youth consistently attend and remain in school, the probability of their engagement in child labor reduces. Research conducted on the situation of out of school children in Ethiopia in 2012 states that 34.3 percent of out of school children are engaged in productive activities and 17 percent of out of school children are engaged in household chores. Even among those children in school, 17.8 percent and 16.4 percent of these children are engaged in productive and domestic activities, respectively (MoE and UNICEF, 2012). Moreover, approximately two thirds of boys and girls who study in grade eight do not continue to grade nine as a result of poor performance and lack of school facilities. Therefore, youth are more likely to continue their education as they perform well in school. As a result of this, the project will focus on assisting low performing students to be able to consistently attend, and complete their education, which will have a direct impact on reducing child labor exploitation in the target areas.

The project is planning to support targeted children to remain in school and complete grade 10 through the following sub-objective strategies:

- Increased use of interactive/learner-centered instructional methodologies by teachers in the target schools, youth will be more engaged and will receive education that is tailored to their needs, particularly those who are at risk of CL or who are reintegrating into formal education.
- Increased completion of school readiness and transition program in target areas through accelerated teaching approaches.
- Increased education support programs for youth for items such as: school uniforms, stationery, reference/textbooks, sanitary pads for female youth, assistive devices for youth with disabilities and systemic tutorials augmented by pre-test and post-test techniques to ensure enrollment, attendance and retention. Peer-to-peer learning will also be encouraged and practiced in the target schools.
- Increased community support towards improving enrollment and attendance of girls and youth with disabilities through active participation of community core groups (PTSA, CPC and Community Care Coalition (CCC)) on issues related to gender gaps, friendly school environment, disability access and relations between teachers and students, and parents and children. The project will also increase enrollment and regular attendance of girls and youth with disabilities through improved awareness of families and community core groups to strengthen participation of target youth in school clubs, which will help students to be retained and perform better in secondary education.

Supporting objectives contributing to achieve the intermediate objective

IO 1.1: Increased use of interactive child-centered instructional pedagogy in targets schools

The traditional lecture-based instructional method has been a challenge for children who are at upper primary (grade 5 to 8) and high school for the past few decades. Children get bored quickly and have difficulty focusing on and retaining the material. Currently there is an effort to move from the lecture method to a more interactive, instructional teaching methodology across the country's education system. This emerging practice should be supported by projects like E4Y as a tool to improve the quality of education so that vulnerable children have more opportunities to perform well in school and complete high school.

The E4Y project will make sure that interactive child-centered instructional pedagogy is in place across its operational target schools. Teachers will be trained and equipped with interactive instructional methodology to realize active participation of students, promote positive interaction between teachers and students, and encourage peer to peer support. When teachers are trained on and implementing an inclusive instructional methodology, they will be better able to respond to the diverse needs of learners, and employ interactive processes that will help learners engage with the material. Trained teachers will be able to manage the classrooms according to the different learning abilities and needs of children, including appropriate sitting arrangements. This will result in children being attracted and remaining in school, thereby being motivated to achieve better result in their academics.

Students with diverse needs and learning paces will benefit from the student-centered learning environment (based on their needs and abilities) and this will increase the interest and learning outcomes of students, i.e. increased retention, promotion and completion rates of students. A learner-friendly environment will be employed by improving the relationship between learners and teachers in

the classroom, among and between learners, as well as with the school community as a whole through improved access to appropriate services. Services will help children be more interested and engaged in order to stay in school, and stay motivated to complete their education.

IO 1.2: Increased enrollment of out of school youth

- School teachers and facilitators will be equipped with accelerated teaching and learning methodologies to target youth who have never been in school and/or dropped out from school. Youth will receive motivational and readiness support during a summer camp and continued accelerated teaching and learning support from target teachers and facilitators to help them enter or return to school.
- Target youth will receive important motivational and life skills training regarding their rights and responsibilities within their family, community and schools. The intention of the life skills training is to give children psycho-social support (such as improved self-esteem) to return to formal school. For this reason, these skills are included in IO1.2 as well as IO2. Youth will engage in activities to help them actively participate in their own lives and community affairs, grow responsibly, develop self-awareness, promote creativity, and work independently through the use of the Aflateen¹⁵ methodology.

IO 1.3: Increased education support (includes inclusive support for youth with disabilities, tutorial and scholastic material)

- Youth who cannot afford basic educational costs such as: school uniforms, stationery materials, text/reference books and sanitation pads, will have these items covered in order to reduce barriers to consistently attending classes, to remaining in school throughout the academic year and to successfully progressing to the next grade. These vulnerable groups of youth have different burdens at home and in their community that require additional support to catch up with their classmates. This project will provide systematic tutorial support using pre- and post-test techniques. This support will help students continue their education with increased readiness and confidence and equip students to receive an education effectively the same as their peers.
- Youth with disabilities will have access to assistive devices such as: wheelchairs, and braille to help them continue their education with their peers.

IO 1.4: Improved community attitude towards education of girls and children with disabilities

In order to increase enrollment and attendance of vulnerable youth, particularly girls and youth with disabilities, strengthening the capacity of core community groups to encourage parents and communities towards education of these youth is critical and includes:

- Parent Teacher Student Associations (PTSAs), which represent parents, teachers and students, will be equipped with knowledge and skills on how to mobilize the community to support the education of girls and youth with disabilities and for parents to send and support their children

¹⁵ The Aflateen program is a curriculum created by the Aflatoun secretariat that brings social and financial education to youth worldwide. Tailored specifically for this developmental phase, the Aflateen program not only teaches about finance but also encourages young people to question the world around them.

in school. Parental education on how to do follow up on the attendance and education performance of their children will be provided.

- School communities, as key actors for inclusive education, will be made aware of the value of education for these target youth through school clubs that will promote education of girls and youth with disabilities. Participation of youth with disabilities as club leaders and members will be realized in the school clubs through media. The project will support the club in the form of materials and supplies.
- Community awareness raising around harmful traditional practices (HTP) such as gender and disability stereotypes towards the education of girls and youth with disabilities will be conducted with core community groups to help carry out community conversations on the adverse effects of early marriage and discrimination of people with disabilities. The PTSA, CPCs, and Core Community Committees (CCCs) will be key actors in facilitating community conversation/dialogue on the education of female youth and youth with disabilities.

Youth Employment Opportunity Result Stream Analysis

The logic behind this result stream is based on the assumption that most children who are out of school choose to work rather than continue their formal education. These children may be subjected to different kinds of hazardous child labor and unsafe working environments, due to lack of employment opportunities for decent work. Children often do not have options regarding the type of work they engage in. Therefore, once legally working children choose to work, it is very important to make sure that these children are able to secure decent work in conditions that do not jeopardize their health or physical, spiritual, mental and social development.

Securing decent work opportunities for young workers entails improving their marketable skills, which leads to enhanced employment opportunities within safe and healthy working environments that respect their right to work/in employment opportunities that comply with local regulations (working hours, pay, health care and other entitlements).

IO 2: Youth secure decent work

The E4Y project will achieve this intermediate objective by developing activities that enable young workers to improve their marketable and technical skills, entrepreneurship skills, and financial management skills to improve their working conditions. In order to ensure youth secure decent work opportunities the project will work towards the following supporting objectives /strategies:

- **IO 2.1: Increasing access to financial services by youth:** the project will support young workers to access microfinance services through the Village Saving Youth Association (VSYA) model. Young workers will be trained on how to establish groups, manage groups, develop bylaws, and start saving schemes. This will lead young workers to develop sound financial management skills for how to manage financial resources, plan, budget and save for the future to invest in decent employment opportunities.
- **IO 2.2: Improved marketable & technical skills of youth:** the project will provide options for decent work through TVET facilitated short term technical trainings that fit youth needs and interests, job placement, and apprenticeship for young workers aged 14 to 17. This will lead to the gradual withdrawal of young workers from CL as they use their new skills to find decent

work or to start self-employment in decent work areas. The project will also offer employability skill trainings such as job searching, interviewing and CV writing during summer camps for young workers who may choose to take advantage of the skill trainings to find better jobs. A thorough market assessment will be conducted prior to setting up the trainings. This will help identify marketable skill trainings, apprenticeship opportunities, and help develop an appropriate training curriculum for youth. Capacity building support such as trainings for TVETs instructors and materials support based on the need assessment will be provided for TVETs that will be identified to participate in the short term trainings for young workers. This capacity building support will increase the number of short-term marketable technical training opportunities for young workers so that they can more easily secure decent employment.

- **IO 2.2.1 Increased capacity of TVET centers to provide short term skill trainings:** According to the preliminary macro-assessment on TVETs capacity to deliver short term trainings, most of the TVETs in the operational area either lack machinery or teachers to provide the service that the project sought to provide to its beneficiary youth. Moreover, these TVETs do not have curriculums for short term marketable skills rather they tend to focus on long term trainings that ends ranging from one to four years. As a result of this, the project planned to provide capacity building training for TVET instructors and support TVETs to develop short term training curriculums, especially in fields where the project beneficiary youth are going to enroll. Besides, the project intends to provide machineries, tools and materials that are necessary for the TVETs to provide short term marketable skill. These supports enable beneficiary youth trainees to acquire quality short term marketable skill during their stay in these TVETs. And, when they graduate, they remain competitive in the market which will lead them to obtain decent work.
- **IO 2.3: Improved entrepreneurship skills of youth:** the project will offer entrepreneurship packages that include business and life skills training, mentorship, savings-led financial services, and start up support for young workers who may choose to start their own business. These trainings are different from the life skills trainings of the education beneficiaries because these skills target a financial incentive model rather than self-esteem issues. The findings of the market assessment will also inform existing market gaps and future opportunities for young workers who may be interested to start their own business. These packages will facilitate the withdrawal of young workers who have been engaged in exploitative child labor.
- **IO 2.4: Increased Income Generating Activities (IGA) access through micro-franchising opportunities:** the project will work with private sector entities (business communities) to develop and pilot test micro-franchising models for young workers as IGA. Young workers linked with the pilot micro-franchising models will receive start up inventories and regular technical trainings and counselling support. This will increase employment opportunities for young workers who are engaged in exploitative work conditions.
- **IO 2.5: Improved working conditions:** Majority of young workers in the project target areas are employed in works such as: waiter, herding, domestic and construction works. This being the case, the project will work with the private sectors (formal and informal) that mainly hire young workers, to improve the working conditions of young workers. Businesses owners will adhere to

a code of conduct aimed at eliminating CL, eliminating occupational safety and health hazards, and ensuring decent work conditions for young laborers. Young workers will be made knowledgeable of safety codes of conducts so that agreements may be established in each workplace regarding OSH standards and fair working hours and wages. This will lead to improved working conditions for young workers who may not be able to leave these sectors easily.

- **IO 2.5.1 Increased awareness by youth and BOs on OSH issues and standards:** According to the study made by University of Gondor on workplace hazards and regulations of standards from the previous USDOL funded E-FACE project, *“...almost all of the sample children and employers in the study rarely knew the national labor laws and occupational safety standards...”* (UoG, 2013)¹⁶. This indicates that there is a need to increase the knowledge base of working children and business owners on child labor policy and OSH standards. The E4Y project plans to develop OSH standards training module in collaboration with University of Gondor and MOLSA to increase the level of awareness among local government stakeholders, business owners and working children through workshops, discussion forums, training, campaigns, community radio messaging and other medias. As the level of awareness gets improved business owners will at least be responsible to provide the minimum requirement for their employees in relation to workplace hazards. On the other hand, working children will be able to know the minimum standards of OSH and demand for it as well as protect themselves from hazards in their workplace by their own means.

Household Livelihood Improvement Result Streamline Analysis

IO 3: Improved livelihoods for target households

Improving the livelihoods of HHs is critical in prevention as well as withdrawal of children engaged or at risk of engaging in CL. Poverty of HHs and low economic status in target woredas is one of the main reasons for children to engage on CL, therefore by addressing the key problems such as lack of access to financial services, lack of adequate income and lack of access to ongoing social protection programs in the HHs of young workers, the project will be able to achieve its objective.

The E4Y project will achieve this intermediate objective by developing activities that enable HHs to increase their income and improve their access to employment opportunities, financial services and ongoing social protection services.

In order to ensure improved livelihoods of HHs, the project will achieve the following supporting objectives /strategies:

- **IO 3.1: Increased access to financial services:** the project will support HHs to access microfinance services through VSLA models. HHs will be supported through trainings on how to form and manage groups, develop by-laws, start savings and develop loan funds and insurance schemes (social fund). This will lead to increased access to financial resources to start self-

¹⁶ Research report on “workplace hazard and how to regulate standards in the informal sectors, in central and southern Ethiopia” conducted by University of Gondor in coordination with E-FACE project in 2013.

employment opportunities that diversify and improve HHs income, assets, and provide consumption smoothing.

- **IO 3.2: Increased use of improved farm and non-farm practices:** in order to increase HH income, the project will work to increase access to IGAs through agro-input support for HHs of young workers engaged in agricultural activities. Technical assistance such as trainings on improved agronomic practices and technologies as well as input support will be provided to HHs to improve their yields and productivity. However, improving the productivity of the HHs alone will not ensure increased income unless there is a well-developed market system that links the outputs and input markets for poor HHs. Therefore, the project will conduct a value chain study to link poor HHs with effective markets. Over time, these activities will reduce the need for CL as HHs experience increased income from revenues generated by their agricultural activities.
- **IO 3.3: Increased access to social protection programs:** E4Y project will facilitate the inclusion of target HH within the government's social protection programs such as Productive Safety Net Program (PSNP) in order for them to benefit from a food-for-work or conditional cash transfer scheme¹⁷ as well as the health insurance scheme. Households will also be included in the Household Asset Building Program (HABP), which provides impoverished HHs with some assets as a means of improving livelihoods and creating an environment where beneficiaries can build further assets over time.

Improving the awareness of families towards child labor and its impact, along with helping them to secure their livelihoods through accessing various social protection services and livelihood programs will be one of the programs focus areas in fighting child labor. WV will link 750 vulnerable youth and households to the Household Asset Building Program and other food security programs, and the Complementary Community Investment Program (CCI) through direct referral and connection via CCC and CPC structures. CPCs will facilitate continuous community dialogue on community based social protection mechanisms as a part of the Community Conversations methodology. Within the 11 targeted woredas and three urban centers, WV will map all existing social protection services and government initiatives designed to support vulnerable youth ages 14-17 and provide this information to all project participants. Possible such programs include agricultural extension workers, health fee waiver, and government support for school and business start-up expenses. Ten meetings designed to provide technical support for the drafting of a national strategy for free legal aid and protection services will be offered at the woreda level to GoE institutions and CPCs. The E4Y Project will support community sensitization and linkages for 2,750 vulnerable HH to the GoE new community based health insurance (CBHI) scheme.

Youth Leadership Skill Enhancement and community engagement Result Stream Analysis

Currently youth are not actively involved in their communities or in decision making on issues that affect their lives in the regions where E4Y operates. Among the factors that inhibit youth involvement in community matters, the dominance of adults in leadership positions in government and community based institutions is prominent. There are also limited opportunities for youth to exercise leadership skills at an early stage within their families and community as a result of cultural barriers. Youth,

¹⁷ Families need to participate in soil and water conservation programs and other environmental and infrastructure development programs in order to be beneficial of the program

therefore, do not have the opportunity to participate in community issues such as addressing child labor, early marriage, and harmful traditional practices.

In order to address this, the E4Y project seeks to equip children with leadership skills to bring change in their engagement on issues that affect their communities and their futures. The project will work in the following sub-objectives to build youth leadership skills and community engagement to better address the challenges they have in relation to their capability to impact their future.

IO 4: Increased youth engagement and leadership on issues affecting their communities and their future

IO 4.1: Increased awareness by community leaders, families and youth of youth issues

In order to increase youth engagement and leadership on issues that affect their communities and their future, awareness about youth issues needs to be increased among community leaders, families and youth themselves. E4Y will create opportunities for youth to learn more about the community structures through different activities such as: community mapping, which will help youth to understand what is in their community and where to go whenever they encounter problems. Special focus will be given to girls and children with disabilities through girls and school mini-media clubs to empower them to participate in community matters. This project will also create a space to educate community leaders and members to have a positive understanding toward youth leadership potential and how community leaders can provide support to encourage youth leadership involvement in their community. Stimulating youth-focused dialogue at community and household levels will encourage youth to understand their roles in their community. Creating awareness among community leaders and members on youth issues will open doors for adults to accept youth leadership in their community.

IO 4.2: Enhanced leadership skills of youth

Enhancing leadership skills of youth will improve youth engagement and leadership on issues that affect their communities and their future. E4Y will provide leadership and life skills training for youth to learn about their leadership skills and potential, as well as how they can exercise their leadership roles in their households and communities. Moreover, youth will be equipped in leadership essentials and communication skills to be confident and able to represent themselves effectively within the community on issues that matters most for their lives.

IO 4.3: Strengthened network of youth clubs

Strengthened networks of youth clubs will help different youth groups, clubs and federations to create more youth-led community initiatives and activities for youth engagement in their communities. Creating different types of debate forums, youth will be encouraged and motivated to take part in their community, especially on youth issues. Adults will be encouraged to give more leadership responsibilities to youth and involve youth in decision making processes when youth become more active in their roles. The National Youth Federation will play a role of bringing youth networks together to amplify youth voices to address youth-related issues at the national level.

Social Protection System Enhancement to address CL Result Stream Analysis

IO 5: Social protection systems with improved capacity to address child labor

- **IO 5.1: Enhanced institutional capacity to address child labor issues:** In order to strengthen the social protection system at the national, regional and local levels to address the issues of child labor and exploitation, the E4Y project will be involved in building institutional capacity and increasing the effectiveness of the community based social protection system. The first result area will focus on strengthening the capacity of government institutions so that the enforcement of existing and newly developed inclusive laws, policies and guidelines related to child labor will be improved. Refresher workshops for 150 judges and law enforcement personnel on the ILO conventions and OSH standards will be used as a strategy for increasing the awareness and capacity of government officials to address child labor issues. Ten meetings designed to provide technical support for the drafting of a national strategy for free legal aid and protection services will be offered at the woreda level to Government of Ethiopia (GoE) institutions and CPCs.

Ethiopia's legal framework and labor inspection processes are identified as having major constraints in responding to the informal sectors where the majority of children are working and in showing adequate sensitivity to child labor issues. During E-FACE, WV supported the GoE to develop and publish the labor inspection guidelines. WV will build on this by holding five consultative meetings to support MoLSA/BoLSA to develop more detailed sector specific guidelines on child labor inspections that include both formal and informal sectors and their implementation. WV will also support MoLSA to organize four national workshops to enhance the implementation of the ongoing national action plan in eliminating child labor and supporting the development of its second phase with evidence-based recommendations. Mainstreaming the issue of child labor in the agriculture and education sector training manuals is another area the E4Y project will work in to enhance the government's capacity to effectively fight against child labor.

WV will provide 120 MoLSA/BoLSA representatives with instructional training on OSH and decent work standards. The child labor reporting system (CLMS) will also be strengthened through developing and sharing simple reporting formats for presenting cases to the legal institutions and tracking the actions taken, ensuring the inclusion of child labor issues in the government offices planning and reporting through follow-up and technical support, and enhancing the community's capacity to report child labor issues to the responsible authorities. WV will also use existing reporting structures created through E-FACE to monitor the work status of children and will build upon this system to both monitor beneficiary youth, and report on labor law violations.

- **IO 5.1.1 Increased capacity of government officials to enforce child labor laws:** though there is National Action Plan to combat worst forms of child labor nationally, it is seldom that this plan is translated into action to enforce the laws and regulations written in the law. This being the case, the project planned to provide refresher training on ILO conventions, community based social protection, child labor inspection guidelines, OSH and NAP for government officials to enforce the laws across their institutions. The implementations of child labor laws in the project area will be instrumental to convict those who violate the laws and appropriate thereby reduce the prevalence of child labor.
- **IO 5.1.2 Improved capacity of government to develop child labor related policies and guidelines:** in this sub intermediate objective, the project will organize policy and

guideline review workshops and act as moderator to capacitate higher level government experts to explore and review the opportunities and bottle necks of the existing child labor related policies and guidelines. This will enable the government to amend some of the existing strategies to combat against child labor and develop a new policies and guidelines.

- **IO 5.2: Strengthened community-based child protection**

To strengthen the social protection system, the project will work to increase the effectiveness of the community-based social protection system using strategies to enhance community engagement and establish/strengthen community structures.

The CCC platform is a foundational community structure for supporting multi-sectoral programming to ensure sustained child well-being for the most vulnerable boys and girls at the kebele level by mobilizing resources and enhancing community engagement. CCCs in Ethiopia bring together communities, churches, mosques and other faith-based organizations, government institutions and businesses to enhance existing structures that are designed to help the community. In addition, according to the MOLSA 2015 social protection strategy document, MoLSA technical and financial capacity to fulfill their responsibilities is very limited. The most important impact the project may have is by providing youth at-risk and engaged in WFCL a structure for protection and support using community resources. WV will mobilize the CCCs present in communities and support their development where they do not exist. In the process of strengthening/establishing the CCC, a series of steps will be followed which include preliminary institutional mapping; organizing community stakeholders meetings; forming a community care coalition; identifying engaged and at-risk youth; developing action plans; capacity building trainings on planning, monitoring and reporting and resource mobilization; and tutoring and mentoring. CCC members will sit on the CPCs established by WV and both groups will be supported by a vibrant youth group that has researched youth needs and has the ability to act to address these needs. At the start of a project intervention in the community, WV will inform the community of issues relating to child labor, interventions designed to be implemented by the project and identify with them how the community can work with the project to support and then sustain protection for target youth. During the project, CCCs with support from CPCs will be at the heart of Community Conversations. This is a methodology used by in Ethiopia since 2004 to address behavior change by promoting improved community development, creating a space for structures and sustained dialogue and action planning by community leaders and youth on issues related to youth and child well-being. The Conversations will provide a platform for female and male youth to present their separate perspectives to promote action on child rights, hazardous child labor, and violence against children and youth generally. To enhance community dialogue forums, WV will introduce a community dialogue manual and provide a Training of Trainers (ToT) for selected CCC and CPC members so that they can raise awareness through continuous community dialogue programs.

The CCC/CPC will mobilize the community to declare child labor free zones through conducting Stop Child Labor campaigns that will coincide with the National Child Labor Day, and by developing and introducing community by-laws so that the community members are held accountable for withdrawing children from child labor, refrain from putting children in hazardous work and conditions and report to the authority when they observe child labor

incidences in their localities. Community volunteerism will be also encouraged through the community dialogues and CPC structures so that the community can sustain the results gained during project implementation.

Both internal and external migration represent a real risk to young men and women of violence, death and trafficking. WV will primarily focus on bringing attitudinal change among youth and their families on choosing appropriate pathways for their development, informing them about hazards associated with migration, and enabling them to take informed decisions. Additionally, WV will adapt its Safe Navigator toolkit implemented in six Southeast Asian countries to provide youth with information and a pocket guide to enable them to avoid trafficking and the WFCL. This will include information on referral pathways to report gender based violence in workplaces – through government in the formal sector and community in the informal sector. To address the issue of migration, WV will provide information and a pocket guide with practical information on migration, checklists for pre-departure, departure, transit, and arrival, and contacts for protection and social assistance structures in both source and destination areas.

Research suggests that evidence of a legal framework or institutional structure is needed to ensure that all children are registered at birth in order to prevent the recruitment of children for the hazardous and worst forms of child labor. The government of Ethiopia in 2013 established the Vital Events Registration Agency to assist with the registration of births and rollout of the Proclamation. In reality, the agency is not fully functioning in this area and children continue to grow up without being registered, which makes them vulnerable to traffickers and child labor recruiters. Therefore, the E4Y project will build the capacity of Kebele administrative bodies in applying the law, assisting children to get their birth registration certificate, and educating families on the importance of registering their children at birth. WV will support CPCs to provide 7,200 youth and targeted households access to vital birth registration services. This involves paying the reduced fee and getting photographs taken.

SECTION III: PERFORMANCE MONITORING

A. Purpose and Use of the Performance Monitoring Plan

The Performance Monitoring Plan (PMP) is the integral part of the CMEP which has versatile use in the course of implementing the CMEP. The purpose of the PMP is to facilitate easy monitoring and evaluation of the project objectives that are intended to be achieved by the end of the project. It is a matrix that identifies the project result in relation to their performance measuring indicators. It also defines the performance indicators and provides detailed description of how these indicators are measured and calculated. Moreover, it indicates where the data source is located for specific result objective and how frequently indicator measurements can be acquired along the life span of the project. It also states who is responsible to collect and analyze the data, reporting frequency, and the analysis and use of data.

The major objective of the PMP is to track project results through measuring the indicators thereby ensuring that the project is on the right track and to check whether there is unforeseen changes during the implementation of the project. The E4Y project will use the PMP as a handy management tool,

ensuring that the project staff collect data that meet all data quality requirements: validity, reliability, timeliness, precision and integrity. Therefore, the PMP ensures the following main functions:

- Accountability, as it clearly identifies the roles and responsibilities of staff involved in data collection, validation and analysis;
- Track project result progress, as it facilitates the data analysis process because each indicator is defined and data disaggregation is well documented;
- Transparency, for it facilitates timely monitoring and reporting of results across partners; and
- Learning, as it helps to track changes made over time.

World Vision and its partners jointly set key performance indicators to measure change at the outcome and output level, according to the result framework identified in the E4Y project ToC. In addition to project-specific indicators, the PMP also includes the OCFT common performance indicators, as well as other standard indicators for tracking beneficiaries and monitoring children's work and education status.

The E4Y's PMP is presented in full in **Annex 5**. The following section shows an Indicators List in relation to a summary of the strategic objectives, and outputs that are included in the PMP.

B. Project Results and Indicators Table

Project Objective: Reduced CL among 14 to 17 years old youth in target areas
CLP¹⁸ 1: Percent (%) of children aged 14 to 17 in target area engaged in child labor
POH 1: Percentage (%) of beneficiary HHs in target area with at least one child engaged in child labor
POH 2: Percentage of beneficiary households in target area with at least one child engaged in hazardous labor (HCL)
POH 3: Percentage (%) of beneficiary households in target area with at least one child engaged in WFCL
POC 1: Percentage (%) of beneficiary children aged 14-17 engaged in child labor in the target area
POC 2: Percentage(%) of beneficiary children aged 14 to 17 engaged in hazardous labor (HCL) in target area
POC 3: Percentage (%) of beneficiary children aged 14 to 17 engaged in WFCL in target area
IO 1: Increased retention and completion of formal school by youth, especially females aged 14-17
OTC 1: % beneficiary youth that have completed grade 10
POC 4: % of beneficiary youth aged 14 to 17 who regularly attend formal education during the past six months.
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational services

¹⁸ CLP: Child Labor Prevalence

IO 1.1: Increase use of interactive child-centered instructional pedagogy in target schools
OTC 2: % of teachers who applied child-centered instruction methodology in target schools after receiving the training.
IO 1.2: Increased enrollment of out of school youth
OTP 1: # of beneficiary youth aged 14 to 17 who were out of school that are enrolled
IO 1.3: Increased education support (includes inclusive support for youth with disabilities, tutorials and scholastic materials)
OTP 2: # of children/youth provided with scholastic materials, systematic tutorials and assistive devices (E2)
IO 1.4: Improved community attitude towards education of girls and children with disabilities
OTC 3: % of heads of HHs that believe it is important for girls and youth with disabilities to participate in and continue their education
IO 2: Youth secure decent work
OTC 4: % of youth who secured decent work within last 12 months
L.3 # of children of legal working age provided with employment services (other than vocational training)
IO 2.1: Increased access to financial services by youth
OTP 3: Average saving mobilized per member to date
IO 2.2 Improved marketable and technical skills of youth

OTP 4: % of youth who scored 65% and above in final technical skills training test
IO 2.2.1 Increased capacity of TVET centers to provide short term training
OTP 5: # of vocational training centers supported by the project for short term marketable skill training
IO 2.3: Improved entrepreneurship skills of youth
OTC 5: % of youth who developed feasible business plans
IO 2.4: Increased income generation through micro-franchise opportunities
OTC 6: % beneficiary youth who earned an average profit of 600 Eth Birr/month for three consecutive months
IO 2.5: Improved working conditions for working children
OTP 6: # of target Business Owners (BOs) who use the code of conduct
IO 2.5.1 : Increased awareness by youth and business owners of OSH issues and standards
OTC 7: % of youth trained by the project who can identify at least 5 OSH standard
OTC 8: % of BOs trained by the project who can identify at least 5 OSH standards
IO 3: Improved livelihoods for target households
OTC 9: % of HHs with increased expenditure
OTC 10: % of HHs with increased assets

L.1 # of households receiving livelihood services
IO 3.1 Increased Access to Financial Services
OTC 11: Fund utilization rate
OTP 7: Average saving mobilized per members to date
IO 3.2: Increased Use of Improved Farm and Non-Farm Practices
OTC 12: % of target HHs supported by the Project who reported applying improved practices
IO 3.3: Increased Access to Social Protection Programs
OTP 8: # of beneficiary HHs that received at least one social protection service
IO 4: Increased Youth Engagement and Leadership on Community Issues and Issues Affecting their Future
OTC 13: % of beneficiary youth engaged in community services/voluntary services
IO 4.1: Increased Awareness by community leaders, families and youth of youth issues
OTP 9: % of families, Community leaders and youth that can identify 3 or more youth issues
IO 4.2: Enhanced Leadership skills of Youth
OTC 14: % youth that self-report increased and/or gained leadership skills
IO 4.3: Strengthened network of youth clubs

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

C. Overview of Project Data Collection Instruments

The process of collecting data for monitoring and evaluation starts with the design of a data collection Table (DCT). Completing a DCT gives project management useful information in order to design key data collection instruments. The DCT intends to technically describe various data collection instruments that will be used to gather necessary data. The DCT is also helpful to easily map the data collection instrument in relation to the project performance indicators, the frequency of data collection, and the use of the tools. (See the DCT in **Annex 7**)

The E4Y project has designed 11 data collection instruments that will be used as tools to gather data. The instruments are presented in brief as follows:

1. **Household Intake Form:** This form gathers the existing condition of the household at the inception of the project. The form serves as a benchmark to record the status of the household before the intervention of the project. It covers information such as household profile (basic socio-economic characteristics), household livelihood situation, access to services, perception of the HH towards girls/YWD education and children work status.
2. **Household Monitoring Form:** This form intends to gather information about the progress being made as a result of the project intervention every six months. The form is used as a comparison tool to assess the changes made over the course of the project implementation in relation to the benchmark. The form gathers information on HH asset, expenditure, production practice, access to services provided by the project and their subsequent impact, perception towards girls/youth with disabilities education, children work status and knowledge on youth issues.
3. **Youth Intake Form:** This form gathers the contextual characteristics of the target youth before they are brought into the project. The form collects information in relation to target youth: personal information, living condition, educational status, work status, access to social protection services.
4. **Youth Monitoring Form:** This form tracks the changes that occur in the target youth over the course of the project implementation period every six months. The form collects information on youth educational status, work status, access to social protection services, access to services provided by the project and their resultant impact.
5. **School Records Monitoring Form:** This form collects information on the progress made by target youth who choose to remain in formal education. The form also gathers the changes made in the target schools over time as a result of the project intervention.
6. **TVET Monitoring Form:** This form collects information regarding the progress made by target youth who enroll in the technical vocational skills training. It also gathers information on the changes occurred in the target TVETs as a result of the project intervention.
7. **VSYA Management Information System (MIS) Data Collection Form:** This form enables the project to track the average volume of savings mobilized per target youth who are actively participating in VSYAs.

8. Village Saving and Loan Association (VSLA) MIS Data Collection Form: This form allows the project to track both the average volume of saving mobilized, and loans utilized per target HH who is actively participating in VSLA.
9. Business Owners (BOs) Monitoring Form: This form assesses the changes that BOs show in knowledge on OSH standards and implementation of the code of conduct over time during the project implementation period.
10. CCL Essential Leadership Self-Assessment Report Form: This form assesses the changes in leadership skills that target youth acquire and exercise in the community as a result of intensive leadership skills training. This form has two sections. The first section is self-reported leadership skill changes and the second section is an observational test which will be presented to target youth who pass through the leadership skill training.
11. Social Protection Program Monitoring Form: This form enables the project to track the changes that the project is bringing on formulation and adaptation of child labor related policies and guidelines at national level.

SECTION IV: BASELINE STUDY PLAN

A. Baseline Study Purpose and Use

Baseline studies provide basic, initial information on the main characteristics and context of a target population. The E4Y project baseline study is a child prevalence study which gathers information on key indicators and area population socioeconomic characteristics (demography, education, livelihoods, living conditions and work status) of 14 purposively selected woredas of the project intervention areas. It also analyzes the perception of stakeholders towards the situation of child labor in these target woredas.

A child labor prevalence/baseline study focuses on a specific point in time before the intervention and captures a clear picture of the situation in which the project intends to help foster change. Therefore, in order to truly capture the initial value of the indicators, the baseline must be carried out prior to the project start.

The project's baseline is used for multiple purposes but not limited to the following:

- Targeting: Assist in the identification and selection of targets.
- Estimation: Provide statistically sound estimations on the prevalence of child labor in a certain area by sector.
- Measuring Change: Provide initial baseline values for some of project level indicators included in the PMP.
- Planning of Project Interventions: Collect contextual information that may be useful in understanding the causes of CL, planning project interventions, and serving as a starting point for some project monitoring activities.

B. Description of baseline data collection procedures, responsibilities and timeline

The E4Y baseline survey employed both quantitative and qualitative approaches. The baseline used both primary and secondary sources (e.g. review of child labor related research, documents and reports) for gathering relevant data. In the case of primary sources, the project baseline tools were the following:

- A questionnaire addressed to the head of HH (collecting data regarding HH composition and other features, children's work and educational status, HH livelihoods, adult opinion on CL and other relevant issues).
- A questionnaire addressed to children (collecting data regarding CL, education, TVET, OSH, perception on CL and other relevant issues).
- A key Informants Interview Guide (addressing the issues of CL, child education, child protection structures in the community, child trafficking, and a legal and policy framework). This tool allowed for in-depth interviews with relevant government line ministries, law enforcement bodies, employers, school principals, community leaders, non-governmental organizations (NGOs), target groups, business owners, community-based organizations and others.

- A Focus Group Development Guide: This tool allowed the project to collect qualitative data from youth, community leaders, families and community-based organizations and others.
- The physical observation of working children at the workplaces.

Please refer to the details of the baseline tools and data collection procedures in **Annex 7**.

The project commissioned an independent consultant to conduct the baseline. The baseline study instruments were developed with great care as per the project's child labor and related terms operational definition based on national and international child labor laws. (Please refer **Annex 4**)

The project's M&E unit had a great responsibility to oversee and monitor the overall progress of data collection, cleaning, entry, validation, analysis and review of the report in the collaboration with the project E4Y project team and USDOL baseline unit.

The timeline for the baseline study took more than six months from August 2015 to January 2016.

SECTION V: EVALUATION PLAN

A. Implementation Evaluations

Implementation Evaluations

Based on the PMP, the project plans to conduct external implementation evaluations, one at mid-point (Mid-February to end of March 2017) to evaluate which interventions appear to be promising in improving households' living conditions and reducing child labor, as well as which strategies may contribute to the sustainability of project efforts. Implementation evaluations assess all objectives against the categories of: Effectiveness, Efficiency, Relevancy, Sustainability, and will also try to gauge lessons learned and emerging best practices. The midterm evaluation will guide where project adjustments are required, and assess progress against objectives up to the point of the evaluation. Some sample evaluation questions for the midterm evaluation are:

1. To what extent that the project implemented its activity towards achieving its output? (Progress to date of interim-evaluation)
2. What was the project challenge, their implications and remedial to combat those unforeseen changes?
3. How is the progress of CMEP implementation?
4. Lesson learned so far?
5. Identify best practice to capitalize for better implementation and scalability;
6. Identify best achievements of the project in which the project need to sustain them.

The second evaluation will be finalized no later than three months before the project's end to assess project implementation and progress in meeting goals, objectives, and sustainability. The final evaluation will provide information on the outcome of the project in terms of the effectiveness, efficiency, impact, relevance and sustainability of the project theory of change.

Additionally the final evaluation will collect evidence on the changes that occurred in the lives of the target children, households and communities, as well as assess the changes that occurred in institutional capacity at regional (woreda) and local (kebele) levels.

In addition to the aforementioned evaluations the project will conduct outcome surveys every year throughout the life of the project to assess the impact of the project interventions in the areas of household livelihoods status and youth employment opportunities.

As appropriate, evaluations will involve all relevant stakeholders and key findings, preliminary conclusions, and recommendations will be shared and discussed with stakeholders.

End line/Follow up Survey

As part of the CMEP, the project plans to conduct a follow up survey, which is a repetition of the baseline survey to assess changes in the prevalence of child labor and other socio economic trends to

understand possible impacts of project interventions. The follow up survey will take place towards the end of the project.

A. Special Studies

The project plans to conduct two research studies in partnership with University of Gondar department of Environmental and Occupational Health and Safety. The University of Gondar serves as the predominant voice on OSH research and training in Ethiopia and will contribute to the E4Y partnership through the provision of OSH trainings and materials. They will also conduct two research studies; one on the effects of early marriage on education, employment outcomes, and youth employment in acceptable and decent work, and a second study on gender equality and disability inclusion in the Ethiopian workplace.

Based on the research findings the University of Gondar will develop a series of materials corresponding to the sectors perpetrating child labor in the project target areas. This will include information on referral pathways to report gender based violence in workplaces through government, in the formal sector, and communities, in the informal sector.

Both studies will be summarized into reports that include the research purpose, research questions, sample, methodology, data analysis, and findings. The findings of both studies will be used as an input to strengthen the execution of the project. The research results, preliminary conclusions, and recommendations will be shared and discussed among stakeholders. The research will be published and disseminated across stakeholders to fill knowledge gaps and inform policy makers.

SECTION VI: IMPLEMENTATION AND MANAGEMENT OF CMEP

Processes, resources, and timeframe involved in M&E must be clearly defined to successfully operationalize the CMEP. With a clear picture of the CMEP objectives, the E4Y project will be able to identify processes to accomplish (1) data collection, (2) storage, (3) aggregation, (4) analysis, and (5) communication.

These stages form a cycle of monitoring procedures, where the data analysis and communication serves to inform future data collection. In this section of the CMEP, these five stages are further broken down into tasks where roles and responsibilities and general oversight and management functions of CMEP operations are defined, and appropriate budgets are allocated. Capacity-building needs are also identified for all processes. Data quality assurance and verification occur during beneficiary registration and monitoring processes takes place, through spot checks and other verification methods, in order to support the continuing improvement of the data collection process.

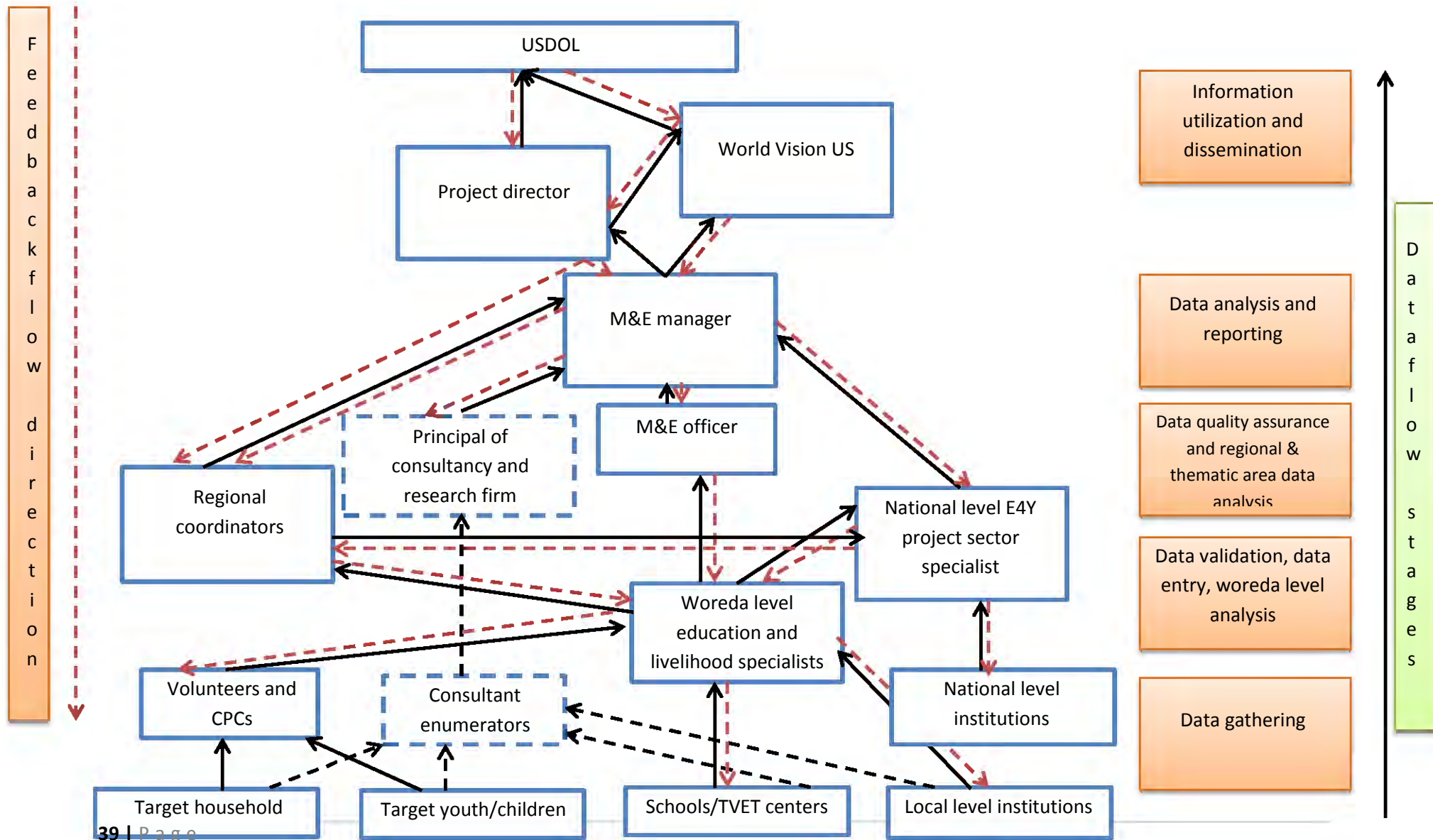
A. Roles and Responsibilities for Data Collection, Analysis and Reporting

The CMEP intends to systematically gather data, analyze and report to different project stakeholder. By doing so, the system facilitates learning and accountability. It is also a helpful tool for project management, facilitating informed decision-making whenever intended and unintended changes occur during the course of project implementation.

The process of data collection, analysis and reporting requires mobilizing a number of staff and stakeholders at the field and national levels. While mobilizing these personnel, it is very important to have a visual chart explaining how information flows, which enables a clear picture of who does what in the process of data collection, analysis and reporting.

The following information flow chart depicts how information and report feedback flow:

E4Y project information and feedback flow chart



1. Monitoring and Evaluation Manager

The M&E Manager is responsible for leading the preparation of the CMEP (development of project theory of change, data collection plan, result measurement framework, monitoring and evaluation plans) in collaboration with the contractor (MSI), USDOL, WV, E4Y project director, key staff and partners. The manager is also responsible for coordinating data collection, management, validation, and quality assurance and to analyze project data. Moreover, the manager is in charge of reporting and disseminating processed information to project partners. The M&E manager provides M&E technical support to the project key staff, regional coordinators and partners as required. The manager builds the capacity of field-level education and livelihood specialists through training and mock-ups in the beginning of the CMEP implementation as well as whenever there is need. Following the training, field level specialists will be able to lead the data gathering at the field level, encoding and entering the data into the database system using electronic tablets. Subsequent to the data entry into the system, the M&E Manager will clean and validate the data before proceeding to the data analysis stage. The M&E Manager will administer the database system and analyze the processed data to generate different level reports which feed into the technical progress report and will disseminate to USDOL, WVUS, MOLSA, Charities and Societies Agency, BoFED and other regional level project signatories and partners, periodically.

In addition, the M&E manager will also have the following responsibilities:

- Establish an M&E framework and system that integrates data collection, data entry, validation, analysis and dissemination of the information regarding performance indicators to local and national level partners for better transparency and accountability;
- Coordinate the development and establishment of direct beneficiary management system (DBMS) database and ensure its proper implementation;
- Provide support and guidance to consulting firms who are responsible to conduct baseline, end line and annual outcome survey as well as interim and final evaluation in consultation with project staff and partners;
- Develop indicators in consultation with project partners for monitoring project performance as well as the status of direct beneficiaries and also day-to-day activities implementation;
- Train project coordinators, facilitators and consortium members on monitoring processes, child and family progress reporting, data quality control process and data management;
- Produce annual plans as well as monthly, quarterly, biannual and annual progress reports;
- Promote the documentation of successful practices, create publications, develop presentations and technical documents and opportunities for reflection within the organization as well as outside the organization;
- Lead E4Y mid-term and final evaluation in collaboration with USDOL contractors and relevant partners;
- Coordinate and lead project research in collaboration with Gondar University and other partners; and

- Provide timely feedback to the regional coordinators, national level E4Y project sector specialists, principals of consultancy firms and researchers.

2. M&E Officer - will be responsible to validate 25 percent of the information/data collected by the woreda-level education and livelihood specialists through actual data checks, meaning 25 percent of reported youth and reported households will be verified by the M&E Officer. Moreover, the M&E Officer will be responsible to verify data quality by running simple descriptive statistics and frequencies in the direct beneficiary monitoring system. Once the information is validated and entered in the central database, the M&E Officer will be responsible for generating reports. Data analysis and reporting will also be the responsibility of the M&E Officer.

3. National level E4Y project sector specialists (Vocational Training & Education Specialist, Social Protection Specialist, Livelihood and Youth Employment Specialist, and Leadership Specialist) - Each sector specialist will validate, analyze, and report in relation to their respective thematic areas of the project.

Vocational Training & Education Specialist – Oversee all the education data/information gathered and reported from the region, validate the reliability and quality of the data, verify the report to send it to the M&E Manager, and give feedback to the regional coordinators and field level education specialists. Apart from this, the Vocational Training and Education Specialist will be responsible to regularly monitor and follow-up that the project target schools are doing well in fulfilling minimum standards of school safe and healthy learning environment.

Livelihood and Youth Employment Specialist – Oversee all livelihood and youth employment thematic area data and information uploaded in the database from each region; verify, review, consolidate and send to the M&E team for review. The specialist will also give feedback to the regional coordinators and field livelihood specialists.

Leadership Specialist – The leadership specialist is responsible to qualify and assure the quality of the data reported from the regions in the leadership thematic area as well as to produce consolidated semi-annual reports and provide feedback to the regional coordinators and field level education specialists.

Social Protection specialist – Validate the quality of data and reporting that comes from region level and national level institutions, specifically on social protection program components. The social protection specialist will report the validated data to the M&E Manager and provide feedback to the regional coordinators, livelihood and education specialists.

4. Regional Coordinators

Both Amhara and SNNPR regional coordinators will work closely with the woreda level education and livelihood specialist in the region to collect and validate all required information about the target youth and household, education, livelihood, leadership and work status. The regional coordinators will provide direction and support to the woreda level specialist to analyze and produce woreda level reports. Regional level data analysis and reporting will be the responsibility of the regional coordinators in their respective region.

5. Woreda Level education and livelihood specialist – The education specialist at the woreda level will gather, validate and enter data related to education, leadership and social protection components

of the project activities and the livelihood specialists will be responsible for the livelihood and youth employment thematic areas of the project. The specialists will use the household intake and monitoring form, youth intake and monitoring form, and local institution data collection checklists to gather the data and enter it into a computer. They will provide consistent guidance and follow up to summer camp facilitators and volunteers/Child Protection Committees (CPSs) on data collection procedures. The specialists will verify and review each filled questionnaire and upload the data to the database. Woreda level data analysis and reporting will also be the responsibility of each woreda level specialist.

6. Volunteers and CPCs – The CPC members are volunteers who commit themselves to support target youth, oversee the implementation of project interventions, and monitor the status of target youth. Members of CPCs will be elected representatives of the wider community.

The CPCs are composed of village level government representatives (village leaders), FBOs representatives, *Edir* representatives, CCCs¹⁹, elders, teachers and youth representatives. The number of village CPC members will be 7-9. The CPC members will include both men and women as much as possible. A CPC will be responsible to oversee a maximum of 30 target youth and up to 20 of their families. The following are the main responsibilities of the CPCs:

- Screening of youth (age 14-17) who are at risk and engaged in child labor and their families based on the criteria set;
- Oversee data gathering process performed by volunteers;
- Monitor the performance of volunteers;
- Monitor school dropout and enrollment;
- Contribute to the identification of youth needs;
- Define specific roles and responsibilities for each member within the CPC in collaboration with woreda level sector specialists;
- Ensure that target youth benefit from the project direct services;
- Review the progress of project interventions on a regular basis; and
- Follow up, reporting and referral of youth/child abuse incidents/labor law violations.

Woreda level sector specialists and regional coordinators will facilitate different types of training sessions to CPCs such as: voluntarism, beneficiary selection criteria internalization, target screening methodologies, target registration and monitoring tool, child labor monitoring, and data collection and validation techniques. The training will be given at the start of the project and when the CMEP implementation begins. The training will also continue on rolling basis as needed in cases such as when 50 percent of CPC members drop out of CPCs. This will allow the beneficiary screening and monitoring system to be transparent and valid.

¹⁹ CCCs are community based organizations which are common in both Amhara and SNNP regional states established with the objective to tackle community issues such as: HIV/AIDS, support MVC/OVCs, support elderly people and others through mobilization of the community itself.

Volunteers from the CPC and summer camp facilitators collect data in the village by using the HH and youth intake and monitoring data entry forms. The volunteers will report to their respective CPCs and woreda level sector specialists where data validation and entry takes place.

Since the task volunteers execute can be laborious; the E4Y project will develop incentive mechanisms to motivate and acknowledge volunteers. Moreover, volunteer management guideline will be developed which encompasses how volunteers are recruited and assigned; their rights and responsibilities; incentives to which they are entitled; and volunteers' record, graduation, replacement and termination. Currently, the volunteerism guideline is drafted and under review by different local partners of the project.

B. Management Information Systems

The E4Y project is in the process of developing the Direct Beneficiary Monitoring System. Currently, a service provider has been selected through a competitive bidding process. The selected service provider has submitted a technical proposal for review. The service provider has not yet finalized system requirement analysis to define the system, its modules, and their relationships to each other. The system will be designed in such a way to require minimum effort in data manipulation, and to facilitate integration wherever possible. The firm has proposed the following methodology to develop the project Management Information System (MIS):

1. Data Collection method

In order to gather facts about the project, the following data collection techniques will be used:

- **Project staff interview:** Different forms developed by the project staff will be used as data collection tools to gather first-hand information from the target population. These forms will be reviewed by the service providers to know the project requirement and need through in-person interview with project staff who developed the data collection forms.
- **Document review:** Project documents such as, project document, MPG, PMP, list of indicators, and other components of the CMEP will be reviewed by the service provide as part of system requirement analysis. Local and regional institution documents will also be reviewed and validated before they are encoded into the system.

2. System Study Approach

In developing the MIS, there are various methods to be followed. The two most common ways are from an algorithmic perspective and from an object-oriented perspective. The traditional approach is using the algorithmic perspective where the main building block of all software is the procedure or function. This view leads developer to focus on issues of control and decomposition of larger algorithms into smaller ones. This approach has problems when system requirements change (and they will) and the systems grows (and it will).

The current state of the art reveals that Object-Oriented perspective (approach) is better as it is easier to update the system, minimizes the size of programming codes, has better maintainability, represents the natural look and internal relationship of any system (be it abstract or physical) and eases system documentation.

In the Object-Oriented approach, the main building block of the software system is the object or class. An object is a thing; a class is a description of a set of common objects. Every object has identity (you can name it or otherwise distinguish it from other objects), state (there is some data associated with it), and behavior (you can do things to the object, and it can do things to other objects, as well).

The Unified Modeling Language (UML) which is a method adopted from the Object-Oriented approach will be used by the Service Provider to develop the MIS. The UML is appropriate for modeling systems ranging from enterprises information systems to distributed Web-based applications and even to hard real-time embedded systems. The UML is a language for Visualizing, Specifying, Constructing and documenting the artifacts of a software-intensive system.

3. System Design

The system to be developed shall have the following key features:

- Windows Based and User friendly:** The package should work on Windows platform taking full advantage of the GUI (Graphical User Interface) provided by the platform. Once a user learns an application in the Windows platform, he/she will find many similarities in the proposed application. This reduces training costs and increases user's confidence in the new application(s).

- Consistency:** Similar icons in different parts of the application should have the same action. Fonts and colors should be used consistently. Lookup tools should be provided whenever the user needs to enter codes. Database referential integrity rules should be enforced to maintain database consistency. Achieving 100% consistency is difficult in any application, however, major issues should be necessarily addressed.

- Modular:** Modular design allows subsequent addition of extra blocks into the existing application without affecting the current system. Data entry in one system should be propagated into other modules without requiring its manual reentry, saving data entry time and allowing efficient utilization of user's time.

- Parameterized/Customizable:** The system will be flexible and be able to define system operational parameters/options used in the system. It should comply with the usual standard of 80-20 percent rule for basic features and customization/workarounds respectively.

- Secure:** Data and application security should be built-in the system. While data security prevents unauthorized users from accessing the database (using any tool), application security enables users to access portion of the application and the underlying tables based on their roles. At least, login (user name and password) authentication should be used as a security mechanism. Audit logs could also be integrated, if tight security is required.

- LAN/WAN:** The application should be able to work in a network environment where concurrent users might access the system at the same time. The system should be designed in such a way that simultaneous access to any portion of the database will not lead to data corruption or deadlock condition. Furthermore, it should be designed in client/server architecture to reduce network traffic and make efficient utilization of the network bandwidth and server's processing capacity.

- Good Performance:** Application response should be acceptably fast to end-users. Poor performance leads to user's dissatisfaction and program's abnormal termination leading to data corruption.

- Utilities:** Backup, Restore, import and export utilities will be included.
- Business Requirements:** Should fully address the purpose for which it has been designed.
- Technology:** Uses current software development technologies, such as objected oriented development.

Table 3: Summary of Monitoring Forms (DCT)

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
HH Intake Form	The HH intake forms are used to collect HH beneficiary data at the household level that will be used as baseline. These forms have to be filled for each HH project beneficiary while they were targeted. They are comprised of five different sections including: The HH Demographics section. This section collects data on a HH beneficiary in terms of the head of HH, number of children and youth in the household, their education and work status. Household Economic Livelihood section. This section collects data that is used as a baseline to know the economic status of the beneficiary HH expenditure, HH assets, access to finance and improved farming techniques. Household Access to services. This section collects data about the HH beneficiary access to financial and core social protection services available at the village level. Attitude Section. This section collects data on the changed HH	POH 1: Percentage (%) of beneficiary HH in target area with at least one child engaged in child labor POH 2: Percentage (%) of beneficiary households in target area with at least one child engaged in hazardous child labor (HCL) POH 3: Percentage (%) of beneficiary households in target area with at least one child engaged in WFCL OTC 3: % of heads of HHs that believe it is important for girls and youth with disabilities to participate and continue their education OTC 9: % of beneficiary HHs with increased expenditure OTC 10: % of beneficiary HH with increased assets	E4Y project volunteers and CPCs are the primary leads in filling the first hand information at field level. woreda level livelihood sector specialists feeds the data into the electronic tablets using the template prepared to record the data.	HH	100% of the total recorded data will be verified on spot by woreda level E4Y project sector specialists before the data is encoded to the database. E4Y regional coordinators are responsible to verify 50% of the data entered into the system	Once at the beginning of the project

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
	beneficiary attitude towards the education of girls/youth with disabilities. 5.HH responses on children's work status. This section measures the proportion of children in the HH engaged in CL, HCL and WFCL.					
HH Monitoring Form	The HH monitoring forms are used to monitor HH beneficiary data at the household level. These forms have to be filled for each HH project beneficiary. They are comprised of six different sections including: Household Livelihood section. This section collects data that is used to monitor the economic status of the beneficiary HH as a result of livelihood interventions provided by the project. This change is measured in terms of change in HH expenditure, and HH assets. Production. This section monitors those HH received improved farm and non-farm support through training, improved input provision either they demonstrate improved practices or not	POH 1: Percentage (%) of beneficiary HHs in target area with at least one child engaged in child labor POH 2: Percentage (%) of beneficiary households in target area with at least one child engaged in hazardous labor (HCL) POH 3: Percentage (%) of beneficiary households in target area with at least one child engaged in WFCL OTC 3: % of heads of HHs that believe it is important for girls and youth with disabilities to participate and continue their education OTC 9: % of beneficiary HHs with increased expenditure OTC 10: % of beneficiary HH with	E4Y project volunteers and CPCs are the primary leads in filling the first hand information at field level. woreda level education and livelihood sector specialists feeds the data into the electronic tablets using the template prepared to record the data.	HH	100% of the total recorded data will be verified on spot by woreda level E4Y project sector specialists before the data is encoded to the database system every six months. E4Y regional coordinators are responsible to verify 50% of the data entered into the system every six	Every 6 months

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
	3. Household Access to services. This section monitors the HH beneficiary access to financial services and at least one core social protection services. 4. Attitude Section. This section collects data that helps to monitor on the changed HH beneficiary attitude towards the education of girls/youth with disabilities. 5. Monitors HH responses on children's work status. This section monitors the proportion of children withdrawn in the HH engaged in CL. 6. Other	Increased assets OTC 12: % of HH Supported by the project who reported applying improve Practices OTP 8: # of beneficiary HHs that received at least one social protection service L.1 # of households receiving livelihood services OTP 9: % of families, Community leaders and youth that can identify 3 or more youth issues			months. E4Y M&E officer and manager are responsible to verify 25% and 10% of the data entered into the system every six months.	
SAVIX (VSLA MIS data collection Form)	This data collection instrument is used to collect data about the VSLA members average saving mobilized per members and how the savings was invested back.	OTC 11: Fund Utilization rate OTP 7: Average saving mobilized per members to date	woreda level livelihood sector specialists collect the data and CPO level DME will feeds the data into MIS	HH	E4Y regional coordinators are responsible to verify 50% of the data entered into the system	Every six month
Youth Intake Form	The youth intake form is used to collect data on youth aged 14-17 years at the household and school levels. Each beneficiary youth must complete this form. These forms	POC 1: Percentage (%) of beneficiary children aged 14-17 engaged in child labor within target population in the target area	E4Y project volunteers and CPCs are the primary leads in filling the first	HH	100% of the total recorded data will be verified on spot by woreda level	Every 6 months

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
	includes: 1. Target child/youth profile: This section collects data on the youth in terms of their names, sex, age, names of parents/guardians, physical disabilities. 2. Education and vocational training of youth: This section collects data on the education status of the youth aged 14-17 as a baseline. 3. Work status: This section measures the proportion of children in engaged in CL, HCL and WFCL as a baseline.	POC 2: Percentage (%) of beneficiary children aged 14 to 17 engaged in hazardous labor (HCL) in target area POC 3: Percentage (%) of beneficiary children aged 14 to 17 engaged in WFCL in target area	hand information at field level. woreda level education and livelihood sector specialists feeds the data into the electronic tablets using the template prepared to record the data.		E4Y project sector specialists before the data is encoded to the database system every six months. E4Y regional coordinators are responsible to verify 50% of the data entered into the system every six months. E4Y M&E officer and manager are responsible to verify 25% and 10% of the data entered into the system every six months.	

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
Youth Monitoring form	The youth intake and monitoring form is used to collect data on youth aged 14-17 years at the household and school levels. Each beneficiary youth must complete this form. These forms include 3 sections: 1. Education and vocational training of youth: This section collects data on the educational support provided by the project to the beneficiary youth in terms of scholastic materials, structured tutorials, assistive devices, TVET training, apprenticeship, entrepreneurship, VSYA services, and start-up kits. 2. Work status : This section monitors the proportion of children in engaged in CL, HCL and WFCL as a baseline. 3. Others	POC 1: Percentage (%) of beneficiary children aged 14-17 engaged in child labor in target area POC 2: Percentage (%) of beneficiary children aged 14 to 17 engaged in hazardous labor (HCL) in target area POC 3: Percentage (%) of beneficiary children aged 14 to 17 engaged in WFCL in target area E1: Number of children engaged in or at high risk of entering child labor provided education or vocational services OTC 1: % beneficiary youth that have completed grade 10 OTP 2: # of children/youth provided with scholastic materials, systematic tutorials and assistive devices (E2) OTC 4: % of youth who secured decent work within last 12 months L.3: # of children of legal working age provided with employment services (other than vocational training) OTC 6: % of beneficiary youth who earned an average profit of 600 ETH Birr per month for three consecutive	E4Y project volunteers and CPCs are the prime lead in filling the first hand information at field level. woreda level education and livelihood sector specialists feeds the data into the electronic tablets using the template prepared to record the data.	Youth	100% of the total recorded data will be verified on spot by woreda level E4Y project sector specialists before the data is encoded to the database system every six months. E4Y regional coordinators are responsible to verify 50% of the data entered into the system every six months. E4Y M&E officer and manager are responsible to verify 25% and 10% of the data entered	Every 6 months

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
		months OTC 7: % of youth trained by the project who can identify at least five OSH standards OTC 13: % of beneficiary youth engaged in community services/voluntary services OTP 9: % of families, Community leaders and youth that can identify 3 or more youth issues			into the system every six months.	
SAVIX (VSYA MIS Data Collection Form)	This data collection instrument is used to collect data about the VSYA members average saving mobilized per members.	OTP 3: Average saving mobilized per members to date	Woreda level livelihood sector specialists collects the data and CPO level DME will feeds the data into MIS	Youth	E4Y regional coordinators are responsible to verify 50% of the data entered into the system	Every six month
Baseline and end line/follow up questionnaire	Baseline and end line/follow up survey questionnaire is used to collect data at the household level that are randomly selected from the project operational area. The questionnaire is filled during the beginning and end of the project. It has two sections	CLP 1: Percent (%) of children aged 14 to 17 engaged in child labor in target area OTC 3: % of heads of HHs that believe it is important for girls and youth with	Enumerators hired by baseline/end line or follow up survey	HH and youth	Supervisors appointed by the consulting firm as well as the principal of consultant are	beginning and end of the project

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
	developed in such a way that captures the responses of household and children aged 5 to 17. 1.The household questionnaire section has six sub-sections used to collect information regarding: socio-demographic characteristics, education status, housing characteristics (HH asset holding), household economic status (HH expenditure), parents/guardians perceptions about children who are engaged in productive and/or domestic work, child migration and household practice regarding domestic workers. 2. The child questionnaire section is also sub-divided into four sections to gather information on the socioeconomic character of the child, the status of the child's engagement in economic activities, the child's involvement in domestic activities and health and safety issues of working children. This instrument is mainly designed to measure the spill over effect of the project intervention beyond the project targets in the project operational area.	disabilities to participate in and continue their education	consultants		responsible to oversee the data collection process on spot and validate 100% of the data collected at field level during the beginning and end of the project. E4Y M&E officer and manager are responsible to verify 25% and 10% of the data collected from field.	

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
School Records Monitoring form	This data collection instrument is used to collect secondary data from primary and secondary schools.	OTC 1: % of beneficiary youth that have completed grade 10 POC 4: % of beneficiary youth aged 14 to 17 who regularly attend formal education during the past six months OTC 2: % of teachers who applied child-centered instruction methodology in target schools after receiving training. OTP 1: # of target youth aged 14 to 17 who were out of school that are enrolled OTP 10: # of functional youth clubs that are networked	woreda level education and livelihood sector specialists and collect the data and summarize	Primary and Secondary data	E4Y regional coordinators are responsible to verify 50% of the data collected	Every six month
TVET centers Monitoring form	This data collection instrument is used to collect secondary data TVET Centres.	OTP 4: % of youth who scored 65% and above in final technical skills training test OTP 5: # of vocational training centers supported by the project for short term marketable skill training OTC 5: % of youth who developed feasible business plans	woreda level education sector specialists collect the data and summarize	TVETs	E4Y regional coordinators are responsible to verify 50% of the data collected	Every six month

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
BOs Monitoring from	This data collection instrument is used to collect from each project targets BOs.	OTP 6: # of target Business Owners who implement the code of conduct OTC 8: % of BOs trained by the project who can identify at least five OSH standards	woreda level livelihood sector specialists collect the data and summarize	BOs	E4Y regional coordinators are responsible to verify 50% of the data collected	Every six month
Social Protection Program Monitoring From	This data collection instrument is used to collect data from Kebele administration, woreda level courts, woreda labor and social affairs woreda level women and children affairs and ministry of labor and social affairs on conviction rates of CL cases, government and local institutional capacity improvement to combat CL, and project influence towards CL national policy and strategies.	OTC 15: Adoption of child Labor/ forced labor plans, guidelines OTC 16: # of GO offices in the target areas that incorporated CL issues in their plans and reporting OTP 11: # of government officials trained in enforcing child labor laws OTP 12: # of reviewed existing and newly drafted CL related policies and guidelines OTP 13: # of Kebeles that have endorsed and fully utilized CL by-laws OTP 14: # of functional community based child protection committee (CPCs) strengthened	Woreda level livelihood specialist at woreda and regional level. Social Protection specialist at national level.	woreda level court, labor and social affair, MoLSA	E4Y national level social protection specialist are responsible to verify 100% of the secondary data that comes from local and national level institutions. The M&E manager also validates the data bi-annually, annually, mid-term and end line of the project according to the indicators	Bi-annually, annually, mid-term and end line of the project based on each indicator requirement

DCI/Type of form	Technical description	Related Indicators	Filled By	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
					requirement.	
CCL leadership essentials assessment tool	CCL standardized leadership essentials assessment tool will be used to monitor the progress of target youth in their leadership capability over time.	OTC 14: % youth that self-reported increased and/or gained leadership skills (i.e. self-assessment per leadership essential module)	E4Y project camp facilitators and volunteers	Youth	E4y project woreda level education specialist and national level leadership specialists work closely to monitor the progress of target youth leadership capability every six months.	Every 6 months

C. Coordination among Implementing Partners

The E4Y project is implemented by an experienced and collaborative consortium of partners: International Rescue Committee (IRC), Center for Creative Leadership (CCL) and University of Gondor (UoG). In order to achieve the project targets, it is necessary to create mechanisms for communication and information that contribute to the planning, implementation and evaluation of activities, outputs, outcomes and targets of the project. The CMEP provides standard procedures for monitoring and evaluation across organizations; it is a dynamic and participatory process that allows all members to know the project action plan towards accomplishing clear, measurable goals.

The following mechanisms will be used to ensure open communication and shared information:

1. Regular monthly management meeting

All partnering organizations will come together on a monthly basis to discuss project progress, challenges, issues and concerns. Moreover, partners will review their efficiency and effectiveness in executing the detail implementation plan (DIP) towards achieving agreed common project outputs. Based on the identified level of effectiveness and efficiency, partners will set out a compensation plan, if needed, and implement proposed adjustments that are reached by consensus.

2. Semi-annual project progress review meeting and reflection

This meeting will enable partners to review and measure their progress over the six month implementation period. It will create an environment to celebrate the achievements and significant changes made in the lives of target youth and households. On the other hand, such a meeting will also allow measuring how far each partner has come in relation to their pre-set target.

Intentional project reflection processes are also vital among the communities that this project serves. Joint reflection brings transparency and accountability to the community. Representatives of key stakeholders (i.e. commune leaders, government officers, and business owners and young workers representatives) may be invited to participate in the semi-annual review and reflection process. These reflection processes not only contribute to the efficiency and effectiveness of project interventions, but also build the capacity of project stakeholders at the local level, thereby ensuring sustainability.

3. Reporting and feedback dissemination

IRC and CCL will keep records of their implementation and report to WV in relation to agreed scope of work on semi-annual basis using the TPR reporting template. The reporting will have to be result oriented and evidence based. WV will consolidate its implementation and partner's reports together and reports to USDOL, MoLSA, BoFED, ChSA and other relevant signatories. WV will take the responsibility to share all sorts report feedback with partners, in a timely manner.

4. Communication

WV will use a variety of communication mechanisms among partners to ensure organizational information flow is made without any barrier for effective project implementation.

5. Training

All partners will take part in development and implementation of the CMEP. They will also take part in amending and adjusting the CMEP, as needed. CMEP implementation training will be given to all key partners such as IRC, CCL and government signatory line offices at all level.

6. Coordination

Partners will work together in such a way that enhances efficiency. WV E4Y project technical specialists in coordination with IRC and CCL specialists will provide technical assistance to the field-level education and livelihood specialists to ensure project results are obtained.

D. Data Quality Assurance Procedures

The following fundamental procedures will be carried on to maintain data quality in terms of validity, integrity, precision, reliability and timeliness:

- ☐ Proper design of data collection instruments;
- ☐ Selection of well qualified volunteers/CPC member to carry out data collection and validation;
- ☐ Adequate time allocated for training of CPC members/volunteers;
- ☐ Effective facilitation of the fieldwork among the major stakeholders;
- ☐ Application of random selection process at all the stages of data validation and verification;
- ☐ Close follow-up of the data collection and data entry process and about 10 percent and 25 percent of randomly selected targeted youth and household data (as described in table below) will be rechecked by M&E Manager and M&E Officer, respectively.

Any data collected within the project should be clean, valid, precise, consistent and accurate, which will enable project management to make informed decision and minimize risk and margin of error.

1. Initial Data Review

As it is depicted in the information flow chart in the roles and responsibilities earlier in this section, the data gathering process will be performed by volunteers and summer camp facilitators who are members of CPCs at field level. All collected data will be subjected to first stage reliability and validation processes through the remaining CPC members and field level project sector specialists. Once the data passes through rigorous verifications and validation, the data will be entered into a database system for woreda level data analysis, interpretation, and reporting.

2. Data Validation Process

Regional level coordinators based in Amhara and SNNP regions will be responsible to validate 50 percent of the data collected by volunteers and checked by field-level sector specialists. Moreover, thematic

leads from WV, IRC and CCL will commit considerable amount of time to review and validate 50 percent data collected by volunteers and field-level sector specialists. The M&E Manager and Officer based in Addis will conduct regular data checks by randomly sampling data from the database and cross-checking with the source of information (target youth, households, TVET centers and schools; and local and national level institutions) to validate the data. This type of quality control check will require regular visits to the field in order to triangulate information between the field staff, data sources and monitoring forms. The E4Y project staff will corporately visit TVET centers, schools and communities to meet with child beneficiaries, families of beneficiaries, teachers and members when cross-checking the information. If discrepancies are found in the sample data, the M&E team will establish a plan to expand the review in order to identify mistakes and take corrective actions. As problems arise, the E4Y project M&E team will organize more training to revitalize the data collection and validation process to maintain quality standards.

Table 4: Staff Monitoring and Data Verification Responsibilities

Staff		Monitoring Activities		Data Verification Process	
Position	Number	Average caseload	Role and responsibility	Sample Size	Frequency of verification
M&E Manager	1	1,200 target youth and 750 HHs	- Monitor project level performance indicators, USDOL common indicators and process monitoring; - Data verification and validation on data collection and entry process at field level; - Data analysis and interpretation; - Generate reports at different levels i.e. Woreda, Zonal, Regional and National level; and - Dissemination of analyzed data and provide feedback to project partners.	10% target youth and 10% HHs	Semi-annually
M&E Officer	1	3,000 targeted youth and 1,850 HHs	- Data verification and validation on data collection and entry process at field level; - Data analysis and interpretation; and - Generate reports at different level i.e. Woreda, Zonal,	25% targeted youth and 25% HHs	Semi-annually

Staff		Monitoring Activities		Data Verification Process	
Position	Number	Average caseload	Role and responsibility	Sample Size	Frequency of verification
			Regional and National level.		
NO project thematic leads	4	6,000 target youth and 3,750 HHs (1,500 target youth and 935 HHs per Sector Specialist)	- Data verification and validation on DBMS in office; and - Data analysis and interpretation per respective thematic area.	50% target youth and 50% HHs (1,500 target youth and 935 HHs per Sector Specialist)	Annually but on rolling base throughout the year
Regional Coordinator	2	6,000 target youth and 3,750 HHs (3,000 target youth and 1,875 HHs per respective Regional Coordinators)	- Data verification and validation on data collection and data entry process at field level; and - Data analysis and interpretation per respective region.	50% target youth and 50% HHs (3,000 target youth and 1,875 HHs per respective Regional Coordinators)	Semi-annually
Field Level Project Sector Specialists	28	12,000 target youth and 7,500 HHs (a maximum of 428 target youth and 268 HHs per field level Sector Specialist)	- Data verification and validation on data collection process at field level; and - Data analysis and interpretation per respective woreda.	100% target youth and 100% HHs (a maximum of 428 target youth and 268 HHs per field level Sector Specialist)	Quarterly
CPCs	518	30 target youth and 20 HHs will be the case load for each CPC	- Data verification and validation at field level before submitting the form to woreda level field Specialists.	30 target youth and 20 HHs will be the case load for each CPC	Quarterly

3. Use of Data Quality Assessment Checklist

Data quality assessment methodology is a systematic way for assessing the quality of the project performance indicator data through reviewing data collection procedures and documentation, interviewing those responsibilities for data analysis and checking sample of the data for errors. Data Quality Assessment (DQA) will be conducted at least twice during the life of the project in order to assess the quality of the key project performance indicators. It will use five key data quality standards: validity, reliability, precision, integrity and timeliness. The E4Y project team will carry out a DQA on one outcome or output indicator per objective and on USDOL standard indicators in mid-2017 and during the end of the project. The M&E Manager and Officer will review forms and procedures for data collection to ensure quality control. The E4Y project will follow guidance from the field-tested Data Quality Assessment Checklist developed by USDOL. Following the review, the E4Y project team will

determine which areas of data quality need further strengthening and will develop an action plan for improvement based on the DQA findings.

A sample of the Data Quality Assessment Checklist form is included in **Annex 6**.

E. Reporting

The E4Y project will be responsible to produce Technical Progress Reports (TPRs) on a semi-annual basis. WV's M&E team will consolidate reports coming from thematic leads, partners (IRC and CCL) and reports to USDOL which will be due on October 30th and April 30th of the implementation period. In addition, WV will be responsible to submit different types of reports and disseminate learning periodically to its partners at different levels (MOLSA, regional BOFEDs, project signatories, ChSA and other concerned bodies).

F. Budget for M&E and Research Related Activities

The following table depicts detail budget breakdown of M&E, studies and research related activities:

Section		Preliminary Budget	Revised Estimate after CMEP review	Justification for Change in Budget
A	Research			
	University of Gondar research on - Youth Employment promoting decent work and address gender equality and disability at the workplace in Ethiopia	45,000	50,000	The scope of the research is wider than the anticipated
	University of Gondar research on - The Effects of early marriage on girls education, Health and women empowerment in Ethiopia, particular emphasis in Amhara Regional State	50,000	45,000	The scope of the research is narrower than the anticipated
	Conduct market assessment to identify opportunities for decent work and identify gaps in current markets	3,577	3,577	
	Conduct and disseminate value chain analysis of agri commodities, supply and demand analysis for local agri tools and input demand	10,000	10,000	

	Map social protection services and government initiatives available that are designed to support vulnerable youth age 14 - 17	400	400	
Research sub - total		<u>108,977</u>	<u>108,977</u>	
B	Support CMEP			
	CMEP drafting workshop	7950	7950	
	Start up workshop hotel	2625	2625	
	CMEP internalization workshop per diem and accommodation	9540	9540	
	CMEP internalization workshop Venue	4375	4375	
	Direct beneficiary data collection devices	12600	12600	
	Transportation to South regions	200	200	
Support CMEP sub total		<u>37290</u>	<u>37290</u>	
C	Baseline and End line Survey			
	Baseline Survey	75000	75,000	
	End line Survey	75000	75,000	
Baseline and End line survey sub total		<u>150000</u>	<u>150000</u>	
D	Database Development			
	Adaption of DBMS, collection and processing and monitoring data	43,000	43,000	
Database development Sub total		<u>43,000</u>	<u>43,000</u>	
E	Ongoing Monitoring			

	Developing of monitoring guide line			
	Developing of monitoring guide line 3 languages	2250	2250	
	Photocopy Monitoring guidelines	1800	1800	
	Local travel			
	Staff travel to project sites (Project coordinators, facilitators and CW)	69120	69120	
	Air ticket to Bahirdar-Addis-Bahirdar	3500	3500	
	Travel to SNNPR - Fuel, vehicle operation, and insurance	91125	91125	
	Local travel for NO staff to monitor the program			
	Fuel	14,760	14,760	
	Food accommodation	30,720	30,720	
	Food and accommodation - per diem	1088	1088	
	Review meeting with youth volunteers and child protection committee	76800	76800	
	Monthly review meeting CPC, volunteers and KA leaders	78330	78330	
	The development and implementation of system and process for validating monitoring information			
	Review meeting per diem	69120	69120	
	Review meeting transport	14976	14976	
	Review meeting accommodation	9216	9216	

Ongoing monitoring sub total		<u>462,805</u>	<u>462,805</u>	
F	Project Evaluation			
	Mid- term evaluation	30,000	35,000	
	Outcome survey (for CMEP)	43,101	43,101	
	Final Evaluation	40,000	35,000	
Project Evaluation Sub total		<u>113,101</u>	<u>113,101</u>	
Total M&E		<u>915,173</u>	<u>915,173</u>	

G. Timeline for Implementation of CMEP

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit	With Support/ Input From
	2015				2016				2017				2018					
First Phase: Preparation and Training																		
CMEP Workshop 1: Problem Analysis, Results Framework and Indicators Draft																Project Director, M&E Manager, OCFT, MSI	E4Y Project Sector Specialists and project partners	
Post-workshop consultant on baseline survey design																Project Director, M&E Manager, MSI		
CMEP OCFT/MSI/Grantee virtual consultations on PMP, DCT, DQA, Timetable and Budget																M&E Manager, OCFT, MSI		
Baseline Study Launch (August, 2015)																Consultant	Project Director, M&E Manager and OCFT	
CMEP Workshop 2 (December, 2015) Finalization of PMP, DCT, DQA, Timetable and Budget along with Data Collection Instruments																Project Director, M&E Manager, OCFT, MSI		
Install M&E system (templates, reporting procedures, DBMS)																M&E Manager		
Provide training on DBMS for project staff																M&E Manager		
Provide training on M&E strategy and procedures to project staff, government																M&E Manager		

Phase/Task	Year 1 2015				Year 2 2016				Year 3 2017				Year 4 2018				Responsible Person/ Unit	With Support/ Input From
stakeholders and community monitors																		
Train project staff and volunteers/CPCs on use of data collection tools																	M&E Manager	
Monitor beneficiary selection process																	Project Director, M&E Manager	Regional Coordinators
Expand monitoring training and DBMS to every target community																	M&E Manager and Regional Coordinators	
Second Phase: Implementation																		
Monitor the baseline survey process (data collection and write up)																	M&E Manager, M&E Officer	
Provide feedback to consultant on the draft baseline report																	Project director, M&E Manager, sector specialists, consultant	
Approve the final baseline survey report																	Project Director, M&E Manager & USDOL	
On-going data collection for monitoring system																	M&E Manager and M&E Officer	

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit	With Support/ Input From
	2015				2016				2017				2018					
Performance review with stakeholders																	Project Director and M&E Manager	Stakeholders
Provide feed-back on monitoring information to project management																	M&E Manager	
Select topics and Prepare ToR on special studies and research on CL																	Project Director, M&E Manager	
Translate/disseminate research findings and documentation																	M&E Manager and M&E Officer	
Annual review and revision of CMEP																		
Data quality assessment																	M&E Manager and M&E Officer	
Interim Evaluation																	Consultant	
Third Phase: End of Project Study and Evaluation																		
Conduct End line Study																	Consultant	Project Director, M&E Manager and USDOL
Write up of End line Study Report for DOL																	Consultant	
Final Evaluations (USDOL)																	Consultant	DOL, Project Director

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit	With Support/ Input From
	2015				2016				2017				2018					
																		M&E Manager

H. Project Result Communication

M&E communication is integrated into USDOL's broader communication strategy. The E4Y project M&E team will be responsible to share significant change stories and project result to all its partners. The project will use different types of communication such as: progress review meetings, anti-child labor campaign days, child protection days, Medias and advocate project results across the partners and public. The project will also use result dissemination opportunity to encourage government to take over fruits of project results and scale up across non-target areas where the issue of child labor is prominent.

I. Plan for Annual Review and Revisions to the CMEP

The CMEP is live document which eases the project management and it is subjected to any changes whenever it is required. It must be well adapted and implemented to facilitate informed decision making process with transparency and accountability. During the course of the CMEP implementation, it is natural to anticipate that there might be some challenges and difficulties which lead to the CMEP revision. Annual CMEP review will be conducted on the overall management approach to ensure that the document and procedures of CMEP are accessible and practical for all implementing partners, and that any changes in the programs are adequately reflected in the CMEP.

Any changes that would alter the strategy, result framework, TOC of the project and subsequently the CMEP, including project performance indicators, project operational definitions and targets, must be approved by USDOL.

LIST OF ANNEXES

Annex 1 – Problem Tree Visual

Annex 2 – Full Results Framework with Outputs included (or Outcome Tree with Outputs)

Annex 3 – Activities Mapping to Project Outputs and Intermediate Objectives

Annex 4 – Project-Level Child Labor Definitions (per national legislation)

Annex 5 – Project Performance Monitoring Plan

Annex 6 – Data Quality Assessment Checklist

Annex 7 – Baseline Survey Design and Tools

Annex 8 – Project Data Collection Instruments

Annex 9 – Technical Progress Report Template with Data Reporting Forms

[2020 Findings on the Worst Forms of Child Labor](#)

2021

[Progress in Implementing Chapter 16 \(Labor\) and Capacity-Building under the Dominican Republic – Central America – United States Free Trade Agreement – Fourth Report](#)

2021

[List of Goods Produced by Child Labor or Forced Labor](#)

2020

[ILAB Synthesis Review](#)

2020

[United States-Mexico-Canada Agreement \(USMCA\) Labor Rights Report](#)

2019

[Report on the U.S. Employment Impact of the United States-Mexico-Canada Agreement](#)

2019

[Work-Related Violence Research Project: Overview and Survey Module and Focus Group Findings \(Central America\)](#)

2017

[List of Products Produced by Forced or Indentured Child Labor](#)

2016

[Public Report of Review of Submission No. 2015-01 \(Peru\)](#)

2016

[Public Report of Review of Submission No. 2015-04 \(Mexico\)](#)

2016

[Independent Impact Evaluation for the Strengthening Protections of Internationally Recognized Labor Rights in Colombia Project](#)

2016

[Progress in Implementing Capacity-Building Provisions under the Labor Chapter of the Dominican Republic - Central America - United States Free Trade Agreement \(Third Biennial\)](#)

2015

[Standing Up for Workers: Promoting Labor Rights Through Trade](#)

2015

[Understanding Children's Work and Youth Employment Outcomes in Laos](#)

2015

[Public Report of Review of Submission No. 2012-01 \(Honduras\)](#)

2015

[Final Report: Survey Research on Child Labor in West African Cocoa Growing Areas](#)

2015

[Improving Labor Inspection Systems: Design Options](#)

2014

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