

*“Breaking Poverty through Protection and Investing in Decent Employment for Vulnerable Children and Youth”  
EuropeAid/129202/C/ACT/Multi*

## Midterm Review Report

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# **Executive summary and introduction**

## **1. Executive Summary**

### **1.1. Background**

This thematic midterm review was carried out Dec 3<sup>rd</sup> -14<sup>th</sup> 2012 with the objective to review Child Protection (CP) and Education for Youth Empowerment (EYE) components in order to identify strengths and challenges and to make recommendations for enhancing the program in these specific areas, during the remaining project period.

The review included a total of 41 interviews and focus group discussions with approx. 200 persons of FSCE, CHADET, Project Task Forces (TF)/Key Stakeholder Committees (KSC), Child Affairs Committees, Government stakeholders, Training Centres, Youth Clubs, target group members, beneficiaries et al, and covered 9 Kebeles in South Gondar Zone of Amhara Regional State.

The midterm review focuses on the thematic areas “Protection “ and “ Education for Youth Empowerment” (EYE), and pays particular attention to the characteristics of the target group: 500 children aged 8-14, and 2500 Youth 14-25 years old, targeted with protection interventions, and activities related to their social and economic empowerment.

### **1.2. Project overview**

The overall objective of the project is to “improved employment opportunities and social inclusion of the marginalized and vulnerable children and youth involved in hazardous informal work in Amhara Region, Northern Ethiopia”. The project is targeting 500 children aged 8-14 and 2500 youth aged 14-25 in Bahir Dar, Tis Abay, Merawi, Adet and Woreta, East Estie and Dera woredas of South Gondar. It and has been under implementation since December 2011 and will last for three years. Table 1 provides an overview of outputs and activities achieved in 2011 and 2012.

Table 1. Overview of project outputs and activities achieved in 2011 and 2012

Activities planned	Overall plan	2011		2012	
		Planned	Accomplished	Planned	Accomplished
Facilitate apprenticeship or job placement for trained youth	750	250	212 (144F)	250	210 (83F)
Provide necessary support for future youth entrepreneurs	1500	500	446 (1.261.800 Bir)		600 (377F) (1.878.000 Bir)
Establish a network for necessary support to marginalized children and young people in need of decent employment opportunities			7 committees established		7 committees strengthened
Build capacity of government, private sector and CBOs/community structures on safe and decent employment and child and youth protection	250	85	89(13F) / 1800	85	85 (10F)/ 1740 (987F)
Establish a child and youth media resource base of children and youth with skills and capacities in Media awareness, production and dissemination of key messages	80	20	10( 5F)	x	x
Strengthen one safe home to provide immediate and holistic support	300 girls	100 girls	100 (7 DO)	100 girls	95 girls
Strengthen six checkpoints to intercept migrant children	6	6	6 checkpoints/ 401 (94F)		4 strengthened
Reunification of migrant children with families and the community	500	100	467(83F) including 401	238	546(220F)
Establish and strengthen child affairs committee in rural areas			41		41
Children and youth are engaged in life skills peer education	40	40	20(10F)		60(17F)

### **1.3. Findings**

#### **1.3.1. Protection**

The majority of interviewed girls in the Safe Homes expressed appreciation for the opportunity to leave their exploitative environment for a less harmful prospect. Community protection to ensure safety of the participating girls seems reasonably well established.

At the time of this review, the relatively high number of Safe Home inhabitants put some strain on the accommodation resources and the training facilities, but most of all might jeopardize the economic perspective of the businesses.

Pregnant girls are not admitted to the project, and are being ejected from the programme if they are found to be pregnant at a later stage. This contradicts the objective of the project intervention.

The identification of children migrating under unsafe conditions en route and returning them to their place of origin creates positive effects on at least two levels: Firstly, it gives the migrating children an opportunity to reconsider their choices. Secondly it is strengthening the responsibility of parents and communities for mediating conflicts, school enrolment and prevention of abuse/exploitation.

Kebeles able to monitor the returnees, report that 60% of the children returned over the last 18 months are still staying with their parents and are enrolled in school. It remains a challenge to follow up on reunified children in areas where there is no project partner, and in areas with weak child protection systems.

Multiple sources confirm that communities <sup>1</sup>demonstrate radical and positive changes in attitudes towards key concerns of child protection i.e. Harmful Traditional Practices (HTP), including EM, Child Migration (CM), Sexual Abuse (SA) and Child Labour (CL)

Also Street Children in Bahir Dar, who wish to return to their places of origin, are given the opportunity to do so by FSCE. The return is voluntary and the children have the possibility to withdraw from the return scheme any time. Monitoring of returns and re-integration assistance is left largely to the Kebele community, which in some cases might not have the capacity to carry out this duty. There are though positive indications for positive family re-integration in the best interest of the child.

#### **1.3.2. The economic empowerment component**

Only one of the project partners (FSCE) has established literacy programs, but only targets the girls in the Safe Home (only 50 % of their beneficiaries). Courses are short and therefore have limited impact, and there is no opportunity for beneficiaries to continue training after VT graduation. CHADET has for some time been planning to implement literacy courses, but has at the time of the assessment not started.

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<sup>1</sup> This is in particular true for Child Affairs Committees and Child Protection Units(CPU)

The labour market analysis, carried out late 2011 has been used to adjust the training, so it becomes more market relevant, to improve the relevance and marketability of the VT and employment promotion. - CHADET has been making a full shift to farmers training, and FSCE have done some adjustments in their portfolio of traditional VT. Agriculture training matches market needs very well, and is adaptable to the education level of illiterate youth. Programs are though short and only give narrow skills though diversity of production methods necessary to make a decent income

VT and employment promotion in Bahir Dar and semi urban areas can benefit from further adjustments to labour market needs and demands, and should consider diversification in the training portfolio,

The apprenticeship training implemented in Bahir Dar, adds significant value to the VT and provides graduates with network and a gateway for employment. It is though recommendable to strengthen the assessment and monitoring of the apprenticeship program focusing on documentation of quality, relevance, learning progress and safe working environment.

Some graduates have made the transition from hazardous work to safe employment/self-employment, but still need to expand their business activities to improve their income; others are in both safe and gainful employment/ self-employment. Many though struggle to make a decent income from their business because of limited markets, tough completion, no demand for their products or services etc.

Agriculture activities are highly relevant for creation of self-employment, and, marketable “Unskilled self-employment” or VT can provide jobs or self-employment in more developed labour markets, or in sectors with few competitors are successful. The existing self-employment support in many cases does not fully help the business groups to establish and develop their businesses, due to lack of hard core business counselling. The 5 day entrepreneurship training is useful but ought to be expanded. Likewise limitation in access to start up capital hamper some youth in business development.

Business groups are problematic due to conflict and lack of management and leadership skills, as well as lack of experience in what it takes to run a business. Partner network and stakeholder engagement in some cases create support and access to resources for youth starting their own businesses. Apprenticeship companies, private VT providers and TF/KSC members are important in job promotion as they help in job search, and through referral/recommendations

The “one stop youth centre” are at the moment not functioning as “a key structure” related to employment or self-employment of project beneficiaries. In rural and semi rural areas the limited labour market opportunities prevent such activities, but the centre in Bahir Dar can adopt a more proactive approach to business contacts, and job match activities.

### **1.3.3. The social empowerment component**

The psycho social support (PSS) and the systematic peer to peer /counselling program in SFCE is an important asset in social empowerment of vulnerably youth, but is unfortunately only available to approximately 50% of the beneficiaries. The life skill training courses provided by the project are short and deserve to be expanded to make an impact, and supplemented with additional training.

Youth clubs are very vibrant, and surely enhance the social empowerment of members, and have element of community outreach or information, which positively influence community perceptions and knowledge. Likewise they have the potential to act as a platforms for youth participation and advocacy (potential for up scaling Unfortunately the vast majority of the project`s vulnerable youth does not benefit from this opportunity as they are not members of the clubs and do not know that they exist. The child and youth led communication activities (One minute videos) have not been implemented as described in the project proposal. It is difficult to see how the project can manage to train youth and implement quality activities at scale within 11 months.

### **1.3.4. Management**

TF/KSCs (TF)/Key Stakeholder Committees (KSC) established by the partners to ensure key stakeholder cooperation, play an important role in the referral and recruitment of beneficiaries for the project. Their level of engagement in employment and business group support varies, and roles are not well defined. Likewise their efficiency and organisation level vary, and they are not carrying out the suggested activities related to development and implementation of standards for VT providers and apprenticeship companies.

Lack of a tracer study prevents precise document of results and impact of the project, and does not allow for an estimate the relevance efficiency and quality of training provided. The existing M&E of training, apprenticeships and business groups contribute to some extent to quality assurance, but is not base on commonly agreed parameters, there is limited documentation and reporting is oral. Likewise there could be a more profound focus on quality and relevance. It is not possible to establish a clear picture of the number of drop outs and procedures for follow-up, but there are evidence of several drop outs and expected return to previous hazardous work.

## **2. Introduction**

### **2.1. Project background**

Under the Education for Youth Empowerment (EYE) subtheme of the revised Education Thematic Programme, Save the Children Denmark (SCD) has been focusing on helping children and youth acquire vocational, business and life skill education and trainings so that they become productive and empowered citizens. Accordingly, the project entitled “Breaking Poverty through Protection and Investment in Decent Employment Opportunities for Vulnerable Children and Youth” has been under implementation since December 2011 and will last for three years. The project is funded by the European Commission and is implemented in partnership with two local NGOs - Organization for Child Development and Transformation (CHADET) and Forum on Sustainable Child Empowerment (FSCE). The Project is being implemented in Bahir Dar Town and the surrounding transit towns of Adet, Merewi, Woreta and Tis Abay and in East Estie and Dera Woredas in South Gondar Zone of Amhara Regional State.

The overall objective of the project is “improved employment opportunities and social inclusion of the marginalized and vulnerable children and youth involved in hazardous informal work in Amhara Region, Northern Ethiopia”. The specific objectives of the project include: 1) Marginalized children and youth involved in the hazardous informal sector have increased access to decent employment opportunities in Bahir Dar and the surrounding transit towns and South Gondar Zone; and 2) Social protection mechanisms are introduced in communities to create safe employment opportunities for marginalized children in Bahir Dar and the surrounding transit towns and in South Gondar Zone.

The primary project target group is 500 children aged 8-14, and 2500 Youth 14-25 years old, who are targeted with protection and economic empowerment support.

While SCD is responsible for the overall follow-up and monitoring of the project, FSCE and CHADET, which are long term partners if SCE, are responsible for the day-to-day follow-up of project activities that are implemented by the field offices of the two implementing partners.

### **2.2. The thematic midterm review**

Save the Children Ethiopia and Save the Children Denmark has agreed that this part of the midterm review will focus on the thematic areas “Protection” and “Education for Youth Empowerment”, whereas the general midterm review will be the responsibility of Save the Children Ethiopia.

The purpose of the thematic midterm review is to get a more in depth understanding of selected protection and EYE aspects, and through an analysis of the areas of challenge and potentials to contribute to enhance the project in the remaining one-and-half years of its life span.

The specific objectives of the component are to:

- Review of inclusion of the most poor and vulnerable children and youth into selection process and their rate of participation, as well as the level of community participation.
- Review of outcomes against objective 1 and social protection mechanisms as stated as objective 2, and analyse underlying factors for successful achievement or challenges.
- Assess the M&E system for measuring CP and EYE relevant factors, including the above.
- Contribute to the overall assessment of the sustainability of the programme.
- Identify lessons learned, good practices , mini baselines results and potential activities for scaling up/replication,
- Creating a set of recommendations on the above for enhancement of the remaining part of the project and a potential second programme phase.

The thematic midterm review was carried out Dec 3<sup>rd</sup> -14<sup>th</sup> 2012, by Kai Yamaguchi-Fasting (CP Advisor) and Kirsten Larsen (EYE Advisor), assisted by Haile Mariam from Save the Children Ethiopia. A total of 41 interviews and focus group discussions with app. 200 persons of FSCE, CHADET, Project TF/KSCs, Child Affairs Committees, Government stakeholders, Training Centres, Youth Clubs, target group members, beneficiaries et al. in 9 Kebeles.

### **2.3. Scope and methodology**

The scope of the assessment includes protection and EYE issues relevant of fulfilment of objectives 1-6, and more typical midterm review aspects including a budget will be carried out by the project and partners. (See TOR Annex 4)

The assessment applies a combination of quantitative and qualitative data collection methods, including desk review of documents, key informant and focus group interviews with the members of the project staff, children and youth participants in the project, stakeholders involved in project activities and local authorities are used as data collection instruments. Besides on site observation of some of the youth enterprises set up and the work places of wage-employed youth, the One Stop Youth Employment Centres, the Safe Home at Bahir Dar, Check Points and Temporary Shelters established/supported by the project also is included.

Primary information sources: Rehabilitated and reunified children, Guardians/parents of the rehabilitated and reunified children and youth, Community members, Employers, Youth trained in various skills employed/not employed in jobs , Vocational trainers and Administrators of training institutes, Committee members at Woreda and Kebele levels, key informants from local government offices - Labour and Social Affairs, Women, Children and Youth Affairs, Micro and Small Scale Enterprises Development Agencies, VT Agency at Regional/Zonal and Woreda levels, SCD and partners' project staff

Secondary information sources: Project Document, Quarterly and annual project progress reports, Survey/assessment reports, Event reports, Communication documents (including minutes); Personal Profiles of trained youth, Data archives of the partners were examined.

# **Findings and recommendations**

### **3. The target group**

As mentioned above the primary target group is 500 children aged 8-14, and 2500 Youth 14-25 years old. A common characteristic for this group is that they come from poor families; some being from single parent or broken families, being orphans, or living with guardians/care givers. Likewise some live in youth headed households or on their own, without appropriate care.

The identification and referral of beneficiaries are mainly done through government entities<sup>2</sup>, where they are registered due to unemployment or being from poor families. Young females, who have been sexually exploited, are often referred through direct contact with individual representatives from the TF /KSC.

The taskforces (TF)/Key Stakeholder Committees (KSC) are responsible for the final selection, and recruitment of beneficiaries. The main selection criterion is that beneficiaries must come from poor families.

#### ***Strengths***

- Young females, who have been sexually exploited, belong to the neediest groups, due to their background and exposure to sexual exploitation. To offer a way out of commercial sex for this group clearly ensure that they get a “second chance”, which they might not have opted for otherwise.

#### ***External challenges***

- According to interviews surprisingly many beneficiaries, referred by district departments in Bahir Dar and FSCE satellite towns, appeared to be grade 10 graduates, or above. All come from poor families, but the question is if they belong to the neediest group.

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<sup>2</sup> This includes the Kebele administrations, the Small and Medium Enterprise development Office (SMEDO), Departments of Women, Children and Youth Affairs (DWCYA) and the Police.

**Conclusions**

The primary target group includes 500 children aged 8-14, and 2500 Youth 14-25 years old, who are targeted with protection and economic empowerment support. All come from poor families, but the question is if all belong to the neediest, since many interviewees were found to have secondary education.

**Recommendations**

- The project partners and the Tasks Forces/Key Stakeholder Groups should review the referral and recruitment criteria, to ensure that they prioritise the neediest, and focus on youth with no or low education.
- Government departments referring beneficiaries to the projects should be encouraged to prioritise the youth most in need, and must stress referral of youth with low education
- The TF/KSC committees/Stakeholder committees, should in their final recruitment emphasise selection of the neediest, and if needed adjust selection criteria to accommodate this.

## 4. Child Protection

### 4.1. Safe Home

The Safe Home in Bahir Dar provides a secure place for young females, formerly exposed to sexual exploitation, to stay during training and preparation for entering into employment and self employment. For this FSCE rented and equipped a set of buildings in Bahir Dar.

#### **Strengths:**

- The majority of interviewed females express appreciation for the opportunity to leave their former trade.
- There are examples of females who were able to establish an alternative business and generate a reasonable income, and move away from hazardous work and sexual exploitation.
- Reportedly, cases of young females previously exposed to sexual exploitation, are limited, when they return to their home town after training, and establish an alternative business or get jobs. In one interviewed case in a satellite town the police reacted exemplary to the complaint of a graduate and successfully warned the harasser.

#### **Challenges**

- There was an unusually large batch of girls (90 in total) due to some programmatic reasons at the end of 2012. This included girls financed by Terre des Hommes in a similar intervention. The high number puts some strain on the accommodation resources, the psycho social support, responsibility of the House Mothers, and the training facilities.
- Girls who get sick or do have a medical condition get medical help, however, the preventive medical screening seems to focus primarily on possible pregnancies. Pregnant girls are not admitted and are being ejected.
- A few interviewed girls complained about the quality of food, adding that some girls on food preparation duty do not have the knowledge to do so.

### 4.2. Reunification of migrated/migrating children

#### 4.2.1. En route-identification

CHADET as well as FSCE maintain links with staff working at bus stations. The staffs screen passengers in transit on children travelling without authorization of their parents and police<sup>3</sup>. The identified children are handed over to respectively CHADET or FSCE. In the case of CHADET a psychologist runs a preliminary screening at the temporary shelter to initiate the appropriate management of the case. In most cases, parents or caretakers are alerted soon after and the child re-unified with their parents.

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<sup>3</sup> This includes unaccompanied or accompanied children

Together with the Child Affairs Committees root causes of migration are being mitigated. This includes:

- Mitigation of economic push-factors (also in families where children have not migrated)
- Awareness-raising towards positive parenting and monitoring of change
- Conflict meditation with parents and monitoring of change

The system of en route-identification creates positive effects on at least two levels: Firstly, it provides the children with an opportunity to reconsider their choices and/or to strengthen them against external influences if they are migrating with doubts. Secondly, it strengthens the responsibility of parents and communities for mediating conflicts, school enrolment and preventing abuse/exploitation. The results seem encouraging within certain limits.

#### ***Strengths:***

- The Kebeles with the seemingly strongest monitoring suggest that 60% of the children returned over the last 18 months are still staying with their parents and are enrolled in school, the latter being one of the success indicators of the intervention. Some Kebele, particularly the urban satellite settlements, seem to have less visibility on the success of reunification.
- The follow-up of cases seems to be strongest in rural project areas, the 10 of the 39 Kebeles in the areas where CHADET is active.
- Communities (in particular Child Affairs Committees (CAC) and Child Protection Units (CPU) demonstrate radical changes in attitudes towards key concerns of child protection i.e. Harmful Traditional Practices, including EM, Child Migration, Sexual Abuse and Child Labour.
- Both partners have impressive networks i.e. the CACs and the Project TF/KSCs. There are several members of Child Affairs Committees and a religious leader who independently expressed the opinion that Kebeles, which are not part of the project yet would greatly benefit from similar interventions.

#### ***Challenges***

- Visibility on school enrolment, follow-up with the families and prospects of reunified children in areas where there is no project partner, is challenges, and also in some other areas with weak child protection systems it is limited.
- The authority of staff working at bus stations and screening for potentially hazardously migrating children is often questioned by passengers in question.

### **4.3. Particular consideration for Street Children**

Street Children in Bahir Dar, who wish to return to their places of origin, are given the opportunity to do so by FSCE. The return is voluntary and the children have the possibility to withdraw from the return scheme any time. The project links with other NGOs for basic supplies like new shoes to the children as well as to partners in the areas of origin.

In the group of interviewed children the majority came from households with at least one of the natural parents being absent. Violence in the homes and economic reasons were expressed to be the most common factors for migration to Bahir Dar.

### **Strengths**

- The level of child participation seems relatively high. On the occasion of the review visit, the FSCE consulted a group of approximately 35 children if they prefer to wait up for delayed shoes to arrive or if they prefer soonest departure. In this particular case approximately 90% of children voted in favour of quick departure.

- Children are offered a chance to reconsider their choices after experiencing the reality of street life in Bahir Dar.

### **Challenges**

- After registration and before departure to their places of origin there are a few days during which main threats to the Street Children (conflict with police, abuse by other (often older) street children/youth) still pertain.

- The areas of origin are geographically rather scattered which makes monitoring of case management difficult.

- Some root causes of migration still persist.

## **Recommendations**

### The Safe Home

To diminish the challenges caused by the high number of young females in the safe home, it is recommended to contact Terre des Hommes for additional support to implementation of the recommendations given in this report across beneficiary groups in the safe home. (Protection and EYE)

- FSCE need to create special opportunities for girls found to be pregnant when entering the Safe Home, either within the project or by referral to other relevant NGOs.

### Reunification of migrated/migrating children and street children

- Include existing documentation into the monitoring & evaluation system to document the psycho-social as well economic outcome of the reunification scheme and safe home training.
- Repeat par-social work training to Child Affairs Committees and CPUs where wished, possibly
- Strengthen partners' capacity through additional link to Child Protection Team of SC.
- With the help of the AC social worker the project should aim to strengthen case management capacity on Kebele level.
- Clear guidelines and an ID card to bus station workers might help to define tasks of bus station workers vis-a-vis police and other authorities to passengers.
- Evaluate options to improve safety for children while waiting for the transportation to their places of origin.
- Strengthen case management structures at community level.
- Strengthen monitoring of case management by existing indicators, i.e. enrolment in school, follow-up by Child Affairs Committee etc.

## 5. Education for Youth Empowerment

### 5.1. The economic empowerment component

#### 5.1.1. Literacy and numeracy

The project proposal states that .....*“Non-Formal Education (NFE) activities, will be provided to children and youth, building on SCDs experience with accelerated learning programs. and .....where needed, youth can also be enrolled in the government adult literacy program (p.7)”*.

This activity was originally included in the project proposal to boost literacy for beneficiaries with no or very limited education, as literacy is crucial if they are expected to benefit from VT, and develop into successful entrepreneurs, who that can manage and run a business.

Until now literacy and numeracy training has been established only by FSCE, and only provides this to young females living in the safe home. The remaining 50 % of their beneficiates do not receive any literacy and numeracy training. A total of 20 % young females from the safe home, joined during the second half of 2012<sup>4</sup>. The duration of training is for 3months, and it is delivered parallel with the VT training. CHADET is planning to introduce it using government adult education centres, and their trainers, but has not yet started.

#### **Strengths**

- FSCE`s program follows the national curriculum and standards for literacy programs, and is delivered by qualified trainers.
- The FSCE program offers a chance for beneficiaries from the safe home to gain literacy and numeracy skill that are important for their success in VT, and future business or employment.

#### **Challenges**

- FSCE`s literacy and numeracy program is only offered to females living in the Safe Home in Bahir Dar, and it is not offered to the remaining 50% of beneficiaries.
- The time span of the literacy course is short (3-4 months), and there is no opportunities for beneficiaries to continue, after their graduation from VT.
- CHADET has not yet established any literacy or numeracy program, but plan to do so, based on recommendations from SCD. This question is if this will give access to beneficiaries from the remote rural Kebeles, where the need according to CHADET staff is greatest.

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<sup>4</sup> The second group of safe home trainees were 44 female.

**Conclusion**

Only FSCE offers literacy training (follow national standards), but this is limited to beneficiaries from the Safe Home. This is though short and there is no opportunity for participants to continue training after VET graduation. CHADET has for some time been planning to implement literacy courses, but had at the time of the Midterm review not started. It is important that beneficiaries develop a basic level of literacy and numeracy skills, to enable illiterate beneficiaries to be successful in VT and other types of training, or in business and jobs.

**Recommendations for 2013:**

- Partners should fulfil at least the requirement for literacy and numeracy training according to the project document.
- Both organisations should include sufficient literacy and numeracy programs for all beneficiaries in need.
- The literacy and numeracy courses must provide participants with a level of skills that enable them to succeed in VT, and management of a small business.
- It should be possible for beneficiaries to continue development of their skills after graduation from the VT program

**Suggested interventions**

- Partners may establish links to NGOs or government partners for delivery of literacy and numeracy programs, if this type is adequate to beneficiary needs, and of good quality. Alternatively primary schools teachers can be engaged to deliver such programs, but would most likely need some kind of training in adult learning methodologies.
- It would be obvious to develop reading groups, library with technical and easy to read books, at the youth centres to encourage development of a reading culture.
- The project should seek advice from the SCE literacy boost program, for ideas about how to create a reading culture, and boost literacy among beneficiaries.
- In addition to the small reading corner, literacy and numeracy skills provision facilities can also be established to beneficiaries at the same illiterate level.

### 5.1.2. Farmers Training and Vocational Training (VT)

In the first project year the partners focused on traditional VT as for example sewing hairdressing, carpentry etc, but did not know if these types of training were marketable, due to a delay of the labour market study. After the study was finalised in 2011, both FSCE and CHADET have adjusted their training portfolio, to make it more market relevant.

CHADES, operating mainly in rural areas, has abandoned the traditional VT, and has shifted to short agriculture training in for example, bee keeping, ox- and sheep-fattening, poultry, vegetables and fruit production etc. These courses are delivered by the local Farmers Training Centres. Some beneficiaries have also been trained in gabion production, for the large terracing projects in the region. These courses are 5-20 days, and are carried out by Farmers Training Centres (FTC).

FSCE still offers 3 month traditional VT, equivalent to level one National VT condensed, following the nationally recognised curricula and providing the required number of hours, but condense the training period. The training is mainly delivered by private providers in Bahir Dar and by government VT centres in the satellite towns. They have diversified the training course portfolio, and also reduced the number of trainees in programs where training is not marketable.

#### **Strengths**

- The agricultural training introduced by CHADET is highly market relevant in the rural and semi urban areas, as the main market demands here focus on food security and agriculture products.
- Farmers training courses are very practical, builds on the participants existing experience about farming, it matches the needs of illiterate youth well<sup>5</sup> and the learning impact is therefore good.
- Agriculture training is delivered by the Farmers` Training centres, and follows a curriculum certified by Ministry of Agriculture, which should imply some kind of quality assurance framework.
- FSCE has reduced the VT in female hairdressing and tailoring, and has introduced a larger variety of VT as for example male hair dressing (barber), and cobble stone making which both are highly marketable. Besides they still maintain VT in electronic repair, wood works and metal work and food processing, which are all market relevant.
- In Bahir Dar town the TTV training is mainly provided by private training providers as they are said to be better in handling the youth, and their more practical approach to learning is considered more suitable for the target group. They are besides cheaper than the government VT, and are in general said to have good workshop facilities.
- It has not been possible to document the quality relevance and efficiency of the VT, due to lack of a tracer study and system, but most private providers in Bahir Dar are by trainees, graduates

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<sup>5</sup> Illiterate youth are said to be a large part of the project beneficiaries especially in the remote rural areas.

and apprenticeship companies judged to deliver quality training, and having the necessary tools equipment and workshop space.

- The project organise an introduction day, before the youth join VT or agriculture training. SMEDO, training providers and the Kebele administration contribute to the meeting. This, according to trainees and graduates, provide valuable information, which has enabled them to choose wisely among the courses available.

### ***Internal challenges***

- The farmers training courses are very short (5-20 days), and only concentrate on one type of farming activity. Since beneficiaries are only allowed to follow one course, this limits their skills development to only one very specific area of farming, and hereby restrains their future opportunity to engage in different interrelated types of farming<sup>6</sup>.
- FSCE still maintains training in female hair dressing and tailoring, which are not marketable in most satellite towns, or rural areas. Likewise it is very difficult now to find employment as a hairdresser in Bahir Dar, or start a business, due to many graduates from different VT centres. Likewise they have maintained other VTs as wood and metal work works, which is not highly marketable in semi urban areas or rural areas.
- FSCE does not offer farmers training courses, though this would be relevant for some of the satellite towns, due to a limited number of jobs and self-employment opportunities in traditional VT.
- The length of the VT courses provide graduates with a skills level suitable for employment as apprentices or junior assistants – it is not enough to be employed as a full fledged employee, or to be fully competitive as self employed. Not all graduates are aware of this, and have too high expectations about their future job opportunities, when they start searching for job.
- There is no counselling or guidance for youth, who have made a wrong choice of training, and there are no opportunities to shift, if trainees regret their choice.
- Some youth enrolled in the SFCE program, do not receive any training or skills capacity building apart from the entrepreneurship course. Some engage in types of businesses that do not require skills training, but others as for example the ones engaged in food processing state that their knowledge is too limited to compete with other cafés and restaurants.

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<sup>6</sup> One example is that bee keeping and horticulture combined benefit both types of activities. Another activity is to combine maize growing and poultry, since the chicken can eat the remains from the maize, after harvest.

## **Conclusion**

Both organisations have used the labour market analysis to adjust the training- CHADET making a full shift to farmers training, and FSCE making some adjustments in their portfolio of traditional VT. This has improved the relevance and marketability of the VT. In Bahir Dar and semi urban areas there is still a need for adjustment of VT training to labour market needs and demands, and to diversify the training portfolio, to make up for the limited employment and self-employment capacity in the local labour market.

Agriculture related training match market needs builds on and improves participants existing skills base, is market relevant, and match the education level of illiterate youth. Programs are though short and only give narrow skills in agriculture where diversity of production methods is necessary to make a decent income.

It is not possible to document the overall relevance, quality and efficiency of the VT, or employment results as there is no tracer study.

Interviews shows that quality, marketable and relevant training can lead to gainful employment, but also indications that graduates need practical training to supplement their VT, and are only able to get employment as assistants.

### **Overall recommendations2013**

- Partners must have an increased focus on quality, market relevance and effectiveness of the VT (quality of providers, relevance and diversity of training portfolio), and only provide market relevant traditional VT.
- It will be beneficiary to improve the labour market match and ensure that training meets the skill level requirements
- It will be relevant to diversify skills training opportunities within the traditional VT in larger urban areas including Bahir Dar
- FSCE should increase focus on combined agriculture training, and decrease the focus on traditional VT in rural and semi urban areas where not marketable.
- Shifting the farm related type of trainings can also be directed towards being engaged in small scale agricultural products processing and selling schemes by adding value to them
- The agriculture training should be diversified, to include a number of interrelated trainings, which can provide youth with multiple agriculture production skills allowing them to enter into production that supplement each other and create synergy.
- It should be considered to offer some type of short skills upgrading for youth engaged in “unskilled self employment”, as for example food processing. This could for example

be apprenticeships.

**Possible interventions**

- Immediately implement tracer study/system & Systematise Quality Assurance (QA) and M&E with more focus on VT quality efficiency and relevance
- Ensure that the choice of providers is based on demand in labour market and quality, as well as their employment record.
- Increased focus on agriculture and agro business training in semi urban and rural areas in next batch (80/20)
- Agriculture training should be expanded/broadened to include a combination of related agriculture course, which enable beneficiaries to engage in agriculture activities supplementing each other and creating synergy between productions.
- Diversify the training portfolio in traditional VT, to keep up and expand market relevance.
- Involve potential employers and apprenticeship companies in recruitment of youth in VT and skills training.
- Pilot company based training as an option for diversity in Bahir Dar
- Involve potential employers and apprenticeship companies in recruitment of youth in VT and skills training.

**5.1.3. Apprenticeship**

A pilot VT apprenticeship model is implemented in Bahir Dar by FSCE, as a supplement to the 3 month VT. The apprenticeship is one month, and at the moment FSCE has contact with 90-100 apprenticeship companies. Each company will take 2-5 trainees at a time.

*Table: Apprenticeship Companies in Bahir Dar by type of training and numbers*

Type of training	Number of apprenticeship companies
Food processing	15-20
Male hairdressing	20
Female hairdressing	20
Wood and metal work	10-15
Electronics	25

**Strengths**

- The apprenticeship is a strong asset for the project, as it first of all it gives trainees additional practical training, to supplement the VT. Besides they learn about work culture and get some valuable experience about the world of work and what it takes to run a business. All which will benefit them in a future job or self-employment.

- The program has the potential to be scaled up in satellite towns with a reasonable formal and informal labour market, Staff, management and VT providers have worked together on identification and recruitment of the companies, and have all experienced a willingness from the companies to help.
- The apprenticeship companies voluntarily take on the duty as mentors and trainers and are not paid or receive any other benefits for their service. Their main motivation is to see vulnerable young people making a positive change in their life, through engagement in practical work (Some company owners though suggested that the project contributed to materials, and give a guarantee for replacement of tools or equipment, if apprentices damage them.)
- Contact to the apprenticeship companies represent an important - but not fully utilised - private sector link for FSCE and the project, that in future can be strengthened and expanded, for example through establishment of a company networks and activities for matching companies and trainees.

### ***Challenges***

- There are no standardised recruitment criteria or procedures for apprenticeship companies that enable the project to judge the quality, motivation and safety of the workplace.
- There is likewise no written apprenticeship agreement at the moment, and all settlements are done orally.
- Not all VT trainees in Bahir Dar have been able to get apprenticeship in a company, but have spent their apprenticeship period with their VT provider. Hereby they do not get the same practical experience as beneficiaries joining the company based apprenticeships.
- The project has only organised the apprenticeship program in Bahir Dar, but some of the satellite towns have potential for some apprenticeship places.
- It may be difficult to establish apprenticeships at a larger scale in the rural areas, due to a very limited formal and informal labour market, but the few employers within VT, could act as Apprenteischip companies. There are also very successful farmers, which could act as mentors for youth establishing agriculture productions.
- The duration of the apprenticeship (one month), is a minimum, and in some cases should be longer.

### **Conclusion**

The apprenticeship program adds significant value to the VT and provides graduates with network and a gateway for employment. It has a potential for scaling up. It also represents an important link to private sector, which deserves to be strengthened and expanded. Not all VT trainees unfortunately have the opportunity to do their apprenticeship in a company, which limits the experience. There is at the moment no formalised and coherent assessment and monitoring system, and documentation to ensure quality, relevance, learning progress and safe working environment

### **Recommendations for 2013**

- Partners should continue and sustain the apprenticeship program in Bahir Dar, and pilot it in the larger satellite towns as a part of up-scaling.
- Company based apprenticeship programs should be an option for all VT graduates in Bahir Dar
- Focus on quality assurance and documentation can be enhanced, including focus on relevance working environment and learning progress
- Partners should enhance and develop the contacts to apprenticeship companies, to expand the apprenticeship program, create close link to private sector and support job and self-employment promotion for project beneficiaries.

### **Recommendations for the next project phase**

- It would be beneficiary to expand, diversify and scale up the apprenticeiship program in towns and trades that have the potentials, and It is recommended to pilot and introduce the company based training model

### **Suggested interventions**

- Establish an apprenticeship company network in Bahir Dar, meeting 3-4 meetings, for a social event, maybe where they meet the graduates for job match, mentoring etc.
- Utilise existing apprenticeiship companies in identification and recruitment of additional apprenticeship companies.
- Develop formal recruitment and follow-up parameters that include parameters for assessment of quality, relevance and work place safety.
- Make written MoUs with the companies, specifying agreed terms of conditions for the apprenticeship.
- Give" non monetary benefits" to apprenticeships companies, to attract more. For example needed tool, training etc that benefit their business and also add value to the

apprenticeship. Likewise promote their contribution at any opportunity possible.

- Establish an apprenticeship log book to be used as part of M&E, where all tests results, attendance remarks etc. can be included.
- Establish experience sharing schemes with successful farmers and agriculture products processors for youth engaged in farm related activities would be productive if such modalities are organized
- Create an Apprenticeship company network or broader business group network, including companies from relevant trades to boost and scaling up the apprenticeship program.
- Previous graduates who are successful can act as apprenticeship companies

#### **5.1.4. Entrepreneurship training**

All beneficiaries from the economic empowerment component get a 5 days entrepreneurship course, during or just after they have finalised their skills training. This is delivered by the partner organisations` business skills trainer or an officer from SMEDO. There is no common curriculum for the course.

##### ***Strengths***

- The course is valued by the participants, who consider it relevant, and it is said to give a good basic knowledge about starting a business.
- The cooperation with SMEDO creates links to a government based business development initiatives, and in some cases this enables participants to benefit from other government driven entrepreneurship initiatives, provided by them.

##### ***Internal challenges***

- As beneficiaries have not yet started business, and are without prior experience from the world of work, when they receive the basic entrepreneurship training, they have difficulties in transferring the knowledge and skilled from the training, to practical business start up once they embark on this. The graduates in business strongly indicate the need for a longer course, for self employed beneficiaries, with a more practical and business oriented approach, relating directly to their practical problems as newly started entrepreneurs. Such a course should be delivered, they say, during the first 6 months of their business start up ideally combined with business counselling.

#### **5.1.5. Self-employment promotion**

The self-employment promotion is the most dominant approach to supporting youth in improving their economic situation, as this is seen as a more realistic option than finding a job. The self-employment promotion includes support for formation of business groups; follow-up visits carried out by the project partners` social workers and the business skills trainer. Some business groups also receive a limited amount of equipment or tools for business start up.

In FSCE the tools and equipment are given for business groups in the trades that are considered most marketable, whereas youth trained in others are left without support. All beneficiaries (VT graduates and youth in unskilled employment) within the selected trades receiving the same amount, and financial support is only given to business groups. CHADET provide financial support mainly to business groups, except in animal fattening where they accept individuals. The amounts received by the business groups differ as this is determined by their business plan and financial needs.

FSCE has plans to transform the financial support into a revolving fund, and will ask beneficiaries to pay back the amount they have received. This is in principal a good idea as more could benefit, but in reality it seems very unlikely to expect repayment within the first 1-2 years from most beneficiaries, and some will never make it.

### **Strengths**

- Some graduates have, according to interviews, made the transition from hazardous work to safe employment/self-employment but need to improve their income, and others show positive indication of development. Again others are in both safe and gainful employment/self-employment. beneficiaries engaged in “Unskilled business”<sup>7</sup> are successful, if their business match labour market needs and groups are competitive in the market; here especially laundry is successful, and actually provides a better income, than many businesses established by VT graduates.
- CHADET bases the financial support to business groups on their needs and financial requirements, and ask for an estimated budget and a business plans. Likewise they allow support for individual self employed in farming
- Beneficiaries engaged in farm related activities (CHADET) have a good prospect of income from self-employment, as there is a high demand for farm products in rural and semi urban settlements. For some, the income from agriculture production allows them to save, and in time engage in other types of income generation, which can add to their improvement of livelihood.
- Both partners have very good local networks and long term relations with government offices. This has in some cases enabled business groups to get access to resources and business support, outside the project.
- CHADET has piloted cooperatives as a way for registration of a business, and also want to introduce registration as small holder groups. This gives some advantages, as for example support for book keeping, registration, support for preparation of tender documents etc. Likewise cooperatives get privileges in terms of taxation, which can benefit the new entrepreneurs.
- In a few locations the local communities had created a local network of community members that helped the project business groups on a daily basis, and kept an eye on them when the

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<sup>7</sup> Laundry, sales of soft drinks etc.

project follow was not present. The community talks had helped the community to understand the needs of vulnerable youth, and they therefore had realised that it was necessary to support the youth socially if they should be successful in business.

### ***Internal challenges***

- In FSCE only a limited number of business groups receive equipment tools and materials (worth 4600 Birr), whereas others are left to start their business without. This leaves them in a very difficult situation, when stating to establish and develop their business as they cannot get help from family and relatives as they are poor.
- As the present granting of tools and equipment to FSCE's beneficiaries is not based on individual business talent, motivation or local market opportunities, this unfortunately neglect some in marketable businesses, or beneficiaries with clear business talent and motivation.
- Most business groups experience conflicts, mistrust among members, and lack of management or problem solving skills. In addition very few are motivated to join a group, as they want individual businesses. This result in frequent conflicts which in some cases lead to that some group members are pushed out or that groups break up.
- The setup of the financial support presents a number of problems. First of all the whole purchase procedure is very resource demanding for the partner organisation, due to many "levels of decision making", and much equipment is purchased in Addis Ababa or Bahir Dar. Consequently equipment and tools can be delayed, there is a risk of purchasing the wrong materials or that the materials bought do not fit local market needs. Secondly tools and equipments are purchased by project staff without adequate knowledge about the requirement for professional tools and equipment. To cut costs, because of the tight budgets for purchase; hence they often buy equipment of poor quality, which break or are in-operational after a short while, leaving the business owner with reduced capacity of doing business.

Business groups have been stated in sectors, which are not viable, or where there are too many competitors in the market. Likewise some of the unskilled self-employment groups focus on trades with a high competition.

- The TF/KSC` direct support to helping self employed youth in relation to requirements from government authorities, tax etc, or to supervising and create a conducive business environment about such issues can be strengthened.
- Some of the business groups interviewed clearly had very limited knowledge and understanding of the market dynamics, how to analyse market trends, and utilise business opportunities.

### ***External challenges***

- Despite the lack of concrete documentation (tracer study), it is obvious that many beneficiaries in self-employment have difficulties in making ends meet during for the first 6-12 month in business, and many stated that they found it hard to survive. In some cases the perspective of

developing a viable business over time is also nonexistent due to hard competition, being in a sector with very limited market, having established a business in a non marketable are, or communities having a very limited economic surplus.

- Especially beneficiaries in satellite towns, trained in “traditional VT”, have difficulties and youth trained in areas not matching labour market needs, or having very poor practical skills due to poor training, evidently find it very difficult or rather impossible to survive and be compatible. Hence some are forced to supplement their income as domestic and likewise, or have dropped out of the business, most likely to return to their previous hazardous work.
- Many business groups are not able to establish businesses at the markets or Main Street, where most customers are, due to their very limited income, but have to establish their business in what they describe as “the back of the town”. This means, that customers do not easily find them and go somewhere else. This is yet another challenge to establishment of a viable business.
- Things as registration, tax, to fulfil requirements set by hygiene inspections etc. are difficult for many of the beneficiaries to deal with. Often they do not understand what they are expected to do or how to do it. Likewise they find it very difficult to follow the advice and instructions given by the authorities SMEDO or the project staff, or to deal with the paperwork.
- Business groups of 3-5 members, find it difficult to generate enough income for all members of the group. Therefore many groups split up or members are pushed out.
- SMEDO avail free space for newly started businesses in a profitable location, but this is only given to companies dealing with traditional weaving, fruit and vegetables, and traditional spices, and can therefore not be accessed by the project business groups.<sup>8</sup> Youth can therefore not benefit from this

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<sup>8</sup> . In one town some business groups had also benefitted from this service but had to move, as the premises should be sued for something else

## **Conclusion**

### Transition to self-employment

Some graduates from VT have made the transition from hazardous work to safe employment/self-employment but need to improve their income, and develop their business in order to ensure a decent income. Others are in both safe and gainful employment/ self-employment. Many though struggle to make a decent income from their business because of limited markets, tough completion, no demand for their products or services, or being in a non marketable business etc. The lack of a tracer study hinders an exact status on employment /self employment results, quality or relevance, and there is no systematic monitoring of the business groups' progress, that can verify this either.

Agriculture production is highly relevant for self-employment, and, marketable "Unskilled self-employment" can provide jobs or self-employment in more developed labour markets or in sectors with few competitors.

Youth engaged in farm related activities see income as a stepping stone for engagement in other types of income generation, which enable them to diversify and improve their livelihood opportunities.

Beneficiaries' success in business as well as in wage employment relies on quality, relevance and labour market match of the training that they receive, as well as their individual motivation and entrepreneurship skills. Many are not lucky to have this combination or just part of it, and therefore may never make the transition.

### Entrepreneurship training & support

The 5 day entrepreneurship course is very important introduction to entrepreneurship and self-employment but there is a need for an advanced course for youth in business, giving more comprehensive knowledge, directly addressing their challenges in business start up.

The present limitation of financial support to graduates from specific VT programs (FSCE) hampers some youth with potentials and with marketable skills in starting business.

The present purchase of business group start up equipment or tools is resource demanding, there are examples of delay in delivery and purchase of non marketable or poor quality equipment. Business groups are problematic due to conflict and lack of management and leadership skills, or limited experience in what it takes to run a business.

Partner network and stakeholder engagement in some cases create support and access to resources for youth starting their own businesses.

## **Recommendations for 2013**

Revise the self-employment promotion component considering:

- There should be a more profound shift of focus from self employed in traditional VTs in rural and semi urban areas, to agro related training and businesses, and if relevant marketable “unskilled employments”
- There is a need to individualise and diversify the types of businesses started, and judgements should be based on a combination of marketability, viability of business idea, and the motivation as well as skills of the individual or business group. based on market needs, guidance and counselling
- Partners must ensure that business groups or individuals get the necessary business and management skills and develop their abilities to manage and expand their businesses. Likewise they should strive to enable them to access local resources available.
- It would be beneficiary for partners to explore how to create a viable alternative or supplement to large business groups, and accommodate individual businesses.
- The self-employment promotion must establish a strong, systematic business focus in support and follow-up; this should be based on business indicators, and structured monitoring of business progress. It can with benefit involve private sector expertise
- Partners and key stakeholders should support development of a conducive business environment for the beneficiaries, in their transition period to gainful self-employment including government, private companies and stakeholders more actively
- It may be necessary to establish an additional support to youth, who are not in job or viable self-employment after 8-12 months, for the project to live up to its objectives and commitment to beneficiaries, and to ensure adequate and satisfactory outcomes of the project.
- Financial support must be provided according to the relevance and marketability of the business idea, business talent and motivation for employment.
- Enhance quality, timeliness and efficiency in purchase and procurement should be enhanced.

### ***Suggested interventions***

#### Entrepreneurship training

- All self employed youth in the project should be offered an advanced business training course, which is modularised and delivered alongside their business development.
- It is important that the advance business course is practical and allow the participants to deal with the practical challenges they face as newly started business people.
- Let self employed youth learn about businesses through mentorships with established business people. Here previous graduates successful in business provide a good source.

## Self-employment support

- Strengthen support to business groups or individual self employed by engaging experienced business owners- as a mentor and supervisor.
- Ensure that business groups and individual entrepreneurs are supervised by persons with “hard core” business experience over a longer period, and that the supervision addresses the problems faced by the business groups.
- Introduce “entrepreneurship apprenticeships “with experienced and successful business people for existing and new businesses. Here previous graduates provide valuable source.
- Pilot a “business incubator” in the market or at a central place, where beneficiaries can be supervised closely, while working, and where they have access to customers and business.
- Utilise the TFs/KSCs, local government, important community members and private companies to establish a network, which through their expertise and knowledge can support the youth in business start up and development, as well helping to create a conducive environment for them.
- Strengthen the role of the “one stop employment centres” in self-employment and inclusion of youth in self-employment and employment.
- At youth centres establish business and entrepreneurship groups for youth in self-employment or in the transition to this, supervised by experienced business person
- Investigate the opportunities for cooperatives or small shareholder groups, as a way of organising youth for business.
- Support youth engaged in agro related business to establish savings or saving groups and supervise them about how to engage in alternative marketable business activities.
- Revisit the labour market analysis for further alignment of the types of business groups, according to labour market needs.
- Organise events where youth in self-employment can meet experienced and successful employers and business owners, and learn from them or link groups up with individual business people to ensure the same.
- Make some arrangements where self-employed youth, who have difficulties in making their business pay off, can get additional help for example to include at least 4 months with food items, additional tools and equipment, house rent etc. Second chance
- Establish longer apprenticeships (4-6 months), as a second chance option for youth who have been trained in traditional and unmarketable VT, with an agreement that the project contribution to apprentices’ living expenses or top up the apprenticeship salary for a limited period. This can be done by using a graduation model, where the amount given by

the project decreases over time, and the employers share increase respectively.

- Provide unsuccessful beneficiaries from VT short farm related training as an option for a second chance, or try to help them development of businesses that relates to their training, so they can utilise their skills. For example a graduation in carpentry may be very good at selling wood, tools and supplies if there is a market for this.
- Help the beneficiaries to develop multiple strategies to income, for example by adding activities to what they are already doing, or pair them in groups where one business can support the and hereby diversify production. For example a tailor and carpentry, can jointly produce upholstered furniture, or a baker may supplement the sale of bread by selling coffee or tea.

#### Financial support

- Base the financial support for business start up on business plan/idea, budgets, skills entrepreneurship ability and motivation.
- Establish saving groups and help business groups to open bank account
- Allow individual businesses and groups of two to three members, to ensure that groups generate income enough to live from their business
- Establish a pilot “delegated spending authority” for financial support to business groups and individual entrepreneurs, with project signature guarantee, which allow them to purchase tool equipments etc themselves.
- Link youth to other business support activities and resources (government NGO private business)

#### Procurement:

- Utilise the expertise of private training providers, companies or TF/KSCs in procurement of tools and equipment, as they know the needs, types and requirements
- Ensure timely purchase of quality, market relevant and appropriate materials for self employed, possibly by including experts in the procurement
- Support establishment of saving groups, and create links to youth friendly micro finance.

### **5.1.6. The one stop youth employment centre and other employment promotion**

The registration of unemployed youth at “the one stop youth centre” has been carried out enthusiastically, but seems to have been limited to a number of centres only some of the satellite towns, as well as in Bahir Dar. The activities targeting employers has also been launched in a few cases, despite a limited number of potential employers present in the community.

In Bahir Dar the centre has identified 7000 companies with a potential for employment. The centre has though only sent a letter to all companies to ask about potential jobs, and to present the registered unemployed youth. Very few have been contacted directly. In satellite towns the number of potential employers is rather low due to a limited labour market, and contact to employers has therefore been quite limited.

A few centres help youth with to development of their CVs, which is very popular, but apart from this, many other activities mentioned in the project proposal are nonexistent. Likewise none of the centres have established job and self-employment youth group, as indicated in the project proposal.

#### ***Strengths***

- The apprenticeship companies and the private VT providers are important to trainees in their job search, as they can provide references, and also give them information about available jobs. The companies also represent a potential “Gateway” to employment, as some of them engage apprentices after graduation, or recommend them to other companies in need of employees.
- There are a few examples of TF/KSC members that personally have linked VT graduates directly to apprenticeships and employment, or have taken them to individual companies for introduction. This pays off as committee members are well known and respected people in the community.

#### ***Internal challenges***

- The “One Stop Youth Employment” centres do not play the anticipated role in promotion of employment for project beneficiaries, and in support to the ones establishing their own business. In the rural and semi urban areas this situation is caused by the very limited number of employers, and employment opportunities.
- The centre in Bahir Dar lack of proactive contact to employers, and has not managed the implementation of the employment promotion activities, set forward in the project proposal, despite the good potential.
- The centre in Bahir Dar is according to the project proposal expected to be the coordinating entity for the satellite centres. It has not been possible to identify any links between the centre in Bahir Dar and centres in the satellite towns, or any attempts of coordination.

- The project focuses very little on supporting beneficiaries in finding wage employment. This may to some degree make sense in the rural and semi urban areas where job opportunities are very limited, but such support should be emphasised in Bahir Dar, which has 7000 potential companies.
- Very few of the project's VT trainees, graduates or self employed know about the centres' employment promotion activities, and even fewer have been in contact with the centre, in order to get support for wage or self employment.
- The links between the "one stop centre" activities and other job or self-employment activities in the project are very limited
- The project does not proactively utilise apprenticeships companies to create business networks to promote employment promotion.

### ***External challenges***

- The job match activities in the satellite towns face major challenges in the rural and semi rural satellite towns, as the number of companies is very limited, in some cases as low as 15-25 potential companies or organisations. It has therefore been very difficult to maintain the activities for employers, and very few of the registered youth have got employment.<sup>9</sup>
- SMEDO and the Kebele administration now carry out a registration of unemployed youth and job seekers, which means that the job seeker registration in the project overlaps with this. Therefore this activity is no longer relevant for the project.
- Despite interest employers in the rural and semi urban areas only have a limited need for new employees, and can therefore be difficult to motivate for meetings etc.

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<sup>9</sup> Examples of numbers of registered youth

## **Conclusion**

The project proposal estimate that the “one stop youth centre” will be a key structure related to achievement of objective one of the project. In reality the centre’s contribution to this is though very limited at the moment, and they seem detached from other project employment interventions. (See project proposal).

In rural and semi rural areas this can partly be explained by the very limited labour market and job opportunities. In Bahir Dar and in the larger satellite towns with a more prosperous labour market the centres represent an underutilised potential for promotion of job and self-employment, and can adopt a more proactive approach to business contacts, and job match activities.

The apprenticeship companies, private VT providers and TF/KSC members are important in job promotion as they help in job search, and through referral/recommendations

## **Recommendations for 2013**

- The existing “one-stop youth centre” setup should be revised, with the aim of ensuring synergy with other job and self-employment promotion activities in the project
- In semi urban and rural areas the focus on employment promotion from the centres should shift to entrepreneurship support to the project beneficiaries
- In Bahir Dar, that has a more developed labour market, and many potential companies, the project should increase support to job creation and wage employment of beneficiaries
- Both in rural and urban areas it should be emphasised that the activities target the project beneficiaries as a first priority, and support them in finding employment or start a business
- The private sector links should be enhanced to support job match and creating links between employers and project beneficiaries.
- The project should in Bahir Dar develop strong links to private sector companies, among others through the Apprenticeship, to enhance the wage employment promotion.

## **Suggested interventions**

- The registration of job seekers should be stopped, and list handed over to the SMEDO and Kebele administration.
- In rural and semi urban areas the contact with employers that has been created should be maintained, but the activities that target companies at large should be stopped.
- Project beneficiaries should receive labour market orientation, skills in job networking , support in CV writing, how to do job interviews
- In Bahir Dar and larger satellite towns, with a more developed labour market, the centres

should :

- ✓ Intensify their contact to employers, through direct contact to individual companies and the activities suggested in the project proposal, which target employers at large.
  - ✓ Intensify the job match services, more directly and proactively, especially for the project beneficiaries, and increase job advice and counselling.
  - ✓ Investigate employment in areas with demand/unfulfilled opportunities, matching labour market needs, and establish private sector contacts here.
  - ✓ Take a proactive role in linking the VT trainees to companies for apprenticeships, through direct contact visit and employment promotion activities.
  - ✓ Apprenticeship companies and the TF/KSC members represent an unutilised potential for employment in Bahir Dar that the employment promotion should capitalise from
- Partners should strive to develop the centres to become knowledge transmission and skill development hubs, by linking to relevant education institutions for volunteer services (HR Support)

## **5.2. The social empowerment component**

### **5.2.1. Life skills training psycho social support and peer to peer activities**

The project offers a three days life skills training as part of the social empowerment, to all beneficiaries in the economic empowerment component, the reunification scheme, and some of the youth group members.

Both project partners include psychosocial support and counselling for some segments of the beneficiaries, and have counsellors employed. FSCE has a very structured and systematic program for young females who have been exposed to sexual exploitation (app. 50%) including peer to peer sessions, group counselling, sessions on behavioural change and life skills. The remaining ones only get the three days life skills training.

CHADED has counsellors in the two satellite town offices, supporting the community works in their follow-up of the beneficiaries, and provide individual counselling. There is no structured psychosocial support or peer to peer programs here.

#### **Strengths**

- The life skills training is valued by participants, and provides some important basic knowledge. It is though very short.

- The limited number of youth group members, who have benefitted from the life skills training, state that the knowledge they get from these course is very important for their community information activities, and they would like to be educated on more subjects.
- The systematic counselling and peer to peer program, implemented by FSCE, contributes to both social empowerment and behavioural change, and is very valued by the young females living in the Safe Home. Especially the group counselling is appreciated because it enables peer to peer support and discussions and problem solving in a safe environment.
- The FSCE counselling and peer to peer program for Safe Home beneficiaries is implemented alongside with VT, and apprenticeship training, which enable participants to use their forum to discuss and solve on concrete incidents that occur here training.
- The program also helps Safe Home girls to develop communication skills, and to develop ability to formulate and debate their opinions in a larger group.
- The follow-up and monitoring visits in VT, apprenticeships, and business groups address social and personal aspects as well as behavioural issues. This helps beneficiaries, but interview indicated that a more dialogue based and facilitative methodology would add additional value.
- There is a clear indication that the VT also contribute to the trainees' social empowerment and behaviour change. At the beginning of the training, beneficiaries for example showed lack of motivation, engaged in conflicts, and were absent, but these challenges eased out over the training period. Part of the explanation is that trainers make an effort to strengthen the trainees' social skills, and ensure their integration with others in the class. Integration with other trainees in itself as well as the close cooperation with the SFCE and CHADET social workers, contributes positively as well.

### **Challenges**

- The life skill training is too short to make a serious impact or ensure behaviour changes.
- The individual counselling in FSCE is also available for the remaining 50 % of VT trainees on request, but is rarely used, and only few know about it.
- There is no systematic psychosocial support or peer to peer program for the non safe-home beneficiaries, despite the fact that they are just as much in need, and suffer from some of the same problems and behavioural challenges as youth staying at the safe home.

### **5.2.2. The youth clubs**

In all five location visited, the youth centre has established youth clubs. The most common youth groups are sports clubs, literature, and drama and music clubs. In two towns there are also circus clubs and in others an environmental club, a volunteer club and a peer to peer training club. None of the clubs focus on entrepreneurship or employment aspects.

In four towns the clubs were established shortly after the project start up, and have been functioning for a year or more. Their members have been recruited through advertisement in Kebele offices and other public places. In Eysa the youth centre has taken over youth clubs from a previous project, and no new groups have been established.

### ***Strength***

- All clubs are formed based on the interests of the youth, and members can influence the type of activities that the groups engage in.
- The clubs seem well organised, with a formally elected committee, member assemblies and bylaws, they promoter member influence and member driven activities. Likewise they have frequent member meetings.
- Clubs have received bylaws and advice on organisation from the Kebele offices.
- The youth groups appear very vibrant and active, and clearly support members in development of social empowerment skills, and leadership. They also provide forums where youth can raise issues with peers in a secure forum, and are also used by members to discuss more personal issues and find solution to their problems. Likewise the clubs are places where the members can learn from each other.
- One of the CHADET youth centres has organised a peer to peer training program, as a club activity, including reproductive health, HIV/AIDS, protection and other topics that boost social empowerment of youth. The aim is to train per educators, after training form clubs in their own communities. At the moment all members are primary or secondary school students, but this club has a high potential for social empowerment and organisation of vulnerable youth, from the economic empowerment component, who are in general not members of the clubs.
- The clubs all have an element of community outreach or information for example about HIV/AIDS, harmful traditional practices, migration etc. In a few cases club members have also directly addressed communities or families to help other youth, or have reported cases of neglect or harmful traditional practices to the police or department of WCY

### ***Internal challenges***

- Most clubs are open to all types of youth, and only few have set criteria for membership. Regardless of this the members in most clubs are typically primary or secondary school students, age 13-20 years with a stable family background. Very few includes drop outs, self employed youth or vulnerable youth in general, and the project`s vulnerable youth are almost invisible.
- Unfortunately the vast majority of the project`s vulnerable youth, are not members of the clubs, and therefore do not benefit from the social empowerment opportunities or integration with other youth that the clubs provide.

- In the rural areas around Estie and the other satellite towns, it is not possible for many of the vulnerable youth from the project to attend youth clubs, as they live in remote rural areas, and the clubs are based in the urban centre.
- Youth clubs lack equipment, for the club activities, a matter that had started to affect members` attitude and motivation negatively.

The youth clubs could be an obvious forum for youth influence on project matters, and have the potential to be platforms for local advocacy about youth issues. At the moment there though seem to very little structured dialogue between the members and partner staff or management.

### **5.2.3. Child and Youth led communication activities**

The project proposal includes implementation of child and youth led communication activities that promote safe employment, youth employment and protection, through production of “one minute videos”.

In the first project year a number of volunteers were trained in video production, and equipment purchased to start up the activities. In the two CHADET centres some video documentation of youth group activities takes place, whereas the other youth centres showed very limited or no activities.

#### ***Internal challenges***

- The existing activities does not fulfil the requirements put forward in the project proposal, and is not at all at the level of the “one minute video” concept in terms of quality, magnitude and focus, or have the existing documentation does not have the expected element of youth advocacy.
- It is difficult for project staff to supervise the video documentation as they have no skills in this area, and not all volunteers have the knowledge and the drive to initiate the activities.
- Partners claim that there is no money for the day to day activities, and that it is therefore too ambitious to expect the one minute video to be implemented.

### **5.2.4. The youth centres**

In Bahir Dar a new youth centre was constructed and has now been functioning for 3- 4 months. In the other locations the centres are established in existing premises, often in close connection with the Youth Association office (Government linked youth initiative). The centres are managed by volunteers, who are responsible for the centre activities.

#### ***Strengths***

- All centres are located in a central place, and have reasonable or good space for outdoor activities. They also have access to a community hall, or larger facility where more people can gather. This is mainly used for trainings and youth group activities.

- In Bahir Dar the ICT centre attracts many youth, and is being expanded.

### **Internal challenges**

- Very few VT trainees or graduates and self employed youth from the project know about the youth centre, and had never been there. Likewise there has not been any special effort to attract and integrate them.
- All centres lack equipment and outdoor games that would enable youth from the surrounding communities to use the centre for sports and leisure activities. This has started to affect the motivating of members.
- The youth centres have a potential to be used much more by youth from the surrounding communities and beneficiaries but have no equipment, outdoor games or outdoor facilities that makes it attractive for youth to come. At the moment this potential is though far from utilised.

### **Conclusion**

The life skill training courses are short and deserve to be expanded to make an impact. The psycho social support (PSS) and the systematic peer to peer /counselling program in SFCE is an important asset to social empowerment of vulnerably youth. It creates a positive synergy that it is provided parallel with the VT. Unfortunately it is available to only 50% of the beneficiaries.

Participation in VT and apprenticeship also contribute to the social empowerment of the project trainees. Here the follow-up provided by the partners, social workers play an important role.

Youth clubs are very vibrant, and surely enhance the social empowerment of members (very few project beneficiaries), and have element of community outreach or information, that influence community perceptions and knowledge. Likewise they have the potential as a platform for youth participation and advocacy, and for being scaled up. Unfortunately the vast majority of the project's vulnerable youth does not benefit from this opportunity as they are not members of the clubs and do not know that they exist.

The child and youth led communication activities (One minute videos) have not been implemented as described in the project proposal. It is difficult to see how the project can manage to train youth and implement quality activities at scale within 11 months.

### **Overall recommendations**

- The project should review how best to increase the life skills training program, and how to make it accessible for more beneficiaries and youth group members.
- Ways should be found to expand SFCE's psycho social support program from, to the remaining 50 % of beneficiaries in Bahir Dar, and the potential for up scaling should be assessed.

It is a must to ensure that the project beneficiaries get access to youth groups, (integration or separate) and the social empowerment that this provides. The centres should therefore make an to enrol project beneficiaries much more in general youth centre activities

- The project should look at ways to enhance the youth groups' opportunity to have a voice regarding social empowerment activities.
- The youth centres – both Bahir Dar and satellite towns - should be made more attractive to youth from the surrounding communities, and project beneficiaries, by improving their equipment and outdoor facilities.
- There is a need for a revision of the youth communication activity as this is not performing according to project intensions.

### ***Suggested interventions***

#### Life skills training

- Establish a TOT in extended life skills training for youth group members with the intention that they train other members. ( CHADET program has potential)

#### SFCE Provide psycho social support/peer to peer program

- Avail the SFCE Provide psycho social support, peer to peer activities for all beneficiaries in Barhir Dar. One option to get qualified staff for implementation is to conduct a TOT for para- social workers. ( potential for up scaling)
- Establish closely follow up for behaviour change and rehabilitation for the entire group of beneficiaries.
- Inform VT providers about the opportunity for individual counselling

#### Youth groups/clubs

- Make a specific effort to integrate the project`s vulnerable groups in youth club activities, or create separate groups. For example by giving specific attention to activities that they find relevant.
- Pilot the peer to peer training club concept in Bahir Dar, and ensure that project beneficiaries benefit from this.
- In CADETS project locations the peer to peer training club concept can be used to train facilitators from the remote rural areas, who can then start their own clubs locally.
- Link the media program directly to the youth groups, and adjust it to local capacity
- Organise separate youth clubs for project beneficiaries, that are relevant to their social empowerment , or ensure youth groups with activities that are relevant and attractive to them

- Encourage and support the existing youth group community outreach and information activities

#### Youth Centres & Youth participation

- The centres needs equipment and must be opened to youth in the wider community, for example by organising open house days, competitions etc.
- The youth centres and groups should be supported in making the surroundings of the centres usable for outdoor activities.
- The project should establish frequent meetings with youth centre and youth group representatives to discuss challenges, progress and development.
- Create a forum for dialogue between project staff and management and youth groups, and youth influence on project matters.
- Local government (mayors or town administrations) and or any relevant personnel should be encouraged to support the centres so their sustainability will be guaranteed.

The centres should be allowed to engage in income generating activities, to ensure sustainability. This should be endorsed by the local government as well as SC. Youth communication

- Make an immediate agreement with partners on which interventions to be implemented, and which skills development that is needed.
- Convert the existing media program into something locally manageable, realistic and achievable (for example radio talks and photo story telling), and target activities towards safe employment, youth employment and protection
- Ensure that the volunteer and the project staff has skills to supervise the new media component
- Ensure that the necessary quality equipment is available for production of the types of activities that the youth and clubs decide to engage in.

#### **Recommendations for the next project phase**

- Utilise youth groups in the project as facilitator in new clubs that integrate the project`s vulnerable youth, or for initiating new ones in for example remote rural areas.
- Expand the peer to peer training club concept to other satellite towns,
- Emphasise youth participation and advocacy
- Utilise the youth clubs` links for a more proactive engagement of youth in advocacy and protection
- Make the clubs more functional than nominal in their engagements with systematic approach and close follow-up supports with technical and material inputs



## 6. Management

### 6.1. The Task Forces/Key Stakeholder Committees

Both project partners have established TF/KSCs in each of the project locations, replacing the broader network and the “Decent work committee” described in the project proposal.<sup>10</sup> Members and project partners define the main tasks of the TF/KSCs

- Being a link between the project and the government entities working with vulnerable youth
- Undertake the registration of potential beneficiaries for the project
- Do the final recruitment of beneficiaries
- Be key points of the referral.
- Help the project in employment promotion and support for youth that start self-employment

Two TFs/KSCs also considered their role to be “a watch dog” for project development and results.

#### **Strengths**

- All TFs/KSCs have MoUs, and including a description of members, roles and responsibilities, organisation and structures. Some TFs/KSCs had a formal meeting structures and procedures, and meet on a regular basis (at least once a month) and seemed quite organised. Likewise they have clear procedures for how to bring things up in meetings, communication with the project, follow-ups etc.
- The TFs/KSCs play an important role in linking the project and the government entities working with vulnerable youth, when it comes to recruitment of youth for the project. Likewise they serve as a key entry point of referral.
- Partners see the TFs/KSCs as means of coordination and cooperation of initiatives targeting vulnerable children and youth in general. This role is important for the project, but it is doubtful if the TFs/KSCs help coordination and cooperation of youth initiatives in general.

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<sup>10</sup> A task force typically includes 10-15 members, and comprises members from VT providers,,Department of Women Children and Youth Affairs (Kebele and Waredalevel), Department of Labour and Social Services (Kebele and Wareda level),Department for Small and Micro Enterprise Development Office(Kebele and Wareda level),Elders ,Police (Kebele and Wareda level),The partner organisation

## ***Internal challenges***

- Some taskforces seem to be less organised, and only meet when they are called by the project and procedures for meetings, communication etc. seem blurred.
- There are no private sector representatives in the TFs/KSCs, or representatives from the youth centres and groups of vulnerable youth
- According to the project proposal the TFs/KSCs should also engage in (i) development of standards for selection of VET schools and companies for apprenticeship training, and for decent, (ii) safe and supportive training and working environments, (iii) develop guidelines for implementation of these standards, and (iv) conduct reviews as well as (v) undertake accreditation of the companies and providers according to set standards. These activities are at the moment not part of the TFs/KSCs activities, and several committees did not know that it was part of their tasks.
- Interview s indicated some lack of clarity regarding roles and responsibilities of the TFs/KSCs, mainly due to turn over of members or members missing meetings.
- TFs/KSCs engagement in employment promotion and support for self employed youth varies from a very limited contribution to a high individual and collective engagement. Interviews among others indicate that some TFs/KSCs limited their engagement to discussion of individual cases at meetings, whereas others saw it as their role to open doors to employment for project beneficiaries, giving advice about employment, and linking business groups to available resources.
- Interview s indicate that TFs/KSCs often are not fully informed about employment and business interventions, and challenges faced by youth, and are therefore not always able to coordinate initiatives, and cooperate to solve problems.

## 6.2. Quality assurance and M&E

### 6.2.1. Tracer study and labour market analysis

Both project partners claim to carry out registration of the immediate employment rate of VT graduates, if this is facilitated by the project, but there is no recording of employment of beneficiaries who get employment after they have left the project. Likewise the project has not yet conducted a tracer study.

The project carried out a labour market analysis in 2011, which by both partner organisations have been used to alter VT and employment promotion.

#### ***Strengths***

- Information from the labour market assessment, which unfortunately was delayed until 2011, has provided a good baseline for ensuring market relevance of training, and direction of the employment and self-employment support.
- Both partners have adjusted their VT according to the recommendations given in the labour market analysis. CHADET has completely shifted to farm related training, as they operate in mainly rural areas, and has in 2012 completely abandoned VT, and FSCE has broadened the training portfolio, and among others downsized the female hair dressing training in Bahir Dar.

#### ***Internal challenges***

- It is unclear if the labour market analysis has been systematically used to adjust the promotion of business start up to the local labour market contexts.
- FSCE has not taken the full consequences of the labour market analysis recommendations in satellite towns, and is still offering training that is not marketable here.
- Due to lack of a tracer study it is not possible to quantify and document some of the major project results related to employment and business development, or to get indicators for the quality and relevance of the training, and efficiency of the employment promotion.

### 6.2.2. Monitoring evaluation and quality

Both partners have established monitoring and follow-up systems for the VT and agriculture training. This duty is carried out by the social workers and the business trainers, and includes regular visits (once a week – once every two weeks) to the different training providers. During visits the attendance sheets are checked, complains from the trainees or teachers discussed, and day to day problems solved. A similar follow-up is established by FSCE for Apprenticeship companies in Bahir Dar.

Likewise monitoring and follow up programs for the business groups` support are in place. Visits are carried out by the community workers and the business skills trainer on a weekly or bimonthly basis.

The main focuses of visits are:

- Support conflict resolution
- Discussion and problem solving of social and personal challenge,
- “light business counselling”
- A check of the cash registration and account (in some cases)
- An assessment of the business groups status based on individual judgements

### ***Strengths***

- It adds to the quality of VT that the project use private and government VT providers, which are certified according to national government certification standards. Among others this means that these follow national certified and standardised curricula, have certified trainers and that all graduates get a government recognised certificate. It though does not ensure that the VT providers have the needed workshops and equipment available to deliver quality training, or that the VT trainers follow curricula and deliver appropriate training.
- The VT providers in Bahir Dar are considered to deliver quality training, and to have quality insurance measures in place. The farmer`s training delivered by government driven Farmers Training centres, certified by Ministry of Agriculture and following curricula and lesson plans authorised by them. It has not been possible to establish if the quality and relevance of training is adequate, but according to CHADET it is satisfactory, though some centres lack equipment.
- Follow-up visits by SFCE`s and CHADET`s` social workers are appreciated by both VT providers, trainees, apprenteship companies and business groups, and are said to help problem solving, managing conflicts and ensure a follow-up on individual trainees` behaviour problems or absence.

### ***Internal challenges***

- In some rural and semi rural areas the quality of VT varies. In one location for example the training centre, which had trained about 50 youth from the project, was poorly equipped, and had limited workshop space. Likewise the trainers were very de-motivated, and often did not conduct lessons, meaning that in total trainees only to had received 3-4 weeks active training during the 4 month training course. Consequently none of the graduates had developed adequate skills in their trade to get employment, or be competitive as self employed.

- There has not been a systematic assessment of apprenticeship companies, before they were recruited, that analyse their capability, workspace, equipment, working environment or the personal and pedagogical capacity of the business owners.

- The present VT monitoring seems to focus very little on the aspects of quality, efficiency and relevance, or learning progress of the trainees. Besides the monitoring is not based on a set of standardised indicators, or include any written reporting and documentation. Additionally the monitoring is carried out by project staff, which may not have specialised knowledge about VT quality assurance. Likewise there is no supervision from private sector employers.

- The existing monitoring of the apprenticeship training follows the same procedure as the VT follow-up. It helps to keep the quality of the apprenticeship program, but can focus more a systematic documentation of the learning progress and quality, based on common indicators.

- The monitoring of the business groups is mainly based on individual judgements, and there are no set standards for how to measure their progress towards becoming full-fledged viable businesses, and judge if groups are on the right track, needs additional support, or have developed into a viable business no longer in need of help from the project .

- All monitoring reports are oral, and there is no written documentation from the meetings. Hence it is very systematically to follow progress or deficits, to identify challenges and systematically or to address these.

- It has not been possible to establish a complete picture of the number of drop outs from the VT and business groups, or to identify the procedures for reporting. Likewise the partners have no clear indications on what happens to the drop outs when leaving the project. Interviews though indicated that some return to their previous occupation in for example commercial sex.

- The staffs responsible for the business follow-up have limited or no entrepreneurship and private business experience, and have never had a business. Hence it difficult for them to advise the business groups with the “hard core” business challenges, and mentor their business development.

- The business group follow-up helps solving conflicts, and provides “light business counselling”, but is often not concrete enough, or is related enough to the practical problems that business groups meet. Likewise the advice given is described as theoretical, not addressing the real and fundamental challenges faced by the groups, as for example how to be competitive in a very challenging business environment, analyse market trends etc.

- The project proposal set standards and indicators for the final documentation of achievements, and prescribe methods and assessments which it has not been possible to identify. If these standards and systems are not established, or not used it will be very difficult to live up to the documentation required by European Union (EC) at the end of the project.

## **Conclusions**

TFs/KSCs play an important role in the referral and recruitment of beneficiaries for the project, but the level of engagement in employment and business group support varies, and roles are not well defined. The efficiency and organisation level TFs/KSCs though varies, and not all members have complete clarity about the roles and responsibilities of the TFs/KSCs. They are not carrying out the suggested activities related to development and implementation of standards for VT providers and apprenticeship companies.

Lack of a tracer study prevents precise document of results and impact of the project, as required on the overall M&E, or to estimate the relevance efficiency and quality of training provided. The labour market analysis has been used by both project partners to adjust training, employment promotion and self-employment support. The information about the local labour market contexts may not be sufficient completely to guide job and self-employment priorities.

The existing M&E of training, apprenticeships and business groups contribute to quality assurance, but is not base on commonly agreed parameters, there is limited documentation and reporting is oral. The M&E could have a more profound focus on VT quality, relevance

It is not possible to establish a clear picture of the number of drop outs and procedures for follow-ups, but there are evidence of several drop outs and expected return to previous hazardous work.

## **Overall recommendations**

- To help the project in maintaining a satisfactory quality of VT, it would have been beneficiary to introduce an initial assessment of VT providers, which put focus on aspects as equipment, workshop facilities and teacher performance, and other VT quality assurance aspects. This should have been used as a baseline for the follow-up and monitoring.
- The project must ensure clarification of TFs/KSCs roles and responsibilities, enhance the capacity of some TFs/KSCs their procedures and activity portfolio as set out in the project proposal
- A tracer study should immediately be initiated, to inform about results achieved,, and if results are not satisfactory
- M&E, quality assurance, VT provider and company assessment can benefit from more focus on VT quality, relevance and efficiency and learning progress,
- There is a need for standardised M&E, reporting and documentation within VT/AGT, Apprenticeship and business group support
- There is a need to review the existing M&E systems including parameters and methods to

see if they are able to deliver the documentation promised in the project proposal.

### **Suggested interventions**

- Revisit the MoUs and the project proposal to identify and agree on the roles and responsibilities of the TFs/KSCs, and revise procedures to ensure increased efficiency and effectiveness in some TF`s
- Ensure that the TFs/KSCs play a role in development and implementation of standards for VT providers and companies.
- Increase the level of information to the TFs/KSCs about challenges faced, so they are able to coordinate support and cooperate
- The partners and TFs/KSCs must revisit the project proposal, and MoU for clarification of roles and responsibilities,
- The project must actively engage the TFs/KSCs in the development of standards for VT/AGT and implementation of these, as well as formalising their role in employment promotion.
- A trace study should be carried out immediately, and a tracer system introduced as part of the project partner Management Information System.
- Project results and achievement regarding employment, quality or relevance of training and graduate employability must be measured against the results of the tracer study, and if needed measures must be taken to improve results.
- The project partners should establish a more formalised initial assessment of providers and employers, and monitoring of VT/farmers training, apprenticeship and business group. This should be based on commonly agreed standard indicators
- Reporting and feedback from monitoring visits, must be IT based, and should include have more focus on quality, relevance, efficiency, employability and learning progress.
- There is a need to assess the existing follow-up on drop-outs, and most likely also to strengthen the interventions to prevent this.
- Develop indicators and follow-up system that allow a business progress assessment during follow-up

# Annexes

## Annex 1 – List of Abbreviations

AGT	Agriculture training
CAC	Child Affairs Committees
CHADET	Organization for Child Development and Transformation
CL	Child Labour
CM	Child Migration
CP	Child Protection
CPU	Child Protection Units
DWCYA	Departments of Women, Children and Youth Affairs
FSCE	Forum on Sustainable Child Empowerment
HTP	Harmful Traditional Practices
KSC	Key Stakeholder Committees
M&E	Monitoring & Evaluation
MoU	Memorandum of Understanding
MR	Midterm Review
NGO	Non Government Organisation
PTF	Project Task Forces
QA	Quality Assurance
SA	Sexual Abuse
SC	Save the Children
SCD	Save the Children Denmark
SCE	Save the Children Ethiopia
SMEDO	Small and Medium Enterprise development Office
TF	Task Forces
VT	Vocational Training

## Annex 2 – List of interviews

No.	Function	Number	Where
<b>4<sup>th</sup> December</b>			
	Meeting with FSCE project manager	1	Bahir Dar FSCE Office
	Meeting with EYE team FSCE	5	Bahir Dar FSCE Office
	Meeting with Volunteer from Bahir Dar Youth Centre	1	Bahir Dar youth centre
	Meeting with members of youth groups in Bahir Dar	6	Bahir Dar youth centre
<b>5<sup>th</sup> December</b>			
	FSCE Project management	3	Bahir Dar FSCE Office
	CHADET Project Team	2	, Hotel Hebron
<b>6<sup>th</sup> December</b>			
	CHADED general staff meeting Estie	8	Estie CHADET office
	Youth centre volunteer, and youth group members	8	Estie Youth centre
	Farmers training graduates 2012	5	Estie CHADET office
	Stakeholder committee	5	Estie CHADET office
	Community Workers for 4 Kebeles	4	Estie , temporary shelter
	2011 TVET trainee graduates	15	Estie CHADET office
	Self employed youth	3	Estie CHADET office
	Home-mothers (temporary shelter) and Social Worker	3	Estie temporary shelter
	Bus station workers	5	Estie , Bus station
	Carpenter, apprentice mentor	1	Estie Workshop
<b>7<sup>th</sup> December</b>			
	Ox fattening group	5	
	Staff from CHADET Dera office	3	Dera, CHADET office
	Religious Leader	1	Dera, CHADET office
	TFs/KSCs	8	Dera, CHADET office
	Decent Work Committee		Dera, CHADET office
	Child Affairs Committee	1	Dera, CHADET office
	CPU officer	1	Derahome of police woman
<b>8<sup>th</sup> December</b>			
	Youth centre volunteer	2	Dera, Youth employment centre
	Youth group members	4	Dera, Youth employment centre
	Returned child	1	
	Child Affairs Committee		
	Beekeeping group, Cooperative		

	Returned Child	1	
	House-mother temporary shelter	1	Temporary shelter
	Child Affairs Committee	9	Ambassine Kabale
	Para-social workers		
	Graduates from VT training (tailors), now self employed in tailoring	3	Dera,
	Graduates 2011, now self employed as weavers	3	Dera
	CHADET staff Dear office		Dera, CHADET office
<b>9<sup>th</sup> December</b>			
	Graduates 2011	15	Woreta
	VT graduates non safe home 2011	4	Woreta
	Self employed youth in unskilled self-employment	6	Woreta
	Para-counselors	5	Woreta
	Reunified former street child	1	Woreta
	VT graduates non safe home 2012		
	VT graduates from safe home	8	Woreta
	Youth Club members and volunteer	20+	Woreta
	Youth Centre Trained and self-employed Youth		Woreta
	TF/KSC	7	Office of the mayor, Woreta
<b>10<sup>th</sup> December</b>			
	VT graduates 2011 , self employed		Bahir Dar, FSCE office
	VT graduates 2012		Bahir Dar, FSCE office
	Start-up procurement committee	5	Bahir Dar, FSCE office
	Safe home management, Bahir Dar	3	Bahir Dar, FSCE Office
	TF, Bahir Dar		Bahir Dar, FSCE Office
	Apprenticeship company owners		Bahir Dar
	Employers		Bahir Dar
<b>11<sup>th</sup> December</b>			
	VT graduates Non safe home	5	Adet
	VT graduates from safe home	6	Adet
	VT graduates 2011, Self-employed youth	8	Adet
	VT graduates 2012	10	Adet
	Representatives from youth groups and youth centre volunteer	8	Adet
	TF/KSC	10	Abete
<b>12<sup>th</sup> December</b>			
	Members of youth group and youth volunteer	8	Tissisat
	Safe home graduates	3	Tissisat
	Graduates from VT Training	7	Tissisat
	Graduates from VT training	9	Tissisat
	TF/KSC	4	Tissisat
<b>13<sup>th</sup> December</b>			
	Debrief FSCE	4	Bahir Dar
<b>14<sup>th</sup> December</b>			
	Debriefing with management form CHADET and FSCE and SC Ethiopia		Addis Ababa

**Annex 3 Project Log frame and suggested activities**

	<b>Intervention logic</b>	<b>Objectively verifiable indicators of achievement</b>	<b>Sources and means of verification</b>	<b>Assumptions</b>
Overall objective	Overall Objective: Improved employment opportunities and social inclusion of the marginalized and vulnerable children and youth involved in hazardous informal work in the Amhara Region, Northern Ethiopia	Employers in the targeted sectors employ and maintain trained and qualified youth (14-25 years) more frequently and their demand for skilled and qualified employees increases	Review of the. Baseline (market survey, assessments etc. conducted under R.1.1), midterm and final evaluation of the project. Focus group interviews with employers	All stakeholders are willing to participate actively in project implementation, and to support the training and employment initiatives
		The job and self-employment rate among youth from the project target group is similar or higher than the rates among the general youth in the same age groups	General employment and business statistic at provincial level, tracer studies. Data from internal project monitoring system and tracer study on education, job and social development of youth engaged in the program over a period of 2-3 years.	The external statistics should be available, up to date and valid
		Awareness among stakeholders and employers engaged in the project about the importance of decent employment and protection needs of children and youth in hazardous work, and their willingness to employ skilled labour from target group has increased	Questionnaire and/or focus group interviews with	Jobs and employment is available, and communities allow child and youth participation
		Increased access to decent employment and participation enables the target group, to influence their own lives and decision making in their local communities	Youth focused policies are selected groups of employers and stakeholders implemented appropriately	
		Increased level of marketable and relevant skills, knowledge and experience lead to enhanced livelihood and economic empowerment among the target group	General project monitoring, general project reports, focus group interviews and tracer studies	The target group members are motivated to improve their livelihood and economic situation

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Specific objectives Expected results	SO #1: Marginalized children and youth involved in the hazardous informal sector have increased access to decent employment opportunities in Bahir Dar and the surrounding transit towns and South Gondar Zone.	Number of government, private and community employers employing formally trained marginalised children and youth (04 -25 years).	Review of the baseline (market survey, assessments etc. conducted under R.I.I ), data from monitoring system set up by the project, midterm and final evaluation of the project, interviews with employers	Willingness and commitment from government offices & the private sector secured. Job openings are available
		Number of government, private and community employers that have developed a positive attitude and demonstrate appreciation of skills of the project target group.	Review of the baseline (market survey, assessments etc. conducted under R.I.I), midterm and final evaluation of the project, interviews with employers	Willingness and commitment from government offices & the private sector secured.
		60 % of youth start and retain their job or own business for more than 6 months in Bahir Dar town and the surrounding 6 transit towns. 80% of the target group participate in education or training that improves their employability. 80% of the target group improve their general livelihood and economic capability due to increased skills knowledge and experience gained through training and/or education:	Review of baseline data related to the education and employment status of the target group. Internal monitoring and evaluation systems will be designed, project records and tracer studies.	The participants are motivated and have the skills and abilities to be active job seekers or start their own business
		Number of youth/children from target group employed in hazardous work, who move to employment in decent jobs in Bahir Dar town and the surrounding 6 transit town; or improve the general job conditions in their existing jobs·(salary proportional to work load, number of	Review of baseline data related to children and youth employed in hazardous work. Internal monitoring and evaluation systems designed to capture this data, project records and tracer studies. Check list of working	Employers who employ children and youth in hazardous jobs are open to dialogue and willing to implement change.

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
		working hours, working areas, with reasonable degree of non hazardous situation to children and youth, protection or instructions)	conditions	
		Number of children and young people participating actively and meaningfully in various fora set up to support the youth training and employment. Types of decisions made in various fora as a consequence of children and youth participation.	Internal monitoring and evaluation systems designed to capture this data, focus group interviews -	That children and youth are motivated and have the ability to participate and that adult members accept and appreciate their participation.
	SO #2: Social protection mechanisms are introduced in communities to create safe employment opportunities for marginalized children in Bahir Dar and the surrounding transit towns and South Gondar Zone.	Number of children and youth referred from the shelters and social protection structures to the youth employment centres	Internal monitoring and evaluation system set up to capture this data. Project annual reports	Local government encourages the establishment of social protection structures
		Number of children and youth who have received holistic protection services through shelters or safe homes	Questionnaires and focus group discussions with youth	Community based organization, government officials and individual key persons know about the shelters and homes and cooperate with the project
		Number of children and youth from shelters and referral systems indicating that the services have supported them and improved their general life situation (Basic needs and psycho social situation).	Questionnaire and focus group discussions with children youth and duty bearers	
		Number of children and youth actively influencing and shaping social protection mechanisms through their participation in decision making in shelters, in the family and in various community structures.	Participation records and data from monitoring system, focus group discussions	Children and youth should develop the skills, knowledge and experience to become active members, that the fora should allow their' participation and influence.
Results	<b>R.1.1</b> The micro	<b>OVI.1.1.1.</b> The data prove to be valid for	Final reports and dissemination	Statistics and data is available,

	<b>Intervention logic</b>	<b>Objectively verifiable indicators of achievement</b>	<b>Sources and means of verification</b>	<b>Assumptions</b>
	business and employment opportunities are analysed, the target group's skills, needs and capacity are mapped, training providers and their capacities assessed and education or employment support structures identified	project and management to make informed and relevant decisions	seminar	and the people carrying out the analysis are qualified
		<b>OVI.1.1.2</b> Availability of comprehensive quality baseline for project implementation, monitoring and evaluation	Final report and evidence of use of data in implementation, monitoring and evaluation	Data and analysis are valid and relevant as baseline
	<b>R.1.2</b> 3000 Marginalized	<b>OVI 1.2.1</b> of youth (14-25 years) using the services children and youth have of the One Stop Youth Employment Centres in skills, knowledge and	User registration system. Regular pre and post service user questionnaires.	The One Stop Youth Employment centres establish a data base where user profiles are stored together with results of pre and post service user questionnaires
		<b>OVI 1.2.2</b> % of youth (14-25 years) with capacity to start their own business	Centre Data base and internal monitoring evaluation system capture this data. Project annual reports.	The evaluation and monitoring system is designed to capture the data, and that data collection is made systematically and frequent
		<b>OVI 1.2.3</b> % of migrant children and children involved in hazardous work (8-14) who have improved their livelihood as a result of receiving basic education and life	Internal monitoring and evaluation system capture this data. Project annual reports.	Internal monitoring and evaluation system is designed to capture the data and the data collection is

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
		skills education		made systematically and frequently
		<b>OVI 1.2.3</b> 80 % of children and youth from target group (8-24) who have completed relevant training or education. Satisfaction levels with provided	Training or education among target group	Centre data base and internal monitoring and evaluation system capture this data. Project annual reports, Qualitative data from
	<b>R.1.3</b> Communities, employers and government support marginalised children and youth in accessing and retaining decent employment	<b>OVI 1.3.1</b> % of companies that have improved their working environment according to the project standards and are certified	Internal monitoring and evaluation system set up. Project annual reports. Employer and community statements from focus group interviews. Availability of agreed standards on decent youth employment	Communities and employers are motivated to participate in network and support development of standards
<b>OVI 1.3.2</b> % of existing and potential employers agreeing to put developed standards for decent youth employment in place. % of existing and potential employers certified as decent employers.		Internal monitoring and evaluation system	Employers are motivated to records. One Stop Youth Employment Centre data participate and willing to put standards in place	
<b>OVI 1.3.3</b> % of trained youth (14 - 25) obtaining and internal monitoring and evaluation system Communities and employers are retaining employment for more than 6 months/ or managing their own business for more than records. One Stop Youth Employment Centre data motivated to support employment of starting and retaining their own business for more than 6 months.		Internal monitoring and evaluation system, and One stop Employment Youth centre data base	Communities and employers are motivated to support employment of trained marginalised youth	
<b>OVI 1.3.4</b> ( 75)% of employed youth positively stating that they are enjoying in a decent employment environment		Internal monitoring reports and statements form	Employers are motivated to participate and willing to put standards in place and maintain them they are	

	<b>Intervention logic</b>	<b>Objectively verifiable indicators of achievement</b>	<b>Sources and means of verification</b>	<b>Assumptions</b>
				enjoying a decent employment
	R.1.4 Children and youth are functioning as change agents and are influencing key stakeholders on the potentials and capacities of marginalised children and youth, their employment needs, safe working environments and social inclusion	OVI 1.4.1 Number of children and young people trained and supported to produce key messages on project related issues   monitoring systems capturing data, (marketability of target, employment needs, safe working environment) key messages reflected in radio and TV footage, communication and media employment needs, safe working environments ) for drama/music available. electronic media TV and radio) and through drama, music etc.	Internal monitoring systems capturing data, internal midterm review, participation check list, key messages reflected in radio and TV footage, production drama/music available	Trained youth have the motivation to stay involved and engaged in Communication and media
		OVI 1.4.2 Number and types of key messages produced broadcast or disseminated to target groups and key stakeholders through TV, Radio, drama and music	Internal monitoring systems established and production lists, records of broadcast/distributed materials	Local TV and Radio media willing to broadcast key messages
		OVI 1.4.3 # of target audiences reached. % of reached target audiences stating that they learned something new from a key message. % stating willingness to change attitude towards target group their employment needs, safe working environments etc	Broad casting analysis and record of the number of material distributed. Simple Radio and TV	The quality and relevance of the key messages is high and they are relevant to the target groups
	R.2.1 Social protection structures for marginalised children	OVI 2.1.1 Availability of quality coherent protection structures in the form of safe homes and temporary shelters	Comparison of developed structures at midterm reviews, compared to project base line data from mapping exercise	
		OVI 2.1.2. Number of vulnerable	Internal monitoring systems	

	<b>Intervention logic</b>	<b>Objectively verifiable indicators of achievement</b>	<b>Sources and means of verification</b>	<b>Assumptions</b>
	strengthened and established	children and youth willingness to change attitude towards target group, shelter, psychosocial support, job counselling etc	established and participation /registration lists	
	R.2.2 Children and youth are actively influencing on decision making in shelters and safe homes, in families and communities and in relevant local government and community structures on issues related to their protection	OVI. 2.2.1 Number of young people reporting that they influence decisions affecting their lives.	Qualitative data from focus group interviews observations reflected in midterm reports., and projects	The family, community and support systems are able and willing to include children and youth and make them influence decision making
		OVI. 2.2.2 Number of children and young people actively participating in and contribution to decision making in the project and supporting structures or fora	Participation lists, minutes of meetings, child or youth statements, focus group interviews	Decision makers allow youth to participate in and influence decision making
		OVI. 2.2.3 Number of children and youth participating in dissemination and broadcasting of key messages related to child/youth protection and participation, and number of key messages disseminated.	Participation lists, minutes of meetings, broadcasting and dissemination lists, records collected as part of the monitoring activities	
<b>Activities</b>	A.1.1.1.. Market and economic survey		Human Resources, external consultant and EURO 3529	
	A.1.1.2. Map existing training providers etc.		Human Resources, external consultant, and EURO 3668	
	A.I.2.1 Establishment of 1 "One Stop Youth Employment Centre"		Human Resources, local construction, and 43.320 EUROS + 13680 for running of the satellite centres.	
	A.1.2.2 Organize basic education, VET (2500 youth)		Mainly Human Resources and means/costs for training at the training providers. EURQ: 212.500	
	skills training to 500 children (aged 8-14) in the rural areas		Mainly Human Resources and means/costs for training at the training providers. EURO: 2500	
	A.I.3.1 Facilitate apprenticeships or job placement for...		Mainly Human Resources, the youth employment centre facilities etc. And: EUROS 30.000	
	A.1.3.2 Provide necessary support to future youth		Human resources, the youth employment centre facilities and	

	<b>Intervention logic</b>	<b>Objectively verifiable indicators of achievement</b>	<b>Sources and means of verification</b>	<b>Assumptions</b>
	entrepreneurs...		EUROS: 3 00.000	
	A.1.3.3 Establish a network for necessary support to marginalised children and young people in need of decent employment		Human resources, the youth employment centre facilities and EUROS: 1.482.	
	A.1.3.4 Build necessary capacity of government etc...		Human Resources, workshop material and exposure visit to Somaliland, EI-!ROS: 16.113	
	A.1.4.1 Establish a child and youth media resource base of children		Human Resources, Youth Employment Centre Facilities, equipment and supplies (video, computers, etc)- EUROS: 28.194	
	A.1.4.2 Information and good practice on decent employment etc...		Human Resources, Youth Employment Centre Facilities, equipment and supplies (video, computers, etc)- EUROS: 14.874	
	A.2.1.1. Strengthen one safe home to provide immediate and holistic		Human Resources, supplies etc. (food, accommodation etc) for Safehome. EURO: 62.594	
	A.2.1.2 Strengthen six (6) check points to intercept migrant children		Human Resources, EUROS 1941	
	A.2.1.3 Reunification of 500 migrated children with families and		Staff, and covering of cost of transpiation and sensitizing of-patients/communities. EUROS: 50.000	
	A.2.1.4. Establish and strengthen child affairs committees in rural areas		Staff, costs of establishment of networks (through meetings etc). EUROS: 5647	
	A.2.2.1 children and youth are submitted to influence decisions making		Human Resources etc, workshops etc, EUROS: 4363	
	A.2.2.2. Children and youth are eilgaged in life skills....		Human Resources etc, workshops etc, EUROS: 3435	

**List of proposed interventions according to project activity**

<b>A.1.1.1.. Market and economic survey</b>
<b>A.1.1.2. Map existing training providers etc.</b>
<b>A .I.2.1 Establishment of 1 "One Stop Youth Employment Centre"</b>
<ul style="list-style-type: none"> <li>- The registration of job seekers should be stopped, and list handed over to the SMEDO and Kebele administration.</li> <li>- In rural and semi urban areas the contact with employers that has been created should be maintained, but the activities that target companies at large should be stopped.</li> <li>- Project beneficiaries should receive labour market orientation, skills in job networking , support in CV writing, how to do job interviews</li> <li>- In Bahir Dar and larger satellite towns the centres should : <ul style="list-style-type: none"> <li>✓ Intensify their contact to employers, through direct contact to individual companies and the activities suggested in the project proposal, which target employers at large.</li> <li>✓ Intensify the job match services, more direct and proactively, especially for the project beneficiaries, and increase job advice and counselling.</li> <li>✓ Investigate employment in areas with demand/unfulfilled opportunities, matching labour market needs</li> <li>✓ Take a proactive role in linking the VT trainees to companies for apprenticeships t, through direct contact visit and employment promotion activities.</li> <li>✓ Apprenticeship companies and the TFs/KSCs members represent an unutilised potential for employment in Bahir Dar that the employment promotion should capitalise from</li> </ul> </li> <li>- Ensure that the centres become knowledge transmission and skill development hubs, by linking to relevant education institutions for volunteer services (HR Support)</li> <li>- Further expand the services being rendered by the centres where they serve as literacy centres in which all illiterate and low grade youth can get the service of being freed from illiteracy</li> </ul>
<b>A.1.2.2 Organize basic education, VET (2500 youth), and skills training to 500 children (aged 8-14) in the rural areas</b>
<p>Literacy</p> <p>Partners must fulfil their obligation to establish at least literacy programs for beneficiaries who need this .</p> <ul style="list-style-type: none"> <li>- Establish links to NGO or government partners for delivery of literacy and numeracy programs, if this type is adequate to beneficiary needs, and of good quality. Alternatively primary schools teachers can be engaged to deliver such programs, but would most likely need some kind of training in adult literacy programs</li> <li>- It would be obvious to develop reading groups, library with technical and easy to read books,</li> </ul>

at the youth centres, and encourage development of a reading culture.

- The project should seek advice from the literacy boost program, for pre primary and primary school, as some ideas on how to create a reading culture, and boost literacy may be able to adapt to this project. .
- In addition to the small reading corner, literacy and numeracy skills provision facilities can also be established to free illiterate youth of VT graduates from the Project that live in accessible vicinity and community youth who are in the same illiterate level

- Immediately implement tracer study/system & Systematise QA and M&E with more focus on VT quality efficiency and relevance
- Ensure that the choice of providers is based on demand in labour market and quality, as well as their employment record.
- Increased focus on agriculture and agro business training in semi urban and rural areas in next batch(80/20)
- Agriculture training should be expanded/broadened to include a combination of related agriculture course, enabling synergy between productions
- Diversify the training portfolio, but keep market relevance
- Involve potential employers and apprenticeship companies in recruitment of youth in VT and skills training.
- Pilot company based training as an option for diversity in Bahir Dar

Involve potential employers and apprenticeship companies in recruitment of youth in VT and skills training.

#### **1.2.4. Enhance the capacity of trainers**

##### **A.1.3.1 Facilitate apprenticeships or job placement**

- Establish an apprenticeship company network, meeting 3-4 meetings, for a social event, maybe where they meet the graduates for job match, mentoring etc.
- Utilise existing apprenticehip companies in identification and recruitment of additional apprenticeship companies
- Develop formal recruitment and follow-up parameters, that include parameters for assessment of quality, relevance and work place safety.
- Make written MoUs with the companies, specifying agreed terms of conditions
- Give non “monetary benefits” to apprenticeships companies, to attract more. For example needed tool, training etc that benefit their business and also add value to the apprenticeship
- Establish an apprenticeship log book to be used as part of M&E, where all tests results, attendance remarks etc. can be included.
- Establish experience sharing schemes with successful farmers and agriculture products processors for youth engaged in farm related activities would be productive if such modalities are organized

- Create an Apprenticeship company network or broader business group network, including companies from relevant trades to boost and scaling up the apprenticeship program .

Previous graduates who are successful can act as apprenticeship companies

### **A.1.3.2 Provide necessary support to future youth entrepreneurs...**

#### Entrepreneurship training

- All self employed youth in the project should be offered an advanced business training course, which is modularised and delivered while they have started their business.
- It is important that the course is practical and allow the participants to deal with the practical challenges they face as newly started business people
- Let self employed youth learn about businesses through mentorships with established business people

#### Self-employment support

- Strengthen support to business groups or individual self employed by engaging experienced business owners- as a mentor and supervisor
- Ensure that business groups and individual entrepreneurs are supervised by persons with hard core business experience over a longer period, and that the supervision addresses the problems faced concretely.
- Introduce “entrepreneurship apprenticeships “with experienced and successful business people for existing and new businesses
- Pilot a “business incubator” in the market or central place, where they can be supervised closely and have access to customers and business.
- Utilise the TFs/KSCs, local government, important community members and private companies to establish a close network and to actively help solving problems
- Strengthen the role of the “one stop employment centres” in self-employment and inclusion of youth in self employment and employment
- At youth centre establish business and entrepreneurship groups for youth in self-employment or in the transition period as part of the youth centre – supervised by experienced business person
- Investigate the opportunities for cooperatives or small shareholder groups and use this registration where relevant apply this where relevant.
- Support youth in agro related business to establish savings and engage in alternative marketable business activities
- It will be beneficiary for the project partners to revisit the labour market analysis for further adjustments of the types of business groups started
- Find arrangements in which mentors that can provide entrepreneurship skills enhancements for youth who are in self-employment ventures in town can assist them to be successful.
- Make some arrangements where self-employed youth who are either in group or

individually ventured to be assisted beyond paying 3 months house rent and the start up capital to be helped for at least 4 months with food items too. Because this mode of support was repeatedly requested by these self – employed youth

#### Second chance

- Establish longer apprenticeships (4-6 months), as a second chance option, with an agreement that the project contribution to living expenses or top up the apprenticeship salary.
- Provide short farm related training as an option for a second chance.

#### Financial support

- Base the financial support for business start up on business plan/idea, skills entrepreneurship ability and motivation
- Establish saving groups and help to open bank account
- Allow for individual businesses and groups of two, but make clear that the economic support is a supplement.
- Establish a pilot “delegated spending authority” for financial support to self employed beneficiaries, with project signature guarantee.
- Link youth to other business support activities and resources (government NGO private business),

#### Procurement:

- Utilise the expertise of private training providers, companies or TFs/KSCs in procurement of tools and equipment, as they know the needs, types and requirements
- Ensure timely purchase of quality, market relevant and appropriate materials for self employed, possibly by including experts in the procurement
- Support establishment of saving groups, and create links to youth friendly micro finance

#### **A.I.3.3 Establish a network for necessary support to marginalised children and young people in need of decent employment**

- For the TFs/KSCs and key stakeholder committees to revisit the MoUs and the project proposal to identify and agree on the roles and responsibilities of the TFs/KSCs, and revise procedures to ensure increased efficiency and effectiveness in some TF`s
- Ensure that the TFs/KSCs play a role in development and implementation of standards for VT providers and companies.
- Increase the level of information to the TFs/KSCs about challenges faced, so they are able to coordinate support and cooperate
- The partners and TFs/KSCs must revisit the project proposal, and MoU for clarification of roles and responsibilities,
- The project must actively engage the TFs/KSCs in the development of standards for VT/AGT

and implementation of these, as well as formalising their role in employment promotion.

#### **A.1.3.4 Build necessary capacity of government etc...**

#### **A.1.4.1 Establish a child and youth media resource base of children**

Youth communication

- Make an immediate agreement with partners on which interventions to be implemented, and which skills development that is needed
- Convert the existing media program into something locally manageable, realistic and achievable ( for example radio talks and photo story telling), and target activities towards safe employment, youth employment and protection
- Ensure that the volunteer and the project staff has skills to supervise the new media component
- To ensure that the necessary quality equipment is available to ensure production of the types of activities, that the youth and clubs decide to engage in.

#### **A.1.4.2 Information and good practice on decent employment etc...**

#### **A.2.1.1. Strengthen one safe home to provide immediate and holistic**

- The relatively high numbers of girls undergoing safe home accommodation and training create various challenges, particularly for the objective to create decent employment. It is therefore recommended to get in contact with Terre des Hommes to possible getting additional support for implementation of the recommendations across beneficiary groups in the safe home. (protection and EYE)
- Create special opportunities for girls found to be pregnant when entering the Safe Home, either within the project or by referral to other relevant NGOs.
- Include existing documentation into the monitoring & evaluation system to document the psycho-social as well economic outcome of the reunification scheme and safe home training.

Strengthen partners' capacity through additional link to Child Protection Team of Save the Children.

#### **A.2.1.2 Strengthen six (6) check points to intercept migrant children**

#### **A.2.1.3 Reunification of 500 migrated children with families and**

- Repeat par-social work training to Child Affairs Committees and CPUs where wished, possibly with the help of the AC social worker project to strengthen case management capacity on Kebele level.
- Clear guidelines and an ID card to bus station workers might help to define tasks of bus station workers vis-a-vis police and other authorities to passengers.

Strengthen partners' capacity through additional link to Child Protection Team of Save the Children

- Evaluate options to improve safety for children while waiting for the transportation to their places of origin.

- in case management structures on community level.

Strengthen monitoring of case management by existing indicators, i.e. enrolment in school, follow-up by Child Affairs Committee etc.

#### **A.2.1.4. Establish and strengthen child affairs committees in rural areas**

##### **A.2.2.1 children and youth are submitted to influence decisions making**

###### Youth Centres & Youth participation

- The centres need equipment and must be opened to youth in the wider community, for example by organising open house days.
- The youth centres and groups should be supported in making the surroundings of the centres useful for outdoor activities
- The project should establish frequent meetings with youth centre and youth group representatives to discuss challenges, progress and development
- Create a forum for dialogue between project staff and management and youth groups, and youth influence on project matters
- Local government (mayors or town administrations) and or any relevant personnel in the supporting the centres so that the centres' sustainability will be guaranteed
- The centres should be allowed to engage in income generating activities, to ensure sustainability. This should be endorsed by the local government as well as SC) have to be diversified

###### Youth groups

- Make a specific effort to integrate the project's vulnerable groups in youth club activities, or create separate groups. For them for example by giving specific information and organising activities that they find relevant.
- Pilot the peer to peer training club concept in Bahir Dar, and ensure that project beneficiaries benefit from this.
- In CADETS project areas the peer to peer training club concept can be used to train facilitators from the remote rural areas, who can then start their own clubs locally.
- Link media program direct to the youth groups, and adjust it to local capacity

###### Youth clubs

- Organise separate youth clubs for project beneficiaries, that are relevant to their social empowerment, or ensure youth groups with activities that are relevant and attractive to them
- The CHADET peer to peer training club concept (TOT) has a potential for enabling vulnerable youth in the project to establish clubs in remote areas. (potential for up scaling)
- Encourage and support the existing youth group community outreach and information activities
- Open up youth centres for a broader group of youth, and provide materials for recreational and youth group activities

##### **A.2.2.2. Children and youth are engaged in life skills....**

###### Life skills training

- Establish a TOT in extended life skills training for youth group members with the intention that they train other members. ( CHADET program has potential)

SFCE Provide psycho social support/peer to peer program

- Avail the SFCE Provide psycho social support, peer to peer activities for all beneficiaries in Barhir Dar. One option is a TOT for para social workers. ( potential for up scaling)
- Establish closely follow-up for behaviour change and rehabilitation for the entire group of beneficiaries.
- Inform VT providers about the opportunity for individual counselling