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Acronyms List

AYON	Association of Youth Organization
CBSL	Central Bank of Sri Lanka
CCC	Ceylon Chamber of Commerce
CTA	Chief Technical Advisor
DWCT	Decent Work Country Team
FGD	Focus Group Discussion
FNCCI	Federation of Nepalese Chamber of Commerce and Industry
GET Ahead	Gender and Entrepreneurship Together
GYB	Generate Your own Business
ILO	International Labour Organization
ILS	International Labor Standards
ITCILO	International Training Centre
KAB	Know About Business
KII	Key Informant Interview
LEED	Local Empowerment through Economic Development
LFA	Logical Framework Analysis
MoICS	Ministry of Industry Commerce and Supplies
MTR	Mid-Term Review
NPC	National Project Coordinator
NYC	National Youth Council
NYEF	Nepalese Young Entrepreneurs' Forum
PAVE	Promoting Advancement of Vulnerable Persons and Enterprises
PoW	People with Disabilities
ROAP	Regional Office for Asia and the Pacific
SALE	South Asia Leadership in Entrepreneurship
SIYB	Start and Improve Your Business

SME	Small and Medium scale Enterprise
SYB	Start Your Business
ToC	Theory of Change
UGC	University Grant Commission
UNDP	United Nations Development Programme
USAID	US Agency for International Development
USDoS	United States Department of State
VTA	Vocational Training Authority

Executive Summary

BACKGROUND & CONTEXT	
Summary of the project purpose, logic and structure	The Project's three **Outcomes** are: 1. Enhanced interest in and knowledge of entrepreneurism and increased capacity of young men and women to develop and manage businesses who are potential entrepreneurs; 2. Selected government and academic institutions have higher appreciation for the value of entrepreneurial activities; and 3. General public holds an improved image and enthusiasm about young entrepreneurs. The **intervention logic** is as follows: A number of **key activities** related to advocacy, capacity building, training and policy work will produce **eight outputs**. These outputs relate to increased knowledge; changed attitudes towards entrepreneurship among school students (female and male); college/university teachers and undergraduates, and promotion of a favourable environment for entrepreneurship development. **Producing the outputs will lead to, or contribute to, the three outcomes stated above**. The outcomes, in turn, will contribute to reaching the **overall goal** which is: "Youth of high school or university age in Nepal and Sri Lanka see entrepreneurship as an attractive career option with an understanding of the principles of business & entrepreneurship in a supportive enabling environment". The **key strategy/actions to accomplish the above** are Training of Trainers in educational institutions, developing and customizing various curricula and tools; undertake campaigns promoting entrepreneurship and competitions for youth to generate ideas and policy work – to change policies making it easier for youth to eventually enter the private sector and start businesses. The geographical coverage is **Sri Lanka** (Gampaha, Galle, Ratnapura, Puttalam, Trincomalee, and Kandy) and **Nepal** (Kathmandu, Nepalgunj, Pokhara and Surkhet. The Project is headed by a Chief Technical Adviser. The team members are (in Sri Lanka) a National Project Coordinator, a Senior Admin/Finance Assistant, a Senior Programme Assistant; one Communication and Public Information Officer. The project team in Nepal has consisted of one National Project Coordinator (NPC); and one Project Assistant. The Project receives, on demand, technical guidance from the ILO Decent Work Technical Support Team (DWT) for South Asia.

Present situation of the project	The current state of implementation of the project is that the donor agency granted a no-cost extension for the component implemented in Sri Lanka only - to enable to Project to continue to end of September 2024 and work on the momentum created through its cooperation with the Ceylon Chamber of Commerce, mainly. This means that only two staff members remain: The CTA and the NPC in Colombo.
Purpose, scope and clients of the evaluation	The two **purposes** of the evaluation are 1) Accountability vis-à-vis the donor agency, ILO and its constituents; and 2) Enable evaluation findings to contribute to internal learning within the ILO. The **chronological scope** is to assess and evaluate the Project's implementation from September 2021 to March 2024. The **geographical scope** is Sri Lanka and Nepal. The evaluation **clients** are the ILO; the donor agency; the principal implementing partners and ILO constituents; stakeholders and partners.
Methodology of evaluation	The evaluation applied a **mixed methods approach** to collect quantitative (secondary and primary sources) and qualitative data/information (primary sources): Key Informant Interviews were made with 49 persons in total (females:12); Focus Group Discussions involved 30 persons from stakeholder and partner organisations (females:8); and 84 students, staff in schools, colleges and universities (females: 29). A questionnaire survey (to SALE Project staff). The data was organised and interpreted to determine any links with the evaluation's objectives. transcription, organisation, validation of the data. To ensure credibility and validity of the results, **methodological triangulation** of the data/information was applied as integral part of the evaluation.

MAIN FINDINGS & CONCLUSIONS	**Project design validity** The Project's Logical Framework Analysis and Theory of Change are **basically designed in a sound manner, i.e. the relationship between activities, outputs and outcomes is logically framed**. However, the majority of the 11 assumptions clearly lie in the realm of the *Project's influence* and constitute the very core of the implementation – thus they are not valid as assumptions in a results-based framework (they should be outside the influence of the project, including its key stakeholders). In the design, the linkages could have been stronger between Sri Lanka and Nepal in both design and implementation. **Relevance to Stakeholder Needs and Priorities** The need for a change in people's attitudes and mindsets about entrepreneurship, and the need of a favourable environment for young entrepreneurial activities have been key in the Project. In view of economic crisis; political unrest, Covid-19 pandemic lockdowns and few job opportunities for youth in the public sector, the **Project is assessed to be relevant in its aspirations and efforts to change attitudes and mindsets vis-à-vis entrepreneurship**. The Project is well aligned with both countries' government development policies regarding the need for support to youth in this

field. It is also well aligned with the Decent Work Country Programme, the Sustainable Development Goal 8 and the ILO Programme & Budget.

In **Sri Lanka**, the principal implementing partners, Ceylon Chambers of Commerce (CCC), informed that the Project has opened doors to the youth in the country and for the first time had worked with schools. The relevance of the Project's activities could possibly have been higher if secondary school teachers, for instance, could have been trained and thus more involved in the various events at school level and also if Teachers in Colleges and Universities could have benefitted from entrepreneurship training.

In **Nepal**, the three implementing agencies; Federation of Nepalese Chamber of Commerce and Industry (FNCCI); Association of Youth Organization (AYON) and Nepalese Young Entrepreneurs' Forum (NYEF) also expressed the relevance of the Project's activities to their mandate and visions.

Coherence

The Project has been able to develop collaboration, synergy and coherence among the entrepreneurship ecosystem players and development partners. In **Sri Lanka** there has been compatibility/complementarity with a number of other interventions, such as projects on youth employment, vocational training; skills development; and a project on enterprise development targeting vulnerable persons (including female heads of households) in the Northern part of the country.

Examples: the USAID-funded project titled Youth Employment and Business Start-Up (YouLead project), implemented during 2017-2024 - which has worked to strengthen vocational training for students, teachers, institutions, and entrepreneurs; and the Norwegian-funded ILO project, titled Promoting Advancement of Vulnerable Persons and Enterprises (PAVE) which is running from 1 December 2022 - 30 November 2025. PAVE builds on the Local Empowerment through Economic Development (LEED+) project, using market systems to promote sustainable improvements in livelihoods. It prioritizes decent work opportunities and supports value chains in the agriculture and fisheries sector – supporting of the most vulnerable groups in the Northern Province including female heads of households, persons with disabilities and youth.

Another example of complementarity is the Skills Sector Development Program (SSDP) which ended in June 2023, which worked to enhance youth empowerment. Complementarity and coherence is also found with the work area of the SIYB Association of Sri Lanka, that has trained numerous Master Trainers.

In **Nepal**, SALE is complementing the work of its core partners, the FNCCI, AYON and NYEF. It is also compatible with the work of the Government and Municipalities to support youth, such as the National Youth Council (NYC), Nepal Youth Foundation, and the Prime Minister's Employment Program.

Effectiveness of interventions

a) It is assessed that 4 of the 8 outputs intended to reach the 3 Outcomes, are fully ”produced” (1.1, 2.1, 2.2 and 3.1); and 3 outputs are partly produced (1.2, 2.3, and 3.2) - while output 1.3 was not yet produced. It is assessed that the work to contribute to reaching the three Outcomes have been partly successful. The targets set for outreach under output 1.1. have been exceeded in both countries, i.e. outreach to beneficiaries in delivery and of entrepreneurship messages, engagement and training in schools, colleges and universities closely with the principal implementing partners. The Project has been able to create awareness and enthusiasm, among many people involved, for example through the successful Annual Business Idea Championship Award events and the exposure visits to Hyderabad. There has also been a demand for these and/or training activities from schools and government agencies. Overall, this is an achievement, considering the challenges and difficulties faced.

b) There was an unintended benefit/development in Sri Lanka: Funds could be stretched due to the favourable exchange rate and more students and more schools could be reached than what was targeted based on the demand – thus, in March 2024, the project had implemented activities in 9 districts. In Nepal, perhaps an unintended development was the actual policy on youth entrepreneurship (confirmation of receipt by the MoCI in March 2024).

c) The evaluation found that there are a few issues that, if implemented, could have added to the above results: Involving competition contestants in training before competitions; linking and building relationships and sharing knowledge across areas (districts, municipalities and even the two project countries); and follow-up activities in schools by regional chambers (Sri Lanka).

d) Trainers and Project staff as well as implementing staff, have expressed that ILO generic training materials on entrepreneurship are not updated in terms of the “digital realm”. Many young people are keen on running an online business, and connect with potential customers. To share information and train young people who are interested in entrepreneurship, it is essential that the training materials used are keeping up with the changing times.

ILO cross-cutting policy

Cross-cutting issues have been partially been addressed, and mainstreamed, in the project. Regarding gender equality and gender balance, female students have participated in all events in schools, colleges and universities, although at varying degrees in different events and activities. Regarding other cross-cutting issues (diversity, social dialogue and medium and long-term effects of capacity development initiatives) the project’s activities have involved different ethnic/language groups and involved schools and colleges from more marginalised areas. Social dialogue was maintained between the Project and the implementing agencies; and Employers

	and Government agencies. The Workers' organisations were not in collaboration with the Project due to its specific "private sector nature" and focus on youth entrepreneurship. As for not involving students with disabilities (non-discrimination) - the reason given is that this was not part of its strategy and would have required special expertise and targeting of special schools for the disabled. **Efficiency** It was found that the level of efficiency in relation to the **use of financial resources** was at a good level and that the results achieved have justified the costs. Through using infrastructure and localities for events at schools and colleges; and virtual/online trainings and workshops - costs could be kept down. The project also had use of a favourable exchange rate. In terms of **human resources**, the utilization of the M&E expertise available in the project could have been more efficient, i.e. management support for the tasks of supplying relevant raw data from both country projects. This would have made it possible to systematically record/monitor pre- and post- indicators, to facilitate the gauging of attitudes, learning and perception changes towards entrepreneurship, e.g. in connection with each training event and making reflections/analysis on the progress. **Potential impact and sustainability** The Project has been able to generate **impact** at some levels: Influencing stakeholder/partner organisations, education institutions and many ultimate beneficiaries through developing more knowledge, understanding and interest (and some change in attitudes) in entrepreneurship and entrepreneurialism. It has also been able to create more awareness of the need to maintain networks and create an improved ecosystem around this topic, including the need to press upon governments to adopt policies and improve legislation, administration and funding for young people wanting to start businesses. Regarding **sustainability,** there is interest for entrepreneurship within public educational institutions but *actual integration of the theme/discipline* and training tools in regular courses in schools and higher-level education (beyond non-credit courses) could not yet be materialized through the actions of this Project.
RECOMMENDATIONS, LESSONS LEARNED AND GOOD PRACTICES	
Recommendations	1.The **Ceylon Chamber of Commerce should**, in dialogue with the ILO, find ways and means to own the Annual Awards Winning Competitions in the future, to encourage young people and their entrepreneurship ideas. Potential sources of funding should be sought for this important event, e.g. through sponsorship. *(Addressed to Ceylon Chamber of Commerce & ILO project team; Priority: High; Resources: Medium; Timing: Immediate (within 3 months).*

	2. ILO should make efforts to keep the momentum created in raising the awareness of youth on entrepreneurship as a potential way to generate income - in both countries (ecosystem partners, forums) and continue to hold an open dialogue with CCC, FNCCI, AYON and NYEF. *(Addressed to ILO; Priority; Medium-high; Resources: Low; Timing: Immediate (Sri Lanka) and within 6 months (Nepal)).* **3. ILO should** in future youth entrepreneurship projects and interventions make special efforts, already at the design stage, to be even more inclusive: Specifically target and encourage females who are interested in online entrepreneurship; and mainstream (integrate) other non-discrimination issues, such as e.g. disability. *(Addressed to ILO; Priority: High; Resources: Medium; Timing: When designing new projects/interventions)* **4. ILO and implementing agencies should** involve competition contestants in training before competitions (did not take place in Nepal and Sri Lanka); building more on local relationships and sharing experience in schools across districts and provinces; and engaging the Regional Chambers more on follow-up activities. *(Addressed to; ILO, CCC, AYON, FNCCI, NYEF; Priority: High; Resources: Medium-high; Timing: When designing/developing new projects/interventions on the youth employment theme)* **5.** In any future interventions and projects on youth entrepreneurship, the **ILO should** make good efforts to explore the potential and willingness of Workers' organisations/unions to take part in some form, at least, in the Projects - in particular if there are youth groups linked to them. *(Addressed to ILO; Priority: High; Resources: Low; Timing: When designing new projects/interventions)*
Main lessons learned and good practices	***Lessons learned*** 1. M&E is an essential management tool for project coordinators, and implementing agencies. Relevant raw data should be inserted in the M&E system, be analysed and distributed/circulated regularly. Every project should have access to M&E expertise and project managers need to actively support their role in projects to ensure follow up; transparency and accountability vis-à-vis stakeholders (and evaluators) regarding the progress on reaching outputs and outcomes. 2. ILO entrepreneurship/business development training materials should be updated in view of the "digital realm". FGDs and Key Informant Interviews revealed that some ILO generic entrepreneurship/business materials (SIYB, SYB, KAB, GET Ahead) had missed out on the digital revolution – and therefore substantial efforts had to be made to customize the training materials. This is particularly important when training young persons - in view of the fast developments in the digital world. The SALE training and

	awareness raising sessions in Sri Lankan secondary schools were non-credit sessions and studying for exams will be seen as a priority by both parents and students – therefore the non-credit sessions must be sufficiently attractive. ***Good practice*** Utilizing young volunteers, and groups of volunteers in education settings with secondary school students is a good practice as they can help students with knowledge transfer in various disciplines, and be inspiring role models The Project in Sri Lanka was able to use the services of undergraduate university and college students as volunteers of the Sasnaka Sansada Foundation that has been working with schools for around 20 years and has a good reputation in the country. The volunteers helped raise awareness on entrepreneurship and could monitor some of the students' engagements and interests, such as E-Clubs. They can also help in the assessment of the students' level of understanding, motivation and knowledge about entrepreneurship. Using volunteers can be applied in all countries that have similar volunteer services especially in rural, and marginalised communities. However, even when utilising these services, follow-up by the implementing agencies/Project needs to be done.

1. Context and Project Description

This is the report of the independent Final Evaluation of the project titled *South Asia Leadership in Entrepreneurship (SALE)* in Sri Lanka and Nepal - herein referred to as "the Project". It is implemented by the ILO in cooperation with the tripartite constituents and partners. The evaluation took place between January and April 2024. The Evaluation Manager is Nguyen Hoang Ha, with technical back up from the ILO Regional Evaluation Officer, based in Regional Office, Bangkok.

The Project originates from the fact that **the public sector in both Sri Lanka and Nepal, is unable to adequately offer young people (women and men) jobs and prosperity. The SALE project regards entrepreneurship as an engine of growth and innovation and is making contributions to the development of the private sector.** As prevailing socio-cultural conceptions regarding entrepreneurship can pose barriers in people's minds the Project has focused on raising awareness among young people, educational institutions and organisations - showing them that entrepreneurship can be an alternative and an escape from poverty.

A gender analysis was made revealed that there exists a number of hindrances for women regarding starting up their own small-scale or medium size enterprises. Among these hindrances are lack of social acceptance in society, finance and mobility e.g. in travelling and accessing markets. Also, the traditional reproductive role of women can pose obstacles to be engaged in entrepreneurship, and the Covid-19 pandemic has led to women having additional burdens e.g. home-schooling activities.[1] The evaluation will explore this issue with specific references to Sri Lanka and Nepal, in order to assess how the Project has been able to increase young women's *interest* in entrepreneurship activities, and generate/develop ideas for their own start-up activities - despite the above-mentioned (or other) obstacles.

The Project is engaged at policy level, spreading messages through several bilateral and multilateral consultative processes. The Project Document,[2] states that it would engage 6,000 next-generation decision makers in total (Nepal and Sri Lanka). This is to be done through joint activities with local institutions, focusing on the digital economy and e-commerce, and connecting with entrepreneurship organisations.

The two project countries, Sri Lanka and Nepal, both face great challenges, as explained below.

1.1 Context

Sri Lanka

Sri Lanka has faced serious challenges since 2017: The Easter Sunday bomb attack; the COVID-19 pandemic; the financial crisis, fuel shortage and people's protests against the government in resulting in a serious national economic crisis peaking in 2022 to 2023. The severe crisis in the country, manifested in what is referred to as the *Aragalaya* protests emerged in March 2022 and rose to its peak in July 2022[3] - has brought to the surface a number of governance challenges to be dealt with. The COVID-19 pandemic has impacted negatively on the economy e.g. on sectors such as tourism, food and agriculture and exports. Many small and medium scale enterprises (SMEs) have closed, people have lost jobs and migration has risen. The population has paid a high price, socially and economically, as a result of closure of schools – which has affected the whole educational system

[1] Gender analysis, SALE project (*not dated*).
[2] The SALE Project Document is titled *Final Summary and Proposal RAS-21-09-USA(1).*
[3] Source: https://www.reuters.com/world/asia-pacific/how-sri-lankan-protests-unfolded-2022-07-22/mass protests

adversely. Inflation is very high and the poverty rate *doubled* between 2021 and 2022, an increase of about 2.5 million people into poverty (World Bank estimate in 2022).[4]

Sri Lanka strives to become a sustainable, upper middle-income country with an economy that is "prosperous, competitive and advanced". Private-sector-led growth is among the objectives of the national development vision and plans, and there is growing recognition of the need to foster youth entrepreneurship.[5] However, there is a mismatch of competencies to the labour market requirements in the country, resulting from lack of connections between higher education and the private sector, among other factors.[6]

One of the recommendations in the "*2030 Vision and Strategic Path of Sri Lanka*" is to provide incentives for agricultural-based entrepreneurship to increase youth participation and develop small-scale agricultural business areas. Financial support to small entrepreneurs is also mentioned as important (p. 60) and the need to create a suitable environment for domestic entrepreneurship to explore "green technology" to minimise Sri Lanka's dependence on non-renewable energy sources, among other (p. 72). In this document it is argued that the education system is too much centred around exams, not conducive to innovation, and points out that parents are "hostile" to risk taking by young entrepreneurs (p. 223).

Nepal

With the outbreak of the COVID-19 pandemic in Nepal, the restrictions, the sudden halt of economic activities and the subsequent loss of jobs had a strong negative impact on the economy and livelihoods, especially for the most vulnerable, including day workers and employees in the informal sector, as well as internal migrants, especially women. The forced return of Nepalese migrants from abroad has also created major imbalances in the labour market.[7] Nepal is also going through an overall economic recession, with import restrictions, foreign exchange shortages and currency depreciation. Private and public investments have been affected. 15.1 percent of Nepal's population is under the poverty line — which means that these populations live below $1.90 purchasing power parity/day[8].

One of the eight long-term national strategies is to achieve rapid, sustainable and employment-oriented economic growth.[9]There exists no "entrepreneurship system", or central controlling body, for developing entrepreneurship. Various government ministries are involved in creating and promoting policies that relate to youth entrepreneurship. However, it has been acknowledged that innovation and entrepreneurship are critical to the country's development and 2023-2024 has been declared as the "Entrepreneurship Promotion Year" in the fiscal budget (Source: Final Progress Report, September 2023).

Recovery in both countries will take time. Regarding Sri Lanka, the World Bank stated in December 2023 that "continued momentum on economic and structural reforms is critical not only to stabilize the economy, but also to unleash its potential for private sector-led growth and transformation". As for Nepal, the country's economy is expected to rebound to 3.9 per cent in the Financial Year 2024 due to a lagged impact of the lifting of import restrictions, strong return of tourism, and the gradual

[4] Poverty has risen since 2019, from 11.3 to 12.7 in 2020, adding over 300,000 new poor in that period. It continued to increase in 2021, and it then doubled between 2021 and 2022, from 13.1 to 25.0 percent ($3.65 per capita, 2017 PPP). Source: *Poverty and Equity*, World Bank. https://databankfiles.worldbank.org/public/ddpext_download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/current/Global_POVEQ_LKA.pdf

[5] SALE *Technical Progress Report* (TPR) Sept 2023.

[6] Source: *Sustainable Sri Lanka – 2030 Vision and Strategic Path*, https://www.effectivecooperation.org/sri-lanka-national-development-vision-and-plans).

[7] Source: *Migrants, Refugees, Migration Profile*, Nepal, IOM, February 2022

[8] Source: *Economic survey, 2022/23*. https://www.mof.gov.np/uploads/document/file/1685270309_ES_2080_Final_PDF.pdf

[9] Source: *Envisioning Nepal 2030*, Proceedings of the International Seminar, National Planning Commission, Asian Development Bank and ADB. https://nepaleconomicforum.org/key-highlights-from-nepals-long-term-economic-vision-fy2020-fy2044-and-nepals-15th-five-year-plan-fy2020-fy2024).

loosening of monetary policy, according to the World Bank's twice-a-year Country Update (October 3, 2023).

1.2 Project Description

Sri Lanka

The principal project implementing partner is the Ceylon Chamber of Commerce (CCC), an affiliated association of the Employers Federation of Ceylon, being the key ILO employer constituent. Its Regional Chambers (CCC's decentralised partners) have assisted in implementing many of the project activities in the country, e.g. in Galle, Gampaha, Ratnapura, Kandy, Puttalam and Trincomalee. A number of organisations have been involved as partners in the Project, at various stages of the implementation and at varying levels of engagement.[10]

The Government (sectoral) stakeholders are the Central Bank of Sri Lanka (CBSL), the Ministry of Education (MoE); the National Institute of Education (NIE); Vocational Training Authority of Sri Lanka and the Provincial/Zonal Directorates of Education in respect of the targeted operational districts mentioned above. The international development partners are the United Nations Development Programme (UNDP)[11]; the Asian Development Bank (ADB) and YouLead Project of the United States Agency for International Development (USAID) – also at varying degrees of engagement.

The direct beneficiaries of the project are the key stakeholders (entrepreneurship ecosystem partners, parents, private sector, policy makers), while the ultimate beneficiaries are youth (students), trainees and young entrepreneurs. There was no cooperation with Workers' organisations (in any of the two countries) as it was felt that a private sector project such as SALE, it would not be relevant/useful, and workers' organizations had shown very limited engagement in the policy dialogues in Sri Lanka.

Nepal

There are three principal implementing partners in Nepal: The Federation of Nepalese Chambers of Commerce and Industry (FNCCI); Association of Youth Organizations Nepal (AYON); and Nepalese Young Entrepreneurs' Forum (NYEF). The Project also worked in collaboration with Anurodh Nepal; University Grant Commission (UGC); and academic institutions; local municipalities; local chambers; National Youth Council (NYC); Ministry of Industry Commerce and Supplies (MoICS); Antaraprerana; SGDs Studio; Journalists and including SIYB Master Trainers. The ultimate beneficiaries are youth (students), trainees and young entrepreneurs.

Geographical coverage

In its first year, the project component in Sri Lanka was involved in 2 districts: Gampaha (Western province) and Galle (Southern province) districts only, expanding in second year to cover another 4 districts: Ratnapura (Sabaragamuwa province), Puttalam (North-Western province), Trincomalee (Eastern province) and Kandy (Central province). In 2023-24 the project was able to also implement events in other districts. In Nepal, the project's four municipalities involved are Kathmandu (Bagmati province), Nepalgunj (Lumbini province), Pokhara (Gandaki province) and Surkhet (Karnali province).

Project budget and duration

The project budget is USD 1 975 249,00. The Project took off on 27 September 2021, to be implemented during two years. A no-cost extension of six months was granted up to 31st March 2024, and in March yet another no-cost extension has been granted up to 30th September 2024.

[10] These are: Dialog Axiata (Ideamart division), Start and Improve Your Business (SIYB) Association of Sri Lanka; Sasnaka Sansada Foundation, Institute of Money and Entrepreneurship Development (IMED), Shilpa Sayura Foundation/ Nextgen Girls in Technology, SquareHub, CurveUp, Colombo District Entrepreneurs Association (CDEA), Hatch, Entrepreneurship Trainers and young entrepreneurs (Olai Products, RouteSonar, Retrace). See Annex VII. List of Interviews & FGDs participants.

[11] UNDP also has programs on youth entrepreneurship.

Table 1 shows the Project's long-term goal; three outcomes contributing to the goal; and eight key outputs contributing to the outcomes.

Table 1. Goal, objective/outcomes, outputs – SALE project

Goal	Youth of high school or university age in Nepal and Sri Lanka see entrepreneurship as an attractive career option with an understanding and grounding in the principles of business and entrepreneurship in a supportive enabling environment
Objectives/Outcomes	**Outputs**
1. Enhanced interest in and knowledge of entrepreneurism and increased capacity of young men and women to develop and manage businesses who are potential entrepreneurs	1.1. Youths are trained on entrepreneurism and entrepreneurship
	1.2. Academic institutions adopt new tools/curriculum to promote entrepreneurship
	1.3 Improved entrepreneurship training tools adopted by selected public institutions
2. Selected government and academic institutions have higher appreciation for the value of entrepreneurial activities	2.1. Policy briefs towards creating favourable environment for entrepreneurship
	2.2. Selected academic institutions introduce 'Entrepreneurship Day' in school calendar
	2.3 Relevant public institutions' entrepreneurship development programs see recognition by private sector
3. General public holds an improved image and enthusiasm about young entrepreneurs	3.1 Annual Business Idea Championship Award -Youth Entrepreneur Soul – 'YES' introduced by private sector
	3.2 An awareness campaign promoting the role of entrepreneurs at different tiers of the society – from household to national economy

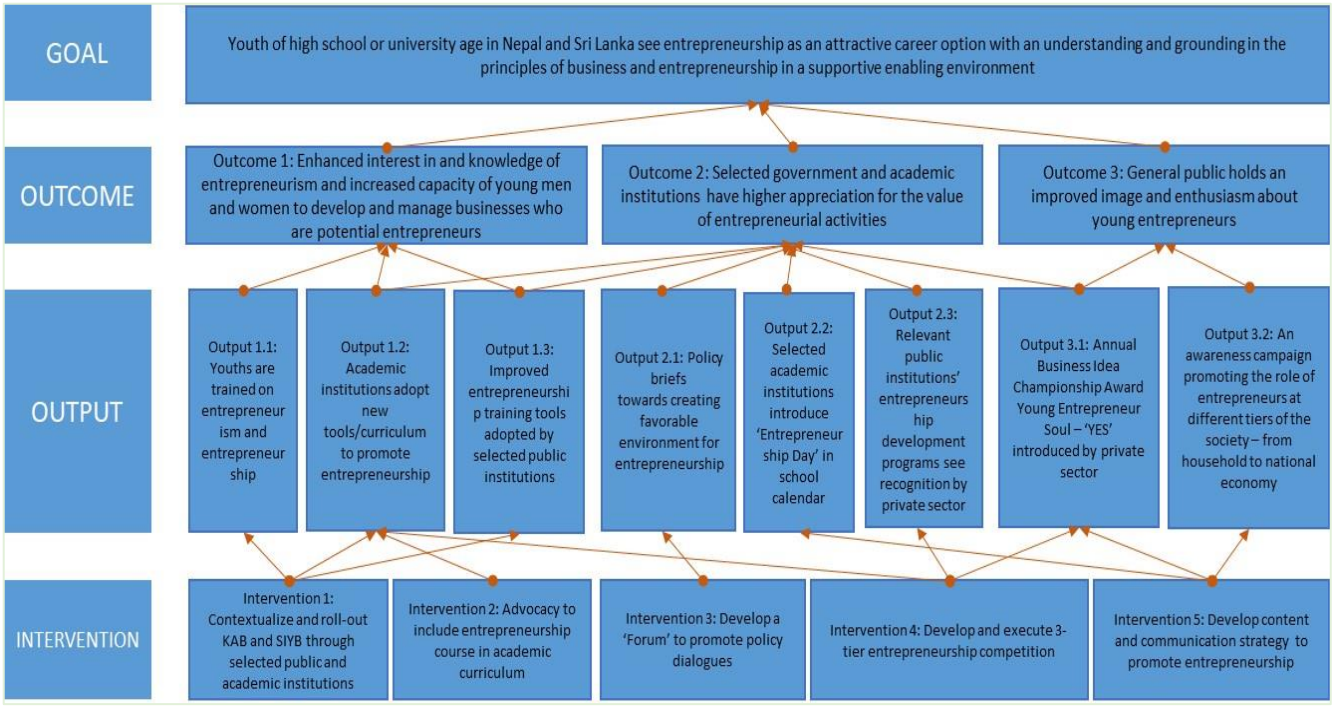


Figure 1. Project's Theory of Change

2. Evaluation Purpose and Methodology

2.1 Purpose, Scope and Objectives

There are two **purposes** of the evaluation: 1) Accountability to the donors and ILO constituents; and 2) Evaluation findings and insights contributing to internal learning within the ILO. The **chronological scope** of the evaluation is to assess and evaluate the Project's implementation between September 2021 and March 2024. The **geographical scope** is Sri Lanka and Nepal.

The evaluation **objective** has the following focuses:[12]

- To assess the extent to which the project has achieved its objectives in efficient and inclusive manner;
- To assess the extent of project made synergies within ILO and was able to leverage resources from outside stakeholders, project, and programmes;
- To assess whether the project has contributed to any intended/unintended changes in Sri Lanka and Nepal (in terms of policy, laws, and capacity of constituents, other partners) in youth entrepreneurship training and awareness raising. What are the most transformative positive changes and whether and how much the project contributes to the wish to sustain the practice after the project has ended?;
- To assess the extent to which the project has adapted to respond to these external factors e.g. the impact of the COVID19. The extent to which these external factors have affected the project results and its sustainability and impact;
- To assess to what extent the project document was designed to address existing inequalities to advance gender equality, and identifying progress and achievements in promoting gender equality and women's empowerment, including good practices (e.g. addressing discrimination, promoting equal pay, promoting better sharing of care responsibilities,

[12] Terms of Reference, p. 7.

addressing violence and harassment, improving working conditions for women entrepreneurs, mainstreaming gender in institutional mechanisms and practices, etc.);

- To identify major factors that facilitate and /or hinder the progress in achieving the overall objective, outcomes, both in terms of environment and those internal to the portfolio of interventions; and
- To identify lessons learnt, innovative approaches and possible good practices.

The evaluation **clients** are the ILO; the donor agency; the principal implementing partners and ILO constituents; stakeholders and partners.

2.2 Evaluation Methodology

An **evaluation team** of three persons have conducted the evaluation, consisting of an international independent evaluator (team leader) and two national consultants residing in Sri Lanka and Nepal, respectively. The team has applied a mixed methods approach to collect both qualitative and quantitative data/information. The Project has worked in several sites in both countries but not all could be visited by the evaluation team due to limited time and resources. Regarding the sampling of project sites and participants to participate in KII and FGD - this was purposive and done in consultation with the Project staff. In Sri Lanka, secondary school students, teachers, and students taking part in vocational training were visited in Gampola, Ratnapura, Trincomalee; and in Nepal, colleges/universities in Kathmandu, Surkhet and Pokara were visited.

The team leader visited Sri Lanka (5th – 10th March) and Nepal (10th – 13th March) for KIIs and FGDs with ILO, all principal implementing partners, ecosystem partners and students.[13]

To the extent possible, the evaluation team, through **triangulation**, has made efforts to mitigate any bias arising from a purposive sampling.[14] The criteria for selecting the sites and beneficiaries for the field visits were: The sites to visited should not be too remote but should include successful, medium and less successful project achievements and involvement of beneficiaries. There should be a gender balance in the selection of persons to interview and of those taking part in FGDs; and if there were beneficiaries in the project who have disabilities, or belong to e.g. ethnic groups (or HBTQ) that are discriminated, efforts should be made to include them in the FGDs and interviews.

The topics addressed by the evaluation related to perception and knowledge; processes; contents of the Project under evaluation; achievements; systems; work environment; challenges; and stakeholders' visions of longer-term development. To ensure credibility and validity of the results, methodological triangulation of the data/information from the various above-mentioned methods was applied, i.e. information received was cross-checked from more than one source – as an integral part of the whole data collection and processing/analysis phase.

2.2.1 Evaluation Questions and Data Sources

The following key **evaluation questions**, sorted under each **evaluation criteria**[15], have guided the evaluation's data gathering process and analysis:

Relevance and coherence[16]

1. What is the relevance and strategic fit and the extent to which the intervention objectives, design and approach respond to beneficiaries, country, and partners/institution/donors' needs, policies, and priorities? b) To what extent is the Project expected to continue to respond to needs and priorities if circumstances change (or have changed)?

[13] For details, see Annex V.
[14] See Inception report.
[15] These criteria are agreed upon, internationally, for evaluations of development programmes/projects.
[16] In the ToR, relevance and coherence is placed together, but in the Findings, they are separated as requested.

2. To what extent do the SALE design, objectives and approach support the goals outlined in the 2030 Agenda for Sustainable Development (SDG 8), the ILO Programme & Budget - and what is the contribution of the project to the design of ILO Decent Work Country Programme (DWCP) for Sri Lanka and Nepal?
3. To what extent has the project responded to the needs of the tripartite constituents (Sri Lanka - CCC, Nepal – AYON, FNCCI and NYEF), beneficiaries and direct recipients?
4. How far is the project impacted by the COVID-19 pandemic and consequent economic shocks and social unrest, and to what extent was the project able to remain relevant and efficient in adapting to respond to the COVID-19 crisis?
5. What is the project's coherence i.e. the compatibility of the interventions with other interventions in a country, sector, or institutions?
6. To what extent does the project adhere to decent work principles including International Labor Standards, human rights, gender equality and non-discrimination? What gender strategy has been designed/used to ensure a gender balanced participation of project participants?
7. Within the parameter of the Sri Lanka and Nepal DWCP - What is the extent of compatibility of interlinkages between SALE and other ILO projects in Sri Lanka & Nepal and other interventions such as by the Government, social partners and other international organisations?
8. To what extent has the project maximized synergies and improved collaboration with new or existing actors? Has the project avoided duplication of efforts/resources?
9. Were the risks and assumptions to achieve project objectives properly identified, assessed and managed?

Effectiveness

10. To what extent has the Project achieved, or is expected to achieve, its objectives and results – and are there differential results across groups?
11. Which factors have contributed to achievements - and which factors have adversely affected the following:

    -Increased awareness and knowledge about youth entrepreneurship training and awareness raising?

    -Improved legal and institutional environment contributing to the promotion of youth entrepreneurship training and awareness raising?

    -Improved capacity of national and local stakeholders to coordinate, network and advocate for the youth entrepreneurship training and awareness raising?
12. To what extent has the project strengthened the national capacities in Nepal and Sri Lanka to promote entrepreneurship among youth (schools, colleges, universities and vocational institutions) and changing the mind set of parents, teachers, youth?
13. How to assess the level of effectiveness of campaign (including materials) to change the mindset of the public in both countries towards entrepreneurship?
14. What factors can be identified that have affected project implementation, achieving outputs/objectives/outcomes - positively and negatively?

Efficiency

15. Have resources (funds, human resources, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? Has project management and staffing to implement and monitor the project been adequate?
16. To what extent has COVID19 impacted the project implementation and to what extent has the project management adjusted the strategy/activities/outputs to respond to the changes?
17. To what extent has the project leveraged resources with other projects/programmes, and through partnerships with other organizations, to enhance the project impact and efficiency?
18. Are there sufficient resources allocated to integrate human rights and equality in the design, implementation of the project?

Impact

19. How has the project contributed to the national reform process (including policy changes to relevant laws)? Has the project caused any unintended impact?
20. To what extent has the project contributed to increased commitment of key project stakeholders to the goal of youth entrepreneurship training and awareness raising in the country – and what is the extent to which the political situation has affected the impact of the project?
21. To what extent did the project interventions change the mind sets of parents, teachers and other eco system players?
22. What are both intended and unintended impacts emerging from the project's interventions?

Sustainability

23. How did the socio-political and economic situations, in the respective country, impact on the project design and results?
24. Which programmes or services of the government/employers/workers/CSOs acknowledge, and promote youth entrepreneurship training and awareness raising - and how has the project contributed to this?
25. To what extent has the current political situation in the two countries hampered the sustainability of the project's benefits i.e. the continuation of the activities of the National Youth Entrepreneurship Programme?

Cross-cutting issues

26. To what extent have the social dialogue among the constituents and partners been enhanced through the implementation of the project and to what extent has it contributed to achieving, the planned objectives? Any lessons learnt?
27. To what extent has the project contributed (integration into activities, allocating sufficient resources and achieving objectives) to improving gender equality and non-discrimination, and inclusion of people with disability?
28. To what degree have the project activities, outputs, and objectives been consistent with relevant policies and strategies and to what degree have they been formally embraced through ratification or expressions of endorsement by stakeholders.
29. How has the project engaged the tripartite constituents in a meaningful way since the designing of the project to assure their involvement and enhanced ownership?

30. How has the project been able to leverage the ILO contributions, through its comparative advantages, including International Labour Standard, social dialogue and tripartism?

31. How has the project been able to address existing inequalities to advance gender equality, and identifying progress and achievements in promoting gender equality and women's empowerment, including good practices (e.g., addressing discrimination, promoting equal pay, promoting better sharing of care responsibilities, addressing violence and harassment, improving working conditions for women entrepreneurs, mainstreaming gender in institutional mechanisms and practices)?

Data sources

The data sources providing information (systematically collected) includes the project document; project monitoring framework; mid-term review report; project progress reports; budgets and expenditure statements; agreement documents with the donor agency and principal implementing organisations; Key Informant Interviews (KII); FGDs and a questionnaire survey (see Annex B and C for more details).

2.2.2 Evaluation Schedule

Activities	January			February				March				April	May
Weeks	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W4	W2
Introductory talks/briefings with ILO Evaluation and Project	X	X	X										
International Evaluator/Team Leader´s & national consultant´s contracts signed[17]			X	X									
Discussion on admin & practicalities (field trip & programme: interview & FGD appointments)				X	X								
Desk review & submit Inception report (draft & final)			X	X									
Planning & Key Informant Interviews (KII) with Project staff, stakeholders/partners (Team Leader and national consultants)				X	X	X	X	X					
5- 6 Focus Group Discussions (FGDs) with selected Trainers & trainees						X	X	X					
Mini questionnaire project staff & key informants)								X					

[17] The Team Leader's contract was signed on 27 January.

Activities	January			February				March				April	May
Weeks	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W4	W2
Data analysis, prepare the draft evaluation						X	X	X	X				
Submit the draft evaluation report												X	
Receive *consolidated* written comments from EM & prepare final draft report												X	
Validation (virtual) workshop: Presentation if the Preliminary findings of the evaluation, Q&A session.												X 25/4	
Submit final evaluation report addressing the written comments received.													X

2.2.3 Data Collection Methods

The data collection methods consisted of briefing sessions with the project staff in Sri Lanka and Nepal; followed by a comprehensive documentation review; Key Informant Interviews (KII); Focus Group Discussions (FGDs); Questionnaire survey (Annex A) and observations:

- KIIs were made with 49 persons in total (females:12)
- FGDs involved 30 persons from stakeholder and partner organisations (females:8); and 84 students, staff in schools, colleges and universities (females: 29).
- The questionnaire survey was sent only to SALE Project staff.

To ensure credibility and validity of the results, methodological triangulation of the data/information from the various above-mentioned methods was applied i.e. information received was cross-checked from more than one source – this was an integral part of the entire data collection and processing/analysis phase.

2.2.4 Data Analysis

The collected qualitative data from primary sources were drawn from the interviews and FGDs was subject to thematic content analysis (i.e. determining patterns, categories and themes). The quantitative data was drawn from secondary sources mainly, with clear references. The data was organised and interpreted to determine any links with the evaluation's objectives – and presented in a logical way in the evaluation report. The steps have involved transcription, organisation, validation of the data. The preliminary findings were presented with a PPT in the Validation workshop on 25th April, followed by a Q&A session. The comments put forward by the participants have been addressed in this final report.

When assessing the relevance and validity of the Project's design, implementation and follow-up, the evaluation has been mindful of integration (mainstreaming) of gender equality and discrimination issues in the Project - as well as the other cross-cutting concerns mentioned in this report.

2.3 Limitations and Mitigating Strategies

No particular limitations were faced that hindered the evaluation work or results.

3. Evaluation Findings

This chapter accounts for findings related to the project design; and each of the evaluation criteria (relevance and coherence; effectiveness; efficiency; impact and sustainability) followed by some of the external and internal challenges that the Project has faced in the implementation.

3.1 Project Design Validity

The targeting of these two countries in the design of the SALE project was based on the fact that they both faced economic crisis (with great adverse effect on youth employments); the Covid-19 pandemic and lockdowns; the high out-migration and other problems impacting on jobs opportunities for young people.[18]

The Project's logical framework analysis (LFA) and Theory of Change are basically designed in a sound manner, i.e. the relationship between activities, outputs and outcomes is **logically framed**. However, some outputs are quite similarly phrased, such as outputs 1.2, 1.3 and 2.3.

Looking at the 'assumptions' made at the Project's design stage, the majority of the 11 assumptions clearly lie in the realm of the *Project's influence* and constitute the very core of the implementation – thus they are not **valid as assumptions** in a results-based framework (they should be outside the influence of the project, including its key stakeholders).

In the design, it is clear that the activities in Sri Lanka and Nepal are part and parcel of the SALE project – however, the **linkages could have been stronger in both design and implementation**, e.g. ensuring joint activities, such as workshops/training in which youth from the two countries could have met and exchanged experiences.

3.2 Relevance to Stakeholder Needs and Priorities

The need for a change in people's attitudes and mindsets about entrepreneurship, and the need of a favourable environment for young entrepreneurial activities have been key in the Project. Its focus has been to get the message across to direct and indirect beneficiaries, that engaging in entrepreneurship can be a viable, and even profitable, alternative to seeking employment in the public sector. In view of the economic collapse in Sri Lanka in 2022 and the weak socio-economic situation in Nepal, **the Project is relevant, and well aligned with both countries' government development policies regarding the need for support to youth in this field**.

The Project's long-term goal "Youth of high school or university age in Nepal and Sri Lanka see entrepreneurship as an attractive career option.." is relevant in view of SDG 8.The project's relevance vis-à-vis the ILO Programme and Budget (P&B) 2022-2023 is also clear, particularly Outcome 4. "Sustainable enterprises as generators of employment and promoters of innovation and decent work" and output 4.1 "Increased capacity of Member States to create an enabling environment for entrepreneurship and sustainable enterprises"; and output 4.2 Strengthened capacity of enterprises and their support systems to enhance productivity and sustainability.[19] The P&B 2020-21 mentions that the consequences of the pandemic have confirmed the need to address youth unemployment and gender equality, among others. It mentions the need for ILO to support inclusive programmes in areas such as employment services, which includes entrepreneurship support and to facilitate transitions, with particular emphasis on young and older persons and the digital economy).[20]

As for the Decent Work Country Programme, (DWCP) **Sri Lanka** 2018-2022, the relevance of this Project is evident as it points to the need to enhance and increase entrepreneurship training, as well as vocational training and skills in view of the high youth unemployment rate.[21] The Covid-19

[18] Source: KII (donor agency and ILO)
[19] Source: ToR
[20] P&B 2020-21, p. 39.
[21] Decent Work Country Programs (DWCP), Sri Lanka 2018-2024, p. II.

pandemic and economic crisis have made it even more clear that the government is not going to adequately provide formal economy employment to young women and men. The same applies in view of the DWCP **Nepal** 2018-2022 – which mentions as crucial the creation of jobs and entrepreneurship opportunities to achieve a safe environment for women and poor families. The post Covid-19 pandemic, in the two countries, have resulted in many unemployed young people seeking career development.[22] The project has attempted to respond to the needs of both ultimate beneficiaries (the youth) and the constituents/stakeholders in terms of increasing their understanding that entrepreneurship may be a feasible/attractive way to earn an income.

In **Sri Lanka**, the principal implementing partners, Ceylon Chambers of Commerce (CCC), informed that the Project has opened doors to the youth in the country and for the first time had worked with schools, which it very much has appreciated. In **Nepal**, the three implementing agencies; Federation of Nepalese Chamber of Commerce and Industry (FNCCI); Association of Youth Organization (AYON) and NYEF also expressed the relevance of the Project's activities to their mandate and visions.

At the start of the implementation, a perception survey (trilingual) was undertaken, both in Sri Lanka (November 2021) and Nepal (September 2021). The purpose was to explore how young students, aged between 15 to 24, perceive entrepreneurship. One of the key findings was that the majority of parents/caretakers urge their young to seek government employed or migrate rather than be involved in entrepreneurship (58 % male respondents, 41 % female respondents, 1 % "other")[23] which speaks to the relevance of the SALE project. As already mentioned, the linkages could have been stronger between Sri Lanka and Nepal components, e.g. there could have been joint workshops and/or training events in which youth from the two countries could have met and exchanged views and experiences.

In **Sri Lanka**, the Project could not provide assistance to public institutions, including involving government employees in training or capacity building activities (due to a preference of the donor agency). This was a situation which the Project management found difficult to handle. Relevance of the Project's activities **could possibly have been higher** if school teachers, for instance, could have been trained and more involved in the capacity building events. However, the Project did receive support from government agencies: Central Bank of Sri Lanka to organise the 4 policy dialogues, and several senior public officials (including the Governor of CBSL) attended the Policy Symposium. It received the concurrence of the MoE to conduct entrepreneurship training at schools; to attract school students for SPARK competition; and to conduct School Entrepreneurship Day. The VTASL permitted to conduct training at vocational training centres; and several public officials participated at the School Entrepreneurship Day events.

3.3 Coherence

It was found that the SALE Project has developed coherence, collaboration and synergy among the entrepreneurship ecosystem players and development partners.

3.3.1 Contribution to ILO Programmes and Conventions

The SALE project has made some contributions to ILO's promotion of sustainable enterprises which is at the heart of the ILO Decent Work Agenda (DWA). It has also made some contributions to one out of the four fundamental conventions: "The elimination of discrimination in respect of employment and occupation" – in its efforts to promote the idea that young women can be entrepreneurs, and emphasising gender balance and equality in its training programs, training materials and competitions and award ceremonies.

3.3.2 Coherence at the Country-Level

In **Sri Lanka** there has been coherence/complementarity in relation to the USAID-funded project titled Youth Employment and Business Start-Up (YouLead project) implemented during 2017-2024 - which

[22] Source: MTR report and interviews.
[23] SALE Perception Survey.

has worked to strengthen vocational training for students, teachers, institutions, and entrepreneurs.[24] There is also coherence with the Norwegian-funded ILO project, titled Promoting Advancement of Vulnerable Persons and Enterprises (PAVE) which is running from 1 December 2022 - 30 November 2025. It builds on the Local Empowerment through Economic Development (LEED+) project[25], using market systems to promote sustainable improvements in livelihoods. It prioritizes decent work opportunities and supports value chains in the agriculture and fisheries sector – supporting the most vulnerable groups in the Northern Province including female heads of households, persons with disabilities and youth.[26]

Another project that the SALE project has complemented is the Skills Sector Development Program (SSDP) funded by the Asian Development Bank (ADB) which ended in June 2023 and which worked to enhance youth empowerment.[27] Complementarity and coherence is also found with the work area of the SIYB Association of Sri Lanka, that has trained numerous Master Trainers.

In **Nepal**, SALE is complementing the work of its core partners, the FNCCI, AYON and NYEF. It is also compatible with the work of the Government and Municipalities to support youth, such as the National Youth Council (NYC), Nepal Youth Foundation, and the Prime Minister's Employment Program.

The Project was supported through supplementary funds provided through ILO's internal RBSA and RBTC budgets, utilised for a) awareness creation among school teachers, principals and regional educational officials (at the pilot stage in Gampaha and Galle districts) and b) development of "Future of Work" manual and conducting a validation workshop.

In **Sri Lanka** it enjoyed good cooperation with the CCC in Sri Lanka, and started up cooperation with several NGOs and educational institutions, including many schools and vocational training centres all over the country. It has created a network of likeminded actors that are willing to promote entrepreneurship and contribute to more knowledge on this theme. In **Nepal**, the project has intensified collaboration with actors in the higher education institutions.

3.4 Effectiveness of Interventions

This section looks at the extent to which the SALE project's interventions have achieved its 3 Outcomes (section 2) intended to and contribute to attaining the overall Goal. The evaluation has assessed the relative importance of the Project's major 8 Outputs and the activities leading to those outputs, and to what extent the initial strategies were valid throughout the course of implementation.

The implementation has been centred around a few core activity areas: Advocacy; customization of training curriculums[28]; and training; establishing school Entrepreneurship Clubs (E-Clubs) and Entrepreneurship Day (E-Day) in school calendars; Developing a 'Forum' to promote policy dialogues; Organising Youth Entrepreneur Competitions and Annual Business Idea Championship Awards. Policy level work has also been part of the activities, involving the key stakeholders and partners.

The Project has applied different approaches in the two countries, as shown below, to reach stakeholders and youth with its messages:

In **Sri Lanka**, the project has worked with one principal implementing organisation; the CCC; while in **Nepal** it has worked with three principal implementing organisations: AYON, FNCCI and (to a lesser

[24] Source: https://www.usaid.gov/sites/default/files/2022-05/USAID_Sri_Lanka_EG_11-2021_-_YouLead.pdf
[25] There was a significant synergy with the Measurement Awareness-raising and Policy (MAP16) project to accelerate action against child labour and forced labour project. The MAP16 also provided support for developing the customized KAB training curricula used by SALE project. Source: Project staff.
[26] Source: KII with the Project staff and press release: https://www.ilo.org/colombo/info/pub/pr/WCMS_861068/lang--en/index.htm
[27] KII and e-mail correspondence.
28 The Perception Survey revealed that the SYB training program needed to incorporate a substantial amount of additions to enhance awareness on technopreneurship and to improve digital skills.

degree) NYEF. In **Sri Lanka**, it worked mainly with students in secondary schools, while in **Nepal** the focus was on Teachers and undergraduate students in colleges and universities. The reason for this is said to be the prevailing socio-economic differences, including difference related to "capacity levels" of the students.

In **Sri Lanka**, the project has created more interest for entrepreneurship more from bottom up, focusing on adapting its activities to the needs of the students, and acquiring acceptance from parents and staff members in the schools. Policy briefs were developed and along the way, a platform of local ecosystem actors was created.

Examples of young entrepreneurs in Sri Lanka

Ishan, an 18-year-old Advanced Level (A/L) student, had the opportunity to participate in the KAB workshop and fond that the school announced the SPARK competition. **His mind was focused on mushrooms** cultivated in his home for the competition on business concepts. His mother had gotten the mushroom sausage recipe from the Govijana Seva (Agriculture Services office). He passed several rounds and eventually had the opportunity to participate in the Hyderabad visit organized for the top 10 contestants. Ishan already supplies packeted mushroom sausages for pre-ordering customers and in school events. After A/L examinations he intends to register the business with the Assistant Government Agent's office and improve, diversify, and expand the operation. He aims to further his studies while engaging in this venture.

Lalithya was **always interested in art and costume jewellery design**. Her business concept stemmed from this to make portraits using semi-precious gemstones. She presented the picture of the Secretary of the Ministry of Education to him when he was the chief guest at the SPARK competition. She visited Hyderabad along with the other 9 contestants. She intends to complete A/L and further her studies and simultaneously engage in her own business rather than going for a government or private sector job. The CCC has agreed to help her to export the products.

In **Nepal** the activities instead focused on creating a network, of ecosystem stakeholders that would help promote awareness, knowledge and acceptance of entrepreneurship and "entrepreneurialism". Also, the Project in Nepal has worked at higher policy level, to change the government's policies on start-ups as there exist many hurdles for anybody attempting to register and start up a business. There is little trust among the population for local entrepreneurship and starting businesses - which proved to be one of the challenges of the Project – and could be linked to people being affected by the economic crisis feeling "unsupported by the capitalists". Many parents/caretakers encourage youth to go abroad, to migrate, which was confirmed in the FGDs with the students – and thousands of migrants leave Nepal every day to find jobs outside the country, mainly to India, Malaysia, Middle East and the United States.[29] There is also a flow of thousands of citizens from the countryside into the cities, mainly Kathmandu.

The below accounts for the major achievements in the Project's attempts to produce the outputs and reach the stated outcomes:

Table 2. Reaching the Outputs and Outcomes

OUTPUT STATUS		OUTCOME STATUS
Output 1.1: Youths are trained on entrepreneurism and entrepreneurship	**Output 1.1 reached** Sri Lanka: 5400 (Females:2409) student participants in a number of events including training event (school & VT). Nepal: 4617 (Females: 2167) students and teachers participated in a number of events	**Outcome 1:** Enhanced interest in and knowledge of entrepreneurism and increased capacity of young men and women to develop and manage

Where: [29] Source: *Migrants, Refugees, Migration Profile*, Nepal, February 2022, https://migrants-refugees.va/country-profile/nepal/

OUTPUT STATUS		OUTCOME STATUS
	(See tables 3 & 4 for actual *training* figures).	businesses who are potential entrepreneurs. **Outcome No. 1 partly reached**
Output 1.2. Academic institutions adopt new tools/curriculum to promote entrepreneurship	**Output 1.2 partly reached** Sri Lanka: KAB & SYB Training tools customised and translated into local languages & 81 Trainers trained (ToT). 245 volunteers trained on KAB. 2 institutes adapted the KAB/SYB modules to their Entrepreneurship promotion course curricula. Nepal: 80 University teachers participated in GYB[30]/SYB ToT (from Kathmandu, Pokhara, Nepalgunj and Surkhet). FNCCI held a training workshop for Teachers and media (Journalists).	
Output 1.3: Improved entrepreneurship training **tools** adopted by selected **public** institutions	**Output 1.3 not reached** Sri Lanka: SYB trainings were offered for vocational trainees (ex. Ratnapura) – but public institutions representatives (e.g. teachers and other staff) could not benefit from training and capacity building on adoption of entrepreneurship training tools. Nepal: Much cooperation with public institutions. No evidence for training tools *adopted* by selected public institutions as a result of the Project.	
Output 2.1: Policy briefs towards creating favourable environment for entrepreneurship	**Output 2.1 reached** Sri Lanka: Policy Forums, National Symposium (jointly with Central Bank of Sri Lanka (CBSL) and ecosystem partners. Recommendations made for a national policy framework for fostering youth entrepreneurship.[31] 4 policy briefs developed. Nepal: undertook 4 policy dialogues (sources: AYON, FNCCI, NYEF) -FNCCI: Youth Entrepreneurship Policy Brief (both in English and Nepali) released (1500 copies), distributed through FNCCI and its members, AYON and UGC to their grants colleges; - FNCCI and NYEF: Contributed to the "Start-up" policy" & Handbook; Policy Paper on Youth Entrepreneurship Policy Dialogue; and National Youth Network for Entrepreneurship.	**Outcome 2:** Selected government and academic institutions have higher appreciation for the value of entrepreneurial activities. **Outcome No. 2 partly reached**

[30] Generate Your own Business (GYB).
[31] Source: NPC, Sri Lanka, 17 March.

OUTPUT STATUS		OUTCOME STATUS
Output 2.2: Selected academic institutions introduce 'Entrepreneurship Day' in school calendar	**Output 2.2 reached** Sri Lanka: E-Day included in school annual calendars in all provinces. E-Clubs exist in 55 schools (out of 66 schools provided with KAB training) with various levels of activity. Nepal: 21 academic institutes have established E-day in their annual calendars and the same number have formed E-Clubs. Activity levels vary.	
Output: 2.3: Relevant public institutions' entrepreneurship development programs recognize the private sector	**Output 2.3 partly reached** Sri Lanka: Representatives of the public sector *appreciated* SALES's activities in schools; were present in award ceremonies, Grand Finale (SPARK) and School Entrepreneurship Day events. VTA (MoE) *expressed demand* for more training to complement its the skills training for youth,; experienced Trainers were appreciated. More schools than targeted *asked* Project to be involved. Nepal: *Recognition* exists among some higher-level academia (Teachers, Principals) but so far no credit courses on entrepreneurship exists in public institutions.	
Output 3.1: Annual Business Idea Championship Award -Youth Entrepreneur Soul – 'YES' introduced by private sector	**Output 3.1 reached** Sri Lanka: Had planned for 2 'SPARKs' during project period, but completed one in 2023. At SPARK-2023: 718 youths (F: 253) in 430 groups applied; 67 youths (F: 24) in 35 groups were mentored at a boot camp; Top 5 winners (3 females) were awarded at 'SPARK' Launch Grand Finale which generated positive feedback by public sector. Top *10* Winners awarded exposure visit to Hyderabad in Nov 2023. Refresher Boot camp for Top 35 contestants held in Feb 2024. Nepal: Two 'YES' events successfully held (2023 and 2024). *In 2024*: Over 600 (F: 320) youth participated. 250 applications; selected 20 individuals the subsequent round; and 7 for the final round – and 5 winners emerged (3 females). *In 2023*: 20 targeted academic institutes in showcasing 37 business ideas and engaging	**Outcome 3:** General public holds an improved image and enthusiasm about young entrepreneurs **Outcome No. 3 partly reached**

OUTPUT STATUS		OUTCOME STATUS
	100 participants. Innovative hub study tour 3-8 March 2024 to Hyderabad as awards to the winners of the competition.	
Output 3.2: An awareness campaign promoting the role of entrepreneurs at different tiers of the society – from household to national economy	**Output 3.2 partly reached** Sri Lanka: *The planned campaign to reach a broad audience through social media did not take place as planned*, however, the successful competitions in both countries played a role in raising awareness, also reaching audiences outside the actual events.	

Output 1.1 Youths are trained on entrepreneurism and entrepreneurship

This output has been reached, and targets have been exceeded in **both countries**. Many students (ultimate beneficiaries) in schools and vocational centres have gained knowledge on what entrepreneurship is about and what it would take to start a business and some talented students have designed business models, or are already engaged in businesses. Many have asked for more knowledge and more hands-on support, including financial support.

In **Sri Lanka** the implementing agency is CCC, commissioned by the SALE project to coordinate training and other events linked to youth entrepreneurship. All its divisions were involved, i.e. Communication, Project, PR, Legal and Finance divisions. Liaison and coordination in the provinces were the responsibility of the Regional Chambers, i.e. implementing school and Vocational Training activities in different districts. The CCC reported regularly to the ILO. This was a new learning experience for the Chambers. Developing tools and techniques have generated knowledge and inspiration enabling it also to put a "strong focus on supporting youth entrepreneurship in its annual proposals for its upcoming budget".[32]

Awareness-raising/training sessions on entrepreneurship was, in the end, implemented in 12 districts, reaching out to more than 5400 youth (school students, vocational trainees, employed and unemployed)[33] (Annex G). Regarding the ILO training materials Know About Business (KAB) and Start and Improve your Business (SYB), it was deemed necessary to avoid an "overload" in the training content, thus KAB, and SYB training packages had to be substantially customized, i.e. adapted to the needs of the students and the context.[34] The customized materials were validated in a stakeholder meeting, that brought together the Ministry of Education, vocational training institutes, stakeholders and young persons.

The KAB and SYB were conducted as 2-days sessions in schools (and vocational centres) in Gampaha, Galle, Trincomalee, Ratnapura, Kandy, Matale, Nuwara Eliya and Puttalam districts, in Sinhala Medium schools (43) and Tamil Medium schools (18), and two schools that had both language groups. Schools with predominantly Muslim students were involved.

[32] Source: CCC.
[33] *Source*: NPC, SALE, Sri Lanka.
[34] Source: KII project management.

The Project also organised two training programs on the ILO training package Gender and Entrepreneurship Together (Get Ahead)[35] and an Entrepreneurship Skills Development Programme for three days, for University students in Rajarata and Peredeniya Universities, as well as in 6 schools in Pollunaruwa, Puttalam, Uva province (Badulla, Bandarawela, Monaragala) and Jaffna. Furthermore, an Advance Entrepreneurship training for aspiring entrepreneurs on SIYB was conducted for 3 days (Table 3, and Annex G).

Table 3. Summary of results of training in numbers, in Sri Lanka 2022-2024 (source: CCC PPT)

Type of training	Students trained	Female	Male
KAB	3323	1404	1919
SYB	840	363	477
Entrepreneurship promotion and skills development	1140	580	560
Get Ahead	70	58	12
Bootcamp	27	4	23
Total:	5400	2409	2991

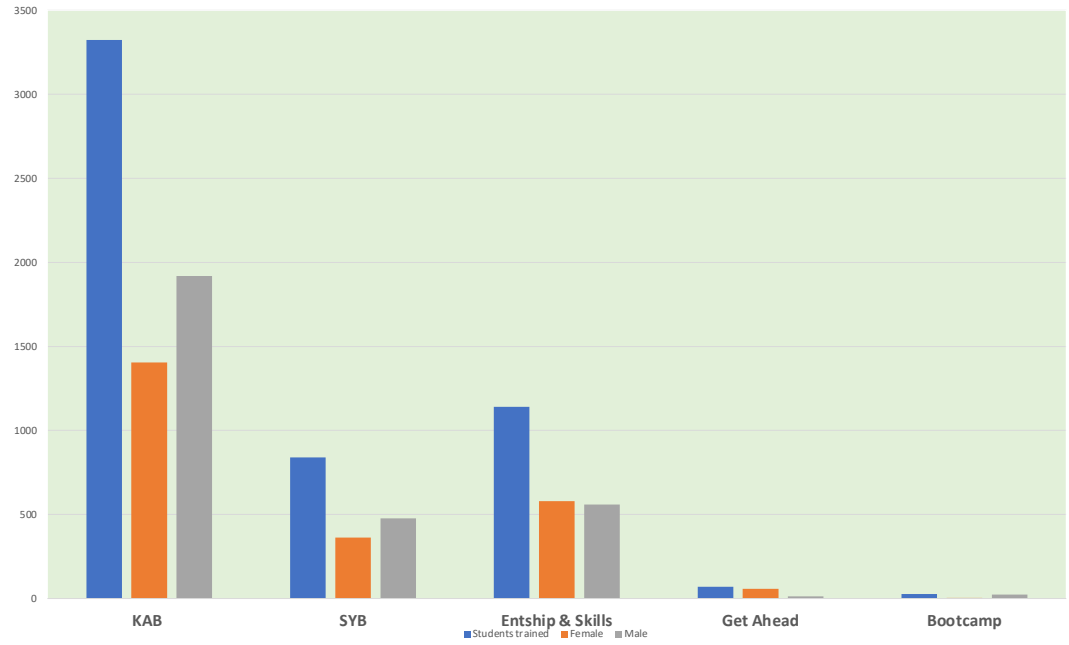


Figure 2. Summary (same results as in Table 3) of training in numbers in Sri Lanka 2022-2024 – shown in a diagram.

Entrepreneurial education was introduced to the grade 10 and 11 curriculum in the reforms implemented in 2007 already - with the purpose of developing "entrepreneurial mindsets" and competencies of students.[36] The interest in entrepreneurship in Sri Lanka has increased after the economic crisis grasped the country - but it is still a young discipline in the educational system

[35] This is gender sensitive entrepreneurship training course and materials – for women with basic numeracy and literacy skills.

[36] Source: *Entrepreneurial Education and entrepreneurial intention among ordinary level students in Kelaniya Education Zone in Sri Lanka*. Article by R.N Weerasinghe, Department of Entrepreneurship, Faculty of Management Studies and Commerce, University of Sri Jayewardenepura, Sri Lanka, in International Journal of Multidisciplinary and Current Educational Research (IJMCER), Vol. 2, 2020, Jayewardenepura, Sri Lanka.

compared to other social sciences, and optional, and most of the students prefer commerce and business studies.[37]

Nepal

In Nepal, the SALE project has also helped to create a buzz around entrepreneurship. AYON's key role was to raise awareness s, advocacy, "sensitization" and capacity building on entrepreneurship. It also attempted to reach parents and community members through social media using videos. Through SDG Studio, three Public Service Announcement videos on entrepreneurship were developed to reach parents, particularly through platforms like Facebook and YouTube. One video, in particular, garnered around 3000 views on YouTube. Activities were coordinated with academic institutions through the UGC – that also helped incorporate entrepreneurship into the annual calendars in colleges, including idea pitching, for competitions.

Table 4. Summary of results of training in numbers in Nepal 2022-2024 (see Annex G for details).

Type of training		Female	Male
Training of Trainers (ToT) on GYB/SIYB (Teachers, Municipality officials; local Chamber members; Council of Technical Education and Vocational Training (CTEVT)	80	36	44
Training	4537	2131	2406
Total:	4617	2167	2450

The GYB/SYB ToT in Nepal was linked to business courses (non-credit courses of 20-40 hours) with the intention that the participants they, in turn "will reflect ideas to the undergraduates".[38] It has shared policy recommendations regarding the need for growth-oriented entrepreneurship with municipalities during sub-national and national level policy dialogues – and distributed booklets.

NYEF coordinated GYB/SYIB training, but during a shorter time – during only 1 ½ months which was felt to be much too short a time, as all had to be "rushed". The target was an audience of 600 students at colleges and universities located in the several municipalities (Kathmandu, Lalitpur, Rupandehi, Chitwan, Nepalgunj, Janakpur, Kailali, Pokhara and Birgunj). In a FGD it was stated that it had facilitated business idea pitching, receiving over 250 applications, predominantly from women (to be verified).

The evaluation found that there are a few issues that could have added **to the above results, had project budgets/resources allowed (applied to both countries):** Involving competition contestants in training *before* competition; linking and building relationships and sharing knowledge across areas (districts, municipalities) even the two project countries; and follow-up.

Output 1.2 Academic institutions adopt new tools/curriculum to promote entrepreneurship

For young entrepreneurs it is essential that the training materials used are keeping up with the changing times. The evaluation found that some Trainers and trainees, in both countries, are of the view that the ILO generic training materials are not updated in terms of the "digital realm".

Sri Lanka: KAB & SYB training tools were customised and translated into the two major local languages (Sinhala and Tamil). Eighty-one (81) Trainers were trained. Two institutes adapted the KAB/SYB modules to their Entrepreneurship promotion course curricula. An interesting feature in Sri Lanka is

[37] Source: KII.
[38] Source: SALE Project management, Nepal.

the fact that undergraduate students visit schools all over the country as volunteers to assist secondary school students in various subjects. The Sasnaka Sansada Foundation[39] is such a volunteer organisation. It is connected in a network with 245 undergraduate students who have been trained on KAB (ToT). The Foundation was commissioned by the SALE project to do an Assessment of the entrepreneurial activities in the 66 schools where training programs were offered on KAB, in February-March 2024. Sixty -two (62) schools were surveyed and it was found that 56 schools (90.3%) had established e-clubs; 49 school (79%) had effective e-club operations; 40 schools (64.7%) had conducted entrepreneurship projects; and 34 schools (54.8%) have won awards at related competitions.[40]

Two institutes have adapted the KAB and SYB modules to their Entrepreneurship promotion course curricula. With the technical assistance of ILO (Sri Lanka), a curriculum titled 'Entrepreneurship Studies' was developed incorporating the KAB training modules. It is intended that this will be introduced to the (secondary) schools in 2025. This relates to the Education Reforms to introduce 'Entrepreneurship and Financial Literacy' as a mandatory subject for all students in secondary grades).[41] Also encouraging is a statement made by the Western Provincial Director of Education (Commerce) that entrepreneurship training should be introduced to all secondary schools in the Gampaha Education Zone. [42]

Nepal: 80 University and College Teachers participated in GYB/SYB ToT (25 from each from Kathmandu, Pokhara, Nepalgunj and Surkhet). FNCCI held a training workshop for Teachers and media (journalists). A great number of other entrepreneurship promotional activities took place under the three implementing agencies, mainly located in Kathmandu, such as (see Annex G).

There is very little connection between academia and the private sector in the country. Academia teachers at college and universities teach business management, but there are no Entrepreneurship curriculum courses adopted, as such. Therefore, part of the Project's work has been to promote entrepreneurship through a loose network that includes both public/academia and private sector actors. A number of actors in academia expressed interest to include Entrepreneurship Education as a separate subject, some of whom are well known in society, such as the Director of Global College International.

Evaluation findings in Nepal - of some concern:[43]

NYEF was brought in as an implementing agency at a late stage in the Project and had to rush through the implementation in only 6 weeks. As a consequence, NYEF staff in Pokhara stated that it was given a short notice of just 15 days by the NYEF office in Kathmandu, to organize an event on 'Enhancing Entrepreneurs' Skills: Empowering Students through Learning'. The short timeframe posed logistical challenges, which could have been better managed with more time for preparation. One of the four targeted districts, Surkhet, had students trained in Nepalgunj, a distance of about 100 KMs. It was found that this made it less attractive for female attendants from Surkhet to attend the training. For instance, one of the respondents noted that although the organization had nominated two women to participate, they were unable to attend the event in Nepalgunj due to family commitments. It was suggested that had the training been conducted in Surkhet instead, these women would have had the opportunity to participate.

[39] "Sasanaka has been partnered with the SALE project to monitor the progress and ensure the sustainability of E-Club functioning". Source: CCC Final report, p. 17, March 2024.
[40] Source: Project staff.
[41] Source: SALE progress report September 2023.
[42] This was a public statement made following the Commerce Day celebration at Gampaha Yashodara Devi Vidyalaya. Source: Final Progress report, SALE.
[43] Source: KII and FGDs

NYEF representatives stated that it would have been better if it had been involved in the designing of the SALE project from the start, which would have built ownership - rather than handling only the implementation part.

Some trainee groups had been quite unbalanced in terms of capacity/motivation. Some trainees found the training to be of high-quality and learned a lot – others did not. Some expressed that they have lacked follow-up after training stating that nobody had asked them about what happened to the projects they had worked on during training (the evaluation team member was the first to visit them and ask questions) and some said there was no clarity as to the goals of the training. Some trainees had attempted to contact Trainers but received no response. Some trainees stated that it is necessary to engage with "bureaucrats" and make them aware of the significance of entrepreneurship and some from municipalities did participate both in training events and policy dialogues.[44]

Output 1.3 Improved entrepreneurship training tools adopted by selected public institutions

Sri Lanka: SYB trainings were offered for vocational trainees (ex. Ratnapura) – but public institutions representatives (e.g. teachers and other staff) could not benefit from training and capacity building on adoption of entrepreneurship training tools. However, CCC reported that representatives of the State Ministry of Education Reforms (SMoER) and the National Institute of Education (NIE) have expressed the need for improving the ongoing curricula revision by incorporating the latest KAB contents and digital training tools.[45]

Nepal: There was much cooperation with public institutions, but the evaluation did not find evidence that improved training tools were adopted as such by educational institutions as a result of the Project activities.

Output 2.1 Policy briefs towards creating favourable environment for entrepreneurship

Sri Lanka: Reaching the outputs under Outcome 2 ('Selected government and academic institutions have higher appreciation for the value of entrepreneurial activities') was also a challenge in Sri Lanka for the same reason as given in output 1.3.

Under this output, 4 policy dialogues were conducted and four policy briefs developed in collaboration with CCC and Central Bank of Sri Lanka (CBSL). The Policy Compendium containing 11 cross-cutting aspects, was presented at the National Policy Symposium together with other projects, in May 2023. The policy themes were: 1) Innovative approaches to reach youth entrepreneurship excellence; 2) Technopreneurship: Digitalization - path to business resilience; 3) Green Entrepreneurship; and 4) Financial and economic literacy.

Nepal: Four policy dialogues, one at national level and three at the sub-national level were conducted. A policy on "start up" was developed and submitted to the MoICS - which has acknowledged receipt.[46] There is a likelihood that it will be ratified shortly.

A "Youth Entrepreneurship Policy Brief" (both in English and Nepali) was released, printed into 1500 copies and distributed through FNCCI and its members; AYON; and UGC to their grants Colleges. AYON has worked on a Policy Paper titled "Growth oriented Entrepreneurship" looking into entrepreneurship in different South Asian and Pacific countries - and a comprehensive Handbook /200 pp) on starting a business (sources: AYON, FNCCI presentations).

[44] Source: FGDs and KII.
[45] SALE Progress Report, September 2023.
[46] This draft includes a definition of the start-up, establishment of the government funds, tax exemption for the first five years, providing start-up loans and establishing incubation centres. The work entailed a series of consultations and discussions. A start-up Loan Operational Guideline has also been developed. 82 persons took part in the policy dialogues (Source: FGD).

Output 2.2. Selected academic institutions introduce 'Entrepreneurship Day' in school calendar

The Project has helped the establishment of an Entrepreneurship Day (E-Day) in secondary schools. The purpose is to make young students, parents and educational institutions more interested in entrepreneurship and celebrating students' own initiatives. Entrepreneurship Clubs (E-Clubs) have also been formed.[47]

In **Sri Lanka**, E-Day has been adopted in school annual calendars in all 9 districts (about 100 schools) and the second week of November has been assigned for activities on entrepreneurship (schools could choose which day). The Ministry of Education (then State Ministry of Education reforms) issued a Circular in 2023 requiring all secondary schools to establish such E-Clubs in all secondary schools. E-Clubs also exist, with various levels of activity. E-Clubs exist in 55 schools (out of 66 schools provided with KAB training) but with various levels of activity. Some schools have had Commerce Day earlier, established before the SALE project commenced.

In **Nepal**, twenty-one academic institutions in three regions/municipalities (Kathmandu, Pokhara, Nepalgunj) have adopted E-Day into their annual calendar as an annual event dedicated to entrepreneurship-related activities that involve students, teachers and other relevant representatives. To ensure the lessons learned from the project stayed relevant, the Project encouraged colleges to establish E-clubs. These were formed in Global College; Liberty College; Janamaitri College; Bageshori College; Kathmandu Model College in Kathmandu, Pokhara and Nepalgunj. Reportedly, setting up E-Clubs for students was "not part of the strategy from the beginning".[48]

Output 2.3 Relevant public institutions recognize the private sector

This output is intended to promote the value of entrepreneurial activities within the selected government and academic institutions. The actual output has not been reached fully so far, neither in Sri Lanka, nor Nepal - as this would entail an integration of entrepreneurship courses in the regular educational system. However, the "inroads"/influence by the Project in Sri Lanka, particularly, is interesting:

Sri Lanka: Recognition exists among some higher-level academia (Teachers, Principals) but so far no credit courses on entrepreneurship exists in public institutions. School Principals, Teachers, and higher-level officials in the state educational system expressed support for the SALE's activities in FGDs and would like to see more support to students who have an interest in entrepreneurship (including VTA). Public officials were present in award ceremonies, Grand Finale (SPARK) and School Entrepreneurship Day events and FGDs have revealed sentiments by government officials such as "If ILO wishes to implement entrepreneurial activities in schools in the future we will facilitate and support this". In the SPARK and YES events, high level officials expressed appreciation for the private sector initiatives, e.g. for the work of the experienced Trainers from the private sector. Representatives of the Vocation Training Authority have expressed interest and demand for entrepreneurship training to complement the skills training it provides to youth.

The "Entrepreneurship Studies" curricular developed (adopting the KAB training modules) will be introduced to the schools in 2025; Education circular in 2023 issued by the MoE on forming "E-Clubs" in all secondary schools (see statistics in footnote, output 2.2); and Western Provincial Director of Education (Commerce) requested ILO to introduce similar entrepreneurship training to all secondary

[47] An internal assessment was undertaken in February-March 2024, found that out of 66 schools (provided with KAB training) 62 schools had been surveyed and found that:m56 schools (90.3%) had established E-clubs; 49 school (79%) had effective e-club operations; 40 schools (64.7%) had conducted entrepreneurship projects; and 34 schools (54.8%) have won awards at related competitions. Source: Project staff.
[48] Source: SALE Project staff.

schools in Gampaha Education Zone. After observing the Commerce Day celebration at Gampaha Yashodara Devi Vidyalaya (named "Green Entrepreneurship"), the request was made in public.

The project was able to meet the demand for events to be organised in more districts than was planned for, thus 9 districts were involved – three more than had been planned for the "phase 2",e.g. post MTR. The CCC held a dialogue with the Ministry of Education and the Ministry of Sports and Youth Affairs. The purpose was to identify specific policy interventions that can be incorporated into the strategic frameworks of respective ministries in the short and medium-terms. ILO and CCC have discussed how to develop a mechanism to attract applications of institutions and instructors for the training programs. This would entail designing criteria to use in assessments as well, as outreach campaign.

Nepal: Part of the intentions to implement the SALE project in Nepal, was to build an academic team to develop a Post Graduate Diploma Programme on Entrepreneurship and a course curriculum.[49]Although there exists interest among Teachers and Principals in colleges – the educational system is far from including the subject as part of the university course curricula. AYON has developed an Entrepreneurship Course funded by SALE, as a non-credit learning module for university level students.

Output 3.1 Annual Business Idea Championship Award -Youth Entrepreneur Soul – 'YES' introduced by private sector

The outputs under Outcome 3. are about influencing the general public, and changing "mindsets" and attitudes towards entrepreneurship – promoting the idea that engaging in entrepreneurship can be an alternative to seeking jobs in the public sector and migration. The strategy has been to raise awareness through e.g. campaigns, competitions, mentorship from the private sector and advocacy. It was noted that the SALE project's focus in Nepal has been Kathmandu, but activities were organised also in the other four municipalities being part of the Project's locations.

Sri Lanka: The project organised a competition among young entrepreneurs (15th May 2023) named 'SPARK: Youth Entrepreneurship Competition and Awards' which was the culmen of a whole series of activities. 'SPARK' was launched in August 2023. There were 430 contestant groups (consisting of 718 young persons) having applied for the competition, which ended with 5 winners (3 women) - which generated positive feedback by public sector. 67 youths (F: 24) in 35 groups were mentored at a refresher boot camp in February 2024. The Grand Finale of the competition held in August 2023, generated positive feedback by the public sector - the outreach through social media is estimated at 1,030,374 people. There was a plan to conduct two SPARK events, during project period, but only one could be held. Dialog Axiata voluntarily provided support to reach out to target audiences, by way of sending SMS to all its subscribers (over 16 million) about SPARK application calling; conducting tech-based training sessions at SPARK boot camp and E-Day events, and providing technical expertise in enhancing SALE project interventions.

The purpose of this event (and the process leading up to it) was to create more public awareness of the importance of young entrepreneurship through public and social media platforms. These involved engaging with the key partners; launching the event, call for applications[50], shortlisting 100 best ideas through social media; support to the applicants to develop the business plans; evaluation process; shortlisting of the best 35 contestants; entrepreneurship bootcamp, business pitching competition and Grand Finale in which 5 winners were selected.

A video film (trilingual) on the celebration of the E-Day in Gampaha and Galle Districts was produced, published in the ILO and CCC official social media networks (Facebook, Instagram, LinkedIn, Twitter). The Project also showed it at public awareness campaigns, stakeholder consultative meetings and SPARK Competition Grand Finale and Policy Forums. The SPARK Grand Finale was live-streamed

[49] Source: Implementation Agreement Summary Outline for SALE (AYON).
[50] In Sri Lanka the project received 431 applications; in Nepal the number was

through the ILO official website. The Project also developed various types of communication materials that were distributed among wider groups to promote entrepreneurship.

An exposure visit to Hyderabad, India, was organised for the Top 10 winners of the competition, facilitated by CII Centre of Innovation, Entrepreneurship and Startups (CII CIES) [51]. A refresher followed by a bootcamp was held by Ceylon Chamber in Feb 2023, targeting the top 35 contestants, to provide extended support of mentoring and networking.

Nepal: The equivalent to SPARK, named 'YES',[52] was also succeefully held, in Kathmandu in March 2024, as a National Business Idea Competition, attracting over 600 (320 women) youth participants. There were 250 applications; 20 individuals selected for the next round, and 5 (3 females) were selected out of 7 individuals/groups. The winners were also invited for a "Innovative hub study tour" to Hyderabad. Similarly, the Project also organised a YES competition among 20 targeted academic institutes in August 2023 showcasing 37 business ideas, engaging 100 participants. The event attracted over 500 (mainly youths, but also parents and some policy makers). The former Minister of Finance, Dr Prakash Sharan Mahat joined as a Chief Guest and expressed a high level of commitment to youth and entrepreneurship development. It coincided with the occasion of international youth day, 12 August 2023, led by AYON.

Output 3.2 An awareness campaign promoting the role of entrepreneurs at different tiers of the society – from household to national economy

Although the output could not fully be accomplished in any of the project countries – the Project has been able to create interest and some awareness through social media platforms and printed media. The plan to launch a promotional campaign on social media platforms to reach a broad audience through social media did not take place as planned in **Sri Lanka** as the partnership with one of the media companies that was commissioned to design and develop digital promotional contents failed to deliver to satisfaction, and the Project had to annul the contract. However, other campaigns were launched: 1) "Why I wanted to be an entrepreneur" (mini-documentary videos - 3.5 million); 2) SPARK social media promotion – (1.0 million); and 3). School Entrepreneurship Day 2023 (social media promotion - 1.26 million).The successful competitions in both countries played a role in raising awareness, also among audiences outside the actual events.

In **Nepal**, through SDG Studio, three Public Service Announcement videos on entrepreneurship were developed to reach parents, particularly through platforms like Facebook and YouTube. One video, in particular, garnered around 3k views on YouTube.

3.4.1 Focus on ILO Cross-cutting Policy Issues

Regarding gender equality, a Gender Analysis paper exists (for the Sri Lanka component) which was produced at the onset of the Project; however, the evaluation has not been able to identify any particular document outlining a gender strategy as such apart from intending to have a 50-50 per cent gender balance in the overall Project's activities. The Project made efforts to include both women and men in activities, and ensure that training sessions and other various outreach events would include young women, namely in schools (Sri Lanka) and colleges (Nepal), and in the entrepreneurship competitions.

In **Sri Lanka**, fewer females than males applied for the competition (SPARK)[53] – however, in the end there were 3 females among the 5 winners; and more females than males participated in an

[51] CII-CIES is an industry-led initiative that works to increase the entrepreneurial success in India.
[52] 'YES' stands for Youth Entrepreneur Soul.
[53] Female Participation rates at each stage of SPARK Competition (Sri Lanka):Application stage - 35.2% (out of 718 youth in 430 groups); Top 105 shortlisted - 34.0% (out of 209 youth in 105 groups); Top 35 shortlisted - 35.8% (out of 67 youth in 35 groups); Top 10 shortlisted - 40.0% (out of 10 youths); Top 5 winners - 60.0% (out of 5 youths). Source: Project staff.

Entrepreneurship Promotion and Skills Development course. Another interesting finding is that males participated in the Gender and Entrepreneurship Together (GET Ahead) course.

In **Nepal,** women make up more than half of higher education studies but are still missing in academia such as in lectureship, professorship and leadership roles, and are generally held back by structural barriers and discrimination, among other obstacles. There is an under representation of women in academia and very few women take up entrepreneurship to date.[54] Only 4 out of 14 females took part in the study tour to Hyderabad. Fewer females than males participated in the evaluation team's meetings; KIIs; and FGDs. In the FGDs with 10 participants, with senior Academia and private sector Trainers (the Project's "loose forum") no female participated.

Regarding the integration (mainstreaming) of issues related to non-discrimination, e.g. in view of making training and training tools easily accessible by people with disabilities, and inclusion of beneficiaries with disabilities in training and other project activities – this has not been a consideration in the Project. There "was a thought" initially to accommodate this as much as possible but due to limited access to persons with disabilities and lack of interest among stakeholders, the Project has not addressed this issue.[55]

As for diversity, and inclusion of minority groups – the evaluation found that details of minority/ethnic groups were not collected by the Project, for the reason that this is a very sensitive topic particularly in Sri Lanka. It was found that in all of the 6 targeted districts, KAB training was provided in both Sinhala and Tamil languages and in each district, at least 02 schools were chosen to represent the minorities in the respective district.

In both countries, youth from marginalised sections/parts of the country participated in the events. It was found that in Nepal the vast majority of the project events and sessions were held in Kathmandu despite the fact that four cities in four different provinces were targeted to be involved. The students from Surkhet (the largest district and the least developed municipality socio-economically), joined the students in Nepalgunj to participate in events; and some trainings were also organised in Surkhet inviting from Nepalgunj (to be verified). It was noted that many undergraduate students residing in Kathmandu came from outside the valley, and from socio-economically resource-poor backgrounds.

As for social dialogue, the Project has had close cooperation and many consultations with the Employers constituents, i.e. CCC in Sri Lanka and FNCCI in Nepal, both acting as primary implementing partners representing Employers organisations (as ILO constituents). The Project was able to cooperate with government agencies, while Workers' organisations were not in collaboration with the Project due to its specific "private sector nature" and focus on youth entrepreneurship.[56]In both countries, the implementation partners expressed that involving Workers' organisations would not have added value to the implementation of this particular project.

3.5 Management Effectiveness and Resource Efficiency

3.5.1 Management Structure, Human Resources and Delivery

The current project team members in Colombo, **Sri Lanka**, consist of a Chief Technical Adviser (CTA); a National Project Coordinator (NPC); a Senior Admin/Finance Assistant, a Senior Programme Assistant; one Communication and Public Information Officer. A Junior Professional Officer (JPO), based in Colombo, provided short term assistance to the SALE project in the arrangements of the Final Evaluation but is funded from sources outside the project budget.

The project team in Kathmandu, **Nepal,** has consisted of one National Project Coordinator (NPC); and one Project Assistant.

[54] Source: *Where are women in Academia?* Article by Aarati Baral, in The Kathmandu Post, March 19, 2024.
[55] Source: KII Project staff, Sri Lanka.
[56] Source: KII.

The Project receives, on demand, technical guidance from the ILO Decent Work Technical Support Team (DWT) for South Asia.

3.5.2 Effectiveness of Monitoring, Evaluation and Learning

The utilization of the M&E expertise available in the Project could have been more effective i.e. the management's support for the task to *get a regular supply of relevant raw data* from the project staff and implementing organisations in both countries. This would have enabled the project team to more effectively analyse and distribute/circulate information (jointly with the M&E expert) among stakeholders - about progress in change of attitudes, learning and perception towards entrepreneurship and the status of reaching the outcomes.

The Mid Term Review (MTR) in 2023 - with nine recommendations directed to the ILO and key stakeholders - has contributed to the Project's learning and enabled it to make some necessary changes, for instance resulting from the negative effects of the Covid-19 pandemic (and economic crisis in Sri Lanka).

3.5.3 Financial Resource Efficiency

It was found that the level of efficiency in relation to the use of resources was at **quite a high level and the results achieved justify the costs.** By using infrastructure and localities available by schools and colleges, for instance, less money was spent than had been foreseen – and holding virtual/online trainings and workshops entailed much lower costs. Also, the Project could let other ILO project's undertake certain activities with public institutions (e.g. the YouLeed project). In terms of human resources, more resources could have been allocated to the integration of non-discrimination issues, such as disability in the design and implementation of the project.

With a favourable exchange rate, the project has been able to "stretch" the available resources and implement even more outreach activities, e.g. in the schools in Sri Lanka towards the end of the Project. Regarding budget delivery, almost 90 percent of the project budget is spent and committed at the time of the evaluation. Table 5 gives an estimate of the total expenditures (but final financial data need to be issued by the ILO headquarters and will be accounted for in the final evaluation report).

Table 5. Budget extracted as of 4th March 2024 extracted from the ERP system (source: SALE project)

	Budget	Actuals	Encumbrances	Balances
Total	1 975 249,00	1 468 783,51	253 669,00	252 796,49
Sri Lanka	1 492 079,24	1 127 332,78	179 496,32	185 250,14
Nepal	483 169,76	341 450,73	74 172,68	67 546,35

	Actuals	Encumbrances	Actual+Commitment	Balances
	74,36	12,84	87,20	12,80
Sri Lanka	75,55	12,03	87,58	12,42
Nepal	70,67	15,35	86,02	13,98

3.6 Potential Impact and Likelihood of Sustainability

3.6.1 Potential Impact

The SALE project is found to have generated impact at some levels and made a "buzz". Both in Sri Lanka and Nepal there are signs of more interest generated among young people for entrepreneurship activities. In Sri Lanka the stakeholders have detected a change of attitudes. SALE has been able to influence stakeholder organisations and many ultimate beneficiaries into having more understanding

of entrepreneurship and entrepreneurialism. It has been able to impart more knowledge/learning for the need to create (and maintain) an ecosystem around this topic.

The organisations involved in implementation (AYON, FNCCI, NYEF in Nepal; and CCC in Sri Lanka) all have pressed on the necessity to support youth in seeking out alternative career paths that do not include the public sectors (which basically is unable to offer employment opportunities) and which does not entail migrating to other countries, or even studying abroad. In Nepal, a draft policy on entrepreneurship was developed and submitted to the relevant authority – however, it will take time before a policy is in place.

Several factors contributed to the achievement of results, e.g. the working relationship between the implementing organisations and the ILO; commitment of educational staff in the institutions and Trainers; support from regional chambers and provincial authorities. In Nepal, the interest generated among the actors within the loose network also contributed - in a climate not quite ready for entrepreneurship.

The evaluation found that the Project's impact in terms of changing mindsets and attitudes has been uneven, and depending on varying socio-economic circumstances and geographical locations in the respective countries. The difference in students' knowledge levels prior to the Project training/or other activities have also played a role. At times, reluctance to embrace the entrepreneurship activities have reportedly challenging for the Trainers - for instance in the KAB training in Sri Lanka, and also in SIYB and other events in some of the municipalities outside Kathmandu in Nepal.[57]

Many student's parents/caretakers in Sri Lanka do not support their children taking part in entrepreneurship studies - until they have finished Advanced Level (A/L) studies. Many parents would rather see their children migrate to find jobs, or studies, abroad – rather than to become entrepreneurs.

Other parents believe that entrepreneurship is only about selling items in a shop – which some schools promote. Some secondary school students have not been very keen especially in the initial training program – however the participants enrolled in Vocational Training have, in some cases, shown more interest in learning more, including new skills. Some students who participated in the nationwide key competitions would have appreciated to receive training beforehand, and although there was access to mentors, their guidance was unevenly provided in some places, in the sense that some applicants had mentorship some time before the competition, while in another case, this was reported to given only one day before the competition - which created a rush and stress for the student. Trainers on KAB in Sri Lanka have mentioned that 2-days training were not enough to cover the topics in a meaningful manner,

One Regional Chambers representative stated that "some of the school principals were not very cooperative" when approached about the Project's activities. Other interviews have revealed that those who study 'Commerce' as a subject in the curriculum are more receptive than those who do not. Students in areas with larger Muslim populations were more interested in entrepreneurship, such as Puttalam and Nagavillu, due to parents' business-oriented occupations. One Trainer stated that participants were only interested in "quick cash" and therefore he had to "take them there" - in order to keep them interested. Many students do not have the right environment or a proper forum where they can seek advice, or "thrash out their ideas". In the first round of KAB training, the selection of participants had not been appropriate – but this was not the case in the second round of training. One Trainer mentioned that 20-25 participants are the right number of trainees in workshops. It was strongly felt that KAB/SYB should be included in VTA curriculum and schools should be given clear guidelines on the selection of students for this training.

[57] Source: KIIs and FGDs.

3.6.2 Sustainability

In both countries, knowledge and skills acquired through the Project may be sustained to some extent. It is reported that NGOs will continue to support youth in cooperation with the Government and that some higher-level institutions have included learning from the Project in its courses.[58]

The evaluation has however not been able to find any clear evidence of sustainability yet in any of two project countries as regards *having a system in place of regular training, awareness raising and support* to young students in schools and higher education institutions. The three implementing organisations in **Nepal** stated that they are keen to continue similar activities and support young aspiring entrepreneurs but would not be able to *(on their own)* take on the costs to, for instance, organise competitions such as the YES competition, or continue to recruit Trainers to train students on entrepreneurship. It is reported that discussions are ongoing with the federal and local government about encouraging, or setting up, a forum, in order to continue entrepreneurship activities.[59]

The CCC in **Sri Lanka** has expressed its willingness to implement the SPARK annual award event. The SALE project has been granted a no-cost extension until September 2024 (Sri Lanka only) and discussions regarding a continuation within the framework of CCC should take place to explore the possibilities for sponsorship for this important event, or other external funding, for instance from local commercial banks and/other private sector actors.

The pool of Trainers, the voluntary work in schools of Sanaka Sansada Foundation with its 2000 members. Other NGOs that have been involved in SALE may continue to provide services and support, or influence even higher educational levels to address entrepreneurship themes.

4. Lessons Learned and Emerging Good Practices

(See Lessons Learned and Emerging Good Practices also in ILO templates, Annex E.)

4.1 Lessons Learned

1. M&E is an essential management tool for project coordinators, and implementing agencies. Relevant raw data should be inserted in the M&E system, be analysed and distributed/circulated regularly. Every project should have access to M&E expertise and project managers need to actively support their role in projects to ensure follow up; transparency and accountability vis-à-vis stakeholders (and evaluators) regarding the progress on reaching outputs and outcomes.

2. ILO entrepreneurship/business development training materials should be updated in view of the "digital realm". FGDs and Key Informant Interviews revealed that some ILO generic entrepreneurship/business materials (SIYB, SYB, KAB, GET Ahead) had missed out on the digital revolution – and therefore substantial efforts had to be made to customize the training materials. This is particularly important when training young persons - in view of the fast developments in the digital world. The SALE training and awareness raising sessions in Sri Lankan secondary schools were non-credit sessions and studying for exams will be seen as a priority by both parents and students – therefore the non-credit sessions must be sufficiently attractive.

4.2 Emerging Good Practice

Utilizing young volunteers, and groups of volunteers in education settings with secondary school students is a good practice as they can help students with knowledge transfer in various disciplines, and be inspiring role models The Project in Sri Lanka was able to use the services of undergraduate university and college students as volunteers of the Sasnaka Sansada Foundation that has been working with schools for around 20 years and has a good reputation in the country. The volunteers helped raise awareness on entrepreneurship and could monitor some of the students' engagements

[58] Source: Validation Workshop discussion.
[59] Source: Ditto.

and interests, such as E-Clubs. They can also help in the assessment of the students' level of understanding, motivation and knowledge about entrepreneurship. Using volunteers can be applied in all countries that have similar volunteer services especially in rural, and marginalised communities. However, even when utilising these services, follow-up by the implementing agencies/Project needs to be done.

5. Conclusions

Project Design Validity

The Project's Logical Framework Analysis and Theory of Change are assessed to be sound and relevant i.e. the relationship between activities, outputs and outcomes are overall logically framed. However, it was found that the 'assumptions' are not valid in a results-based framework as they are *within the Project's influence* - and constitute the very core of the implementation.

Relevance

The Project, overall, is relevant and well aligned with both Sri Lanka's and Nepal's government development policies and strategies, the DWCP, SDG 8 and the ILO P&B. In view of economic crisis; political unrest, Covid-19 pandemic lockdowns and few job opportunities for youth in the public sector the Project is assessed to be relevant in its aspirations and efforts to change attitudes and mindsets vis-à-vis entrepreneurship. The message has been that engaging in entrepreneurship as an alternative income-generation for young people, in the age span of 15-25 can be a viable and even profitable alternative to seeking employment in the public sector. The Project's activities have also been relevant in the views of the principal implementing partner in Sri Lanka, and the three implementing partners in Nepal.

In Sri Lanka, the relevance of the Project's activities could *possibly* have been higher if secondary school teachers, for instance, could have been trained and thus been more involved in the various events at school level and also if Teachers in Colleges and Universities could have benefitted from capacity development activities on entrepreneurship. The linkages could have been stronger between activities in Sri Lanka and Nepal, e.g. there could have been joint workshops and/or training events in which youth from the two countries could have met and exchanged views and experiences.

Coherence

The Project has been able to develop collaboration, synergy and coherence among the entrepreneurship ecosystem players and development partners. In Sri Lanka there has been compatibility/complementarity with a number of other interventions, such as projects on youth employment, vocational training; skills development; and a project on enterprise development targeting vulnerable persons (including female heads of households) in the Northern part of the country. In Nepal, SALE is complementing the work of its core partners, the FNCCI, AYON and NYEF; and is compatible with the work of the Government and Municipalities to support youth, such as the National Youth Council (NYC), Nepal Youth Foundation, and the Prime Minister's Employment Program.

In Sri Lanka there has been compatibility / complementarity with the USAID-funded project titled Youth Employment and Business Start-Up (YouLead project), implemented during 2017-2024 - which has worked to strengthen vocational training for students, teachers, institutions, and entrepreneurs. There is also coherence with the Norwegian-funded ILO project, titled Promoting Advancement of Vulnerable Persons and Enterprises (PAVE) which is running from 1 December 2022 - 30 November 2025. It builds on the Local Empowerment through Economic Development (LEED+) project, using

market systems to promote sustainable improvements in livelihoods. It prioritizes decent work opportunities and supports value chains in the agriculture and fisheries sector – supporting of the most vulnerable groups in the Northern Province including female heads of households, persons with disabilities and youth.

Another project that the SALE project has complemented is the Skills Sector Development Program (SSDP) which ended in June 2023 and which worked to enhance youth empowerment. Complementarity and coherence was also identified in terms of of the SIYB Association of Sri Lanka, that has trained numerous Master Trainers. In Nepal, SALE is complementing the work of its core partners, the FNCCI, AYON and NYEF. It is also compatible with the work of the Government and Municipalities to support youth, such as the National Youth Council (NYC), Nepal Youth Foundation, and the Prime Minister's Employment Program.

The Project has had good cooperation with the CCC in Sri Lanka, and started up cooperation with several NGOs and educational institutions, including many schools all over the country. It has created a network of likeminded actors that are willing to promote entrepreneurship and contribute to more knowledge on this theme. In Nepal, the project has intensified collaboration with actors in the higher education institutions.

Effectiveness of interventions

a) It is assessed that 4 of the 8 outputs intended to reach the 3 Outcomes, are fully "produced" (1.1, 2.1, 2.2 and 3.1); and 3 outputs are partly produced (1.2, 2.3, and 3.2) - while output 1.3 was not yet produced. It is assessed that the work to contribute to reaching the three Outcomes have been partly successful. The targets set for outreach under output 1.1. have been exceeded in both countries, i.e. outreach to beneficiaries in delivery and of entrepreneurship messages, engagement and training in schools, colleges and universities closely with the principal implementing partners. The Project has been able to create awareness and enthusiasm, among many people involved, for example through the successful Annual Business Idea Championship Award events and the exposure visits to Hyderabad. There has also been a demand for these and/or training activities from schools and government agencies. Overall, this is an achievement, considering the challenges and difficulties faced.

b) There was an unintended benefit/development in Sri Lanka: Funds could be stretched due to the favourable exchange rate and more students and more schools could be reached than what was targeted based on the demand – thus, in March 2024, the project had implemented activities in 9 districts. In Nepal, perhaps an unintended development was the actual policy on youth entrepreneurship (confirmation of receipt by the MoCI in March 2024).

c) The evaluation found that there are a few issues that, if implemented, could have added to the above results: Involving competition contestants in training before competitions; linking and building relationships and sharing knowledge across areas (districts, municipalities and even the two project countries); and follow-up activities in schools by regional chambers (Sri Lanka).

d) Trainers and Project staff as well as implementing staff, have expressed that ILO generic training materials on entrepreneurship are not updated in terms of the "digital realm". Many young people are keen on running an online business, and connect with potential customers. To share information and train young people who are interested in entrepreneurship, it is essential that the training materials used are keeping up with the changing times.

ILO cross-cutting policy

Cross-cutting issues have been addressed, or mainstreamed, in the project partially. Regarding gender equality and gender balance, female students have participated in all events in schools, colleges and universities, although at varying degrees in different events and activities. Regarding other cross-cutting issues (diversity, social dialogue and medium and long-term effects of capacity development initiatives) the project's activities have involved different ethnic/language groups and involved schools and colleges from more marginalised areas. Social dialogue was maintained between the Project and the implementing agencies; and Employers and Government agencies. The Workers' organisations were not in collaboration with the Project due to its specific "private sector nature" and focus on youth entrepreneurship. As for not involving students with disabilities (non-discrimination) - the reason given is that this was not part of its strategy and would have required special expertise and targeting of special schools for the disabled.

Efficiency

It was found that the level of efficiency in relation to the use of financial resources was at a good level and that the results achieved have justified the costs. Through using infrastructure and localities for events at schools and colleges; and virtual/online trainings and workshops - costs could be kept down. The project also had use of a favourable exchange rate.

In terms of human resources, the utilization of the M&E expertise available in the project could have been more efficient, i.e. management support for the tasks of supplying relevant raw data from both country projects. This would have made it possible to systematically record/monitor pre- and post-indicators, to facilitate the gauging of attitudes, learning and perception changes towards entrepreneurship, e.g. in connection with each training event and making reflections/analysis on the progress.

Potential impact and sustainability

The Project has been able to generate impact at some levels: Influencing stakeholder/partner organisations, education institutions and many ultimate beneficiaries through developing more knowledge, understanding and interest (and some change in attitudes) in entrepreneurship and entrepreneurialism. It has also been able to create more awareness of the need to maintain networks and create an improved ecosystem around this topic, including the need to press upon governments to adopt policies and improve legislation, administration and funding for young people wanting to start businesses.

Regarding sustainability, there is interest for entrepreneurship within public educational institutions but *actual integration of the theme/discipline* and training tools in regular courses in schools and higher-level education (beyond non-credit courses) could not yet be materialized through the actions of this Project.

Involvement of ILO tripartite constituents

The Project has worked well with the Chambers of Commerce, in the respective countries, representing ILO's Employers constituent, and it has also been collaborating with the government agencies. In none of the countries cooperation with Workers' organisations had materialized.

6. Recommendations

1. The Ceylon Chamber of Commerce should, in dialogue with the ILO, find ways and means to own the Annual Awards Winning Competitions in the future, to encourage young people and their

entrepreneurship ideas. Potential sources of funding should be sought for this important event, e.g. through sponsorship.

Addressed to	Priority	Resource	Timing
Ceylon Chamber of Commerce & ILO project team	High	Medium	Immediate (within 3 months)

2. ILO should make efforts to keep the momentum created in raising the awareness of youth on entrepreneurship as a potential way to generate income - in both countries (ecosystem partners, forums) and continue to hold an open dialogue with CCC, FNCCI, AYON and NYEF.

Addressed to	Priority	Resource	Timing
ILO	Medium-High	Low	Immediate (Sri Lanka) and within 6 months (Nepal)

3. ILO should in future youth entrepreneurship projects/interventions make special efforts, already at the design stage, to be even more inclusive: Specifically target and encourage females who are interested in online entrepreneurship; and mainstream (integrate) other non-discrimination issues, such as e.g. disability.

Addressed to	**Priority**	**Resource**	**Timing**
ILO	High	Medium	When designing new projects/interventions

4. ILO and implementing agencies should involve competition contestants in training before competitions (did not take place in Nepal and Sri Lanka); building more on local relationships and sharing experience in schools across districts and provinces; and engaging the Regional Chambers more on follow-up activities.

Addressed to	Priority	Resource	Timing
ILO, CCC, AYON, FNCCI, NYEF	High	Medium-high	When designing/developing new projects/interventions on the youth employment theme

5. In any future interventions and projects on youth entrepreneurship, the ILO should make good efforts to explore the potential and willingness of Workers' organisations/unions to take part in some form, at least, in the Projects - in particular if there are youth groups linked to them.

Addressed to	Priority	Resource	Timing
ILO	High	Low	When designing new projects/interventions

ANNEXES

Annex A. Evaluation Data Collection Matrix

Table 6. Questions, measures, data sources, data collection methods, informants, analysis

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
Relevance and coherence					
1.a) What is the relevance and strategic fit..b) To what extent is the Project expected to continue to respond to needs..	Policies, reforms and support for youth entrep.	Prodoc, SDGs, ILO P&B	Doc review, KII	ILO staff, donor agency, key impl. Organisations	
2.To what extent do the SALE design, objectives and approach support the goals..and what is the contribution of the project..	Sustained, inclusive & sustainable economic growth promoted	Prodoc, SDGs,	Doc review KII	ILO staff, agency, key impl. Organisations	
3.To what extent has the project responded to the needs of the tripartite constituents..and direct recipients..	Extent of active involvement			Tripartite constituents/impl. Agencies, ILO staff	
4.How far is the project impacted by the COVID-19 pandemic..and to what extent was the project able to remain relevant..	Extent of planned activities took place	MTR, TPRs, Trainees' assessment		ILO staff, agency, key impl. Organisations	
5.What is the project's coherence i.e. the compatibility of the interventions..	Limited or no duplication of efforts		Doc review	ILO staff	
6.To what extent does the project adhere to decent work principles..	Inclusion of principles in training materials		Doc review	ILO staff	
7.Within the parameter of the Sri Lanka and Nepal DWCP – What is the extent of compatibility.. and other interventions..	No of joint meetings and events, sharing resources among projects	Prodoc, Meeting minutes, TPR, MTR	Doc review, KII	ILO staff	
8.To what extent has the project maximized synergies..Has the project avoided duplication of efforts/resources?	Ditto (dupl. of efforts, see 5 above)	Ditto	Doc review KII	ILO staff	
9.Were the risks and assumptions to achieve project objectives	Keeping to OECD-DAC definitions	Prodoc (ToC,	Doc review KII	ILO staff	

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
properly identified, assessed and managed?		LFA), MTR			
Effectiveness					
10.To what extent has the Project achieved, or is expected to achieve, its objectives and results – and are there differential results across groups?	Number and quality outputs & outcomes documented	Prodoc (ToC, LFA)	Doc review, KII, FGD	Implementing agencies, ILO staff	
11.Which factors have contributed to achievements – and which factors have adversely affected..	Analysis of results against operational plans	TPR, MTR	Doc review, KII, FGDs, Survey	Implementing agencies, ILO staff	
12.To what extent has the project strengthened the national capacities in Nepal and Sri Lanka to promote entrepreneurship..	No. and quality of training events & materials. Entrep.ship receives more apprec., Policies and reforms		Doc review, KII,	Implementing agencies, ILO staff	
13.How to assess the level of effectiveness of campaign (including materials)..	Changed mindsets and attitudes, Entrep.ship receives more apprec.	Newspaper articles, MTR, TPRs	FGDs, KII, Survey	ILO staff, Implementing agencies, beneficiaries	
14.What factors can be identified that have affected project implementation..	Lack of implementation of planned activities; or unintended benefits	MTR, TPRs	FGDs, KII, Survey	Implementing agencies, ILO staff beneficiaries	
Efficiency					
15.Have resources (funds, human resources, time, expertise, etc.) been allocated strategically. Has project management and staffing.. been adequate?	Activities could be implemented as planned;	Budgets and expenditure	Doc review, KII, Survey	ILO staff	

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
	project well managed	statement			
16.To what extent has COVID19 impacted the project implementation..	See above		Doc review, KII, Survey	ILO staff	
17.To what extent has the project leveraged resources with other projects/programmes..	Cooperation/coordination identified; resources shared	Budgets and expenditure statement, TPR, MTR	Doc review, KII, Survey	ILO Directors, ILO project staff	
18.Are there sufficient resources allocated to integrate human rights and equality in the design, implementation of the project?	Outputs exist and activities confirmed	Budgets and expenditure statement, TPR, MTR	Doc review, KII, Survey, FGD	ILO Directors, ILO project staff	
Impact					
19.How has the project contributed to the national reform process..Has the project caused any unintended impact?	Entrep.ship promoted in policies and reforms, academia	Policies, newspapers,	Doc review, KII, Survey	ILO staff, impl. Agencies, DWCT	
20.To what extent has the project contributed to increased commitment of key project stakeholders..and what is the extent to which the political situation has affected the impact of the project?	Key Stakeholders (incl. schools / academia) commit. Plans and budgets include youth entrep	Plans and budgets ,official statements news papers	Doc review, KII, Survey	impl. Agencies, ILO staff, DWCT	
21.To what extent did the project interventions change the mind sets	No of new start-ups, *incl.* of women entreps, and allocation	Budgets for entrep increased among	FGDs, KII	impl. Agencies, ILO staff, beneficiaries	

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
	of resources to entrep. Schools teach entrep.	stakeholders			
22.What are both intended and unintended impacts emerging from the project's interventions?	Identification of increase in youth involved in business	TPR, MTR	Doc review, KII, Survey, FGD	Project staff, impl. Agencies, beneficiaries	
Sustainability					
23.How did the socio-political and economic situations, in the respective country, impact..	Extent to which Project activities could be planned and impl.	TPRs,, Prodoc, op. plans	Doc review, KII, Survey	Implementing agencies, ILO staff, DWCT	
24.Which programmes or services of the government/employers/workers/ CSOs acknowledge..	Scrutiny of consitutents /partners plans, allocations made	Records, official statements	Doc review, KII,	ILO staff, implementing agencies	
25.To what extent have the current political situation in the two countries hampered..	Extent to which Project activities could be planned and impl.	TPRs,, Prodoc, op. plans	Doc review, KII, FGDs	ILO staff, implementing agencies	
Cross-cutting issues					
26.To what extent have the social dialogue among the constituents and partners been enhanced..Any lessons learnt?	Records show constituents support youth entrep; new committm. thru' SD	Agreements, records, joint events, statements, news papers	Doc review, KII, Survey, MTR	ILO staff, implementing agencies	
27.To what extent has the project contributed..	Gender eq. is mainstreamed, students	Records from training, assess	FGD, Doc review, KII, Survey,	ILO staff, gender specialist	

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
	(PWD[60]) involved in activities, No. of start-ups by women and PWD	ments made	MTR		
28.To what degree have the project activities, outputs, and objectives been consistent..	Analysis, consistency identified	Policies, plans, TPRs ,Theory of Change /LFA Prodoc,	KII, Doc review, KII, Survey, MTR	ILO staff,	
29.Has the project engaged the tripartite constituents meaningfully ..	Stakeholders and ILO's records & statements made, show involvement and I	Meeting Minutes, training records , newspaper articles	KII, Doc review, KII, Survey, MTR,	tripartite constituents, ILO staff	
30.Has the project been able to leverage the ILO contributions..	Stakeholders mention ILS[61] , Social Dialogue & tripartism mentioned in connection with youth entrep to higher degree	Ditto		tripartite constituents, ILO staff	
31.Has the project been able to address existing inequalities..	Stakeholders are committed, No of female trainees & PWD and HBTQ start-		FGDs, KII, Doc review, KII, Survey, MTR,	Beneficiaries, impl. Agencies, other private sector actors	

[60] Persons with Disabilities (PWD)
[61] International Labor Standards (ILS)

Question/Sub Question (if any)	Measure(s) or indicator(s)	Data sources	Data collection method	Stakeholders /Informants	Analysis and assessment
	up businesses				

Evaluation questions to different categories of stakeholders:

Development partner/donor representatives: Key Informant Interviews

- What are your expectations regarding this project evaluation?
- To what extent is the Project relevant to your government's development cooperation strategy for Sri Lanka and Nepal?
- To what extent has this Project complemented other donor supported initiatives in Sri Lanka and Nepal (and the region if possible)?
- Are there any particular issues or concerns that you have, or have had, regarding the Project's implementation, reporting and/or accountability?
- To what extent has the project responsive to your comments/concerns (if any)?
- Are you planning, or expecting to provide further financing for a continuation of this Project, or to start up another similar project in cooperation with ILO – or other donor?

ILO staff – Key Informant Interviews

- To what extent have representatives of (donor, constituents, partners) been involved in the Project design?
- Looking back – which were the main hurdles and challenges of this Project? How were they addressed/solved? Which were the main successes and highlights?
- To what extent has the Project achieved its planned outcomes/outputs (qualitatively and quantitatively?)
- Are you aware of any unplanned effects (negative or positive) resulting from this Project?
- To what extent have the key stakeholders/constituents (private sector actors/organisations, government, employers, workers organisations,) been active in contributing to the outcomes of the Project? Have they taken part in follow-ups or evaluations of the Project?
- The project design includes outcomes regarding gender equality issues. Please explain the strategy the Project has applied in working on gender issues and how this has benefitted workers at sector level, and/or had an impact at policy level.
- How has the Project addressed cross-cutting issues?62 If not being addressed – what were the reasons? Please explain.
- To what extent has the Project been able to (involve/communicate with) the ILO the ILO constituents/social partners (government, employers and workers)?
- If constituents/social partners have not been much involved/engaged – what is the reason do you think?

[62] Norms; Social dialogue; Gender equality; Disability inclusion; other non-discrimination concerns; and Medium and long-term effects of capacity development initiatives.

- What is the extent of sustainability and ownership of the Project's activities at the end of the Project? Please explain the strategy to sustain the activities.
- To what level have you (Project staff) received adequate technical and administrative support from the ILO at country, regional, or from the International Training Centre ITCILO in Turin, Italy?
- Have you identified any particular lessons learnt emanating from the Project implementation?
- According to you, what impact has the Project had so far? Could there be any longer-term impact of the Project?
- Looking back – is there anything that should have been differently regarding this Project (more relevant, effective, and/or sustainable) – in order to successfully deliver on the overall outcomes and goals? (examples: design, resources, staff recruitment, implementation, follow-up/evaluation, cooperation with stakeholders/international partners and/or reporting).
- Do you have any suggestion for ILO, and stakeholders, for future similar projects in the same (entrepreneurship) sector in Sri Lanka and/or Nepal?
- The questions below are generic and will be made more specific, i.e. adapted before used in interviews:

Key stakeholders (government; semi-government, private sector organisations, training institutions/individual Trainers: Key informant interviews

- To what extent were you involved in the design and implementation of the SALE project?
- If you were consulted at an early (design) stage of the project – do you feel that your inputs/views were appreciated and taken into account by the ILO?
- Is your role in contributing to the implementation clearly defined by the Project? If not clear, please explain.
- To what extent has your collaboration with the project team been satisfactory (very/quite/not very/not at all)?
- To what extent have there been drawbacks, or obstacles (if any) that have slowed down implementation, or impeded the progress? Please explain.
- Does your organisation have any dedicated liaison staff (focal point) involved in the implementation of the project activities?
- Does your organisation have any dedicated official (M&E) who monitors and reports on the progress and/or performance of the project?
- According to you, how has the Project managed to undertake the activities and produce intended results?
- Could you mention any lesson learnt from the Project?
- If you have been involved in building capacity, or imparting skills, of the Project beneficiaries – which subjects have you trained on?
- If you have taken part in any COVID-19 related activity/training – how could you use your knowledge from this training?

- According to you, to what extent have the trainees in the Project benefitted from the training – Do you have any knowledge about how they have been able to practice what they leant?
- Are you aware of any achievements or results coming out of the Project? Please name 2-3 key achievements.
- What factors (if any) have *contributed* to satisfactory achievements or results?
- What factors (if any) have *hindered* satisfactory achievements or results?

Questionnaire survey for Project staff:

In the process of gathering information for this evaluation, I would greatly appreciate if you could kindly participate in responding to a few questions. Please be brief in your answers and send you replies as attachment to e-mail to me only (Lotta Nycander). *I will treat your response with discretion.*

1.Project´s design

To what extent have you taken part in the design of this project?

Very much A little Not at all

2. Project´s achievement

a) Could you mention three key achievements of the Project that are you most satisfied with?

……

b) What factors contributed to the (mentioned) achievements?

……

c) Could you mention any components (activities/outputs) that were not satisfactory – or where the Project did not achieve as planned, and any reflections as to why those components were considered not satisfactory?

……

3.Cross-cutting issues

The ILO cross-cutting issues are norms and social dialogue, gender equality, disability inclusion, other non-discrimination concerns, and medium and long-term effects of capacity development initiatives.

To what extent has this Project given attention to, or integrated in the Project, any of the above-mentioned issues?

- Norms;
- Social dialogue;
- Gender equality;
- Disability inclusion;
- Other non-discrimination concerns; and
- Medium and long-term effects of capacity development initiatives.

A lot of attention **Some attention** **No attention** (*Please give brief examples*):

If these issues were not adequately addressed in the Project – what do you think are the reasons?

……

4. Obstacles and/or challenges

Have you faced any particular obstacles/challenges in performing your role in this Project? If, yes, please describe:

……

5. Cooperation with tripartite and other partners

a) Is there any aspect of cooperating with the key stakeholders, including tripartite partners who are ILO constituents (government, employers, workers) that has not worked as well as could be expected to implement this Project? Please explain:

……

b) Have you had cooperation/partnership with any other organisation/s to implement this project (for instance UN, Non-Governmental Organisations, or NGOs/Community-based Organisations?)

If yes, which ones?.....

6. Technical backstopping/support

How do you rate the overall guidance and technical support from ILO Country office, and DWT at regional level – or from the ILO headquarters (if relevant) to implement work on this Project?

Excellent Good Satisfactory Not satisfactory

Please explain if not satisfactory:……

7.How do you rate the finance/administrative support to the Project?

Excellent Good Satisfactory Not satisfactory

Any comments?.....

8. Is there anything that should have been done differently?

In hindsight, what could the Project have been done differently to reach the Project Outputs and Outcomes ? (This could refer to the project design, implementation, monitoring system, cooperation within the Project and with the Partners – or any work-related aspect of the Project that you wish to highlight)

……

9.How do you rate the Project's achievement to date?

Excellent Good Satisfactory Not satisfactory

Comments if any……

10.Based on your experience – are you aware of any particular lessons learned from this Project?

……

Finally – do you have any additional comments?

……

Many thanks for your cooperation!

Annex B. List of Desk Review Documents

Decent Work Country Programs (DWCP), Sri Lanka 2018-2024

DWCP Nepal 2018-2024

ILO Programme and Budget for the biennium 2022–23

Project Document (titled Final Summary and Proposal RAS-21-09-USA(1)

MTR report

Agreements on project extensions

SALE Perception Survey

M&E framework – SALE project , Nepal and Sri Lanka (Oct 2021 to Sep 2023) updated 27 Oct 2021

Proposed programme schedule and time line, SALE project

Work plans, project budgets, expenditure statements;

Technical progress reports, SALE

Gender analysis, SALE project (text, not dated).

Mid Term Review (MTR) Report, by Ranjith Mahindapala (Team Lead and responsible for Sri Lanka component) and Bishnu Khatri (Nepal component)

Training guides, Posters and promotional materials

Get Ahead workbook, PPTs and training guides (generic ILO materials).

Know about Business, ILO 2013 and Customized KAB (exists in Singhala and Tamil).

Sustainable Sri Lanka – 2030 Vision and Strategic Path, https://www.effectivecooperation.org/sri-lanka-national-development-vision-and-plans).

Flyers and Learners' Workbooks, ILO Facilitators' Guides to training packages;

Where are women in Academia? Article by Aarati Baral, in The Kathmandu Post, March 19, 2024.

A Year After Mass Protests, Sri Lanka's Governance Crisis Continues, by Nishan de Mel; Nilanthi Samaranayake; Ambika Satkunanathan. https://www.usip.org/publications/2023/07/year-after-mass-protests-sri-lankas-governance-crisis-continues).

Poverty and Equity, World Bank.

Migrants, Refugees, Migration Profile, Nepal, IOM, February 2022

Economicsurvey,2022/23.
https://www.mof.gov.np/uploads/document/file/1685270309_ES_2080_Final_PDF.pdf

Envisioning Nepal 2030, Proceedings of the International Seminar, National Planning Commission, Asian Development Bank and ADB. https://nepaleconomicforum.org/key-highlights-from-nepals-long-term-economic-vision-fy2020-fy2044-and-nepals-15th-five-year-plan-fy2020-fy2024).

Entrepreneurial Education and entrepreneurial intention among ordinary level students in Kelaniya Education Zone in Sri Lanka. Article by R.N Weerasinghe, Department of Entrepreneurship, Faculty of

Management Studies and Commerce, University of Sri Jayewardenepura, Sri Lanka, in International Journal of Multidisciplinary and Current Educational Research (IJMCER), Vol. 2, 2020, Jayewardenepura, Sri Lanka.

Building Inclusive Entrepreneurship Ecosystems in Nepal An Analysis of Kathmandu, ILO 2023

Gender Equality and Social inclusion (GESI) strategy, 2021-2023, Nepal (November 2021), Government of Nepal, Ministry of Federal Affairs and General Administration, Provincial and Local Governance Support Programme (PLGSP)

A School Entrepreneurship Day Report 2023

Impact of multiple crises on Sri Lanka's micro, small and medium-sized enterprises, by Sunil Chandrasiri and Ramani Gunatilaka, ILO 2023.

SIYB Association of Sri Lanka – Gearing towards 2030 and beyond

National Policy Framework Vistas of Prosperity and Splendour

United Nations Development Assistance Framework (UNDAF) 2018-2022

2030 Agenda for Sustainable Development (SDG 8)

A Year After Mass Protests, Sri Lanka's Governance Crisis Continues, by Nishan de Mel; Nilanthi Samaranayake; Ambika Satkunanathan.

Sustainable Sri Lanka – 2030 Vision and Strategic Path

COVID-19 and its Impact of Sri Lanka Economy, by Dharmarajah Rishandani, Uva Wellassa University of Sri Lanka, Faculty of Business Management. 1 Sep 2021

Unleashing Women's Potential in the Digital Economy, Sri Lanka, National Digital Strategy for Women Development 2024-2026

UNEG Ethical Guidelines for Evaluation

Supplementary Guidance Note: Integrating gender equality in ILO monitoring and evaluation (2023);

Guidance Note 3.1: Integrating Gender Equality in Monitoring and Evaluation (2013)

ILO Action Plan for Gender Equality (2018-2021)

National Policy Framework for Small Medium Enterprise (MSME) Development, Ministry of Industry and Commerce, 2016, Sri Lanka

Sri Lanka's Vistas of Prosperity and Splendour: A Critique of Promises Made and Present Trends 2021 Report, Centre for Policy Alternative, Sri Lanka

National Policy Framework (NPF), Sri Lanka

Youth Vision – 2025 and Ten-Year Strategic Plan, Nepal

Annex C. List of Stakeholders Interviewed

KIIs and FGDs with ILO, stakeholders & resource persons:

KIIs in Sri Lanka with ILO, Stakeholders and Partners				
Name	**Title**	**KII**	**FGD**	**F/M**
Mr. Kelvin Sergeant	Enterprise Specialist, DWT, ILO, New Delhi	x		M
Ms. Joni Simpson	Director, Country office, ILO, Sri Lanka	x		**F**
Mr. Thomas Kring	Chief Technical Adviser, ILO, Sri Lanka	x		M
Mr. Erandika	National Project Coordinator, ILO, Sri Lanka	x		M
Mr. Prakash	National Project Coordinator, ILO, Sri Lanka	x		M
Mr. Thayan	Financial Officer, Sri Lanka	(e-mail corr)		M
Ms. Dilki Palliyeguruge	Former M&E Officer	x		**F**
Mr. Daniel Schuman	Sr. Programme Manager, Foreign Assistance Team, US State Dept. South and Central Asia (SCA) USDoS	x		M
Mr. Adam F. Thibault	Grants Management Specialist (SCA), USDoS	x		M
Ms. Aya Matsura	Gender Specialist, Decent Work Country Team, ILO Country Office, New Delhi	(e-mail corr)		**F**
Mr. Harsha De Alwis	Director, Entrepreneurship, YouLead project, USAID, Sri Lanka	x		M
Ms. Rukmani Ratnayake	Project Manager, SSDP Project, Asian Development Bank (ADB), President of the SIYB Association Sri Lanka. Consultant to the Asian Development Bank	x		**F**
Mr. Hilmi Ishark	CEO SIYB Association, Sri Lanka 777600891 ceo@siybsrilanka.org	x		M
Mr. Buwanekabahu Perera	CEO, CCC, Sri Lanka		x	M
Dr. Selvarathan Arojan	Assistant Secretary General, Sri Lanka		x	M
Ms. Manori Dissanayake	Project Manager, CCC, Sri Lanka	x		**F**
Mr. Manoj Wickkramarachchi	Accountant – Projects, CCC, Sri Lanka		x	M
Mr. Yasura Samarakoon	Manager, CCC Sri Lanka		x	M
Ms. Ayesha R. Rafiq	Manager PR, CCC Sri Lanka		x	**F**
Mr. Sanjaya Aryan…	Economist, CCC Sri Lanka		x	M
Dr. Nirmal De Silva	Consultant, Tyna Sri Lanka		x	M
Mr. Ravichandran	Project Coordinator, CCC, Sri Lanka	x		M
Ms. Ayesha Rafiq	Manager PR & Communications, CCC, Sri Lanka	x		**F**
Mr. Sanjaya	Economist – EIU, CCC, Sri Lanka	x		M
Ms. Nirosha Thilakarathan	Management Executive, CCC Sri Lanka	x		**F**
Mr. Kulunu Jayamanne	Youth Programme Focal Point, Entrepreneurship, LEAD, UNDP, Sri Lanka		x	M
Ms. Aranee Devanandan	Social Capital Manager, HELA Apparel, Sri Lanka		x	F
Mr. Kanishka Weeramunde	CEO, Square Hub Sri Lanka		x	M
Ms. Chanatkha Jayasekura	Operations Executive, Square Hub Sri Lanka		x	F
Ms. Dinuri Vitharana	Ideamart, Sri Lanka		x	F

KIIs in Sri Lanka with ILO, Stakeholders and Partners				
Name	**Title**	**KII**	**FGD**	**F/M**
Mr. Esandu Dissanayke	Co-founder and President, Colombo District Entrepreneurshop Association, Sri Lanka		x	M
Mr. Fawaz	Curv up, Sri Lanka		x	M
Mr. B.H.A Dinusha Raji	Consultant/Trainer Sri Lanka		x	M
Ms (Dr.) Pryangani Jayasudara	Consultant/Trainer, Country Director SAWLA Sri Lanka		x	F
Mr. Chaminde Wijesini	Institute of Money and Entrepreneurship Development, Sri Lanka		x	F
Ms. M.C.M Suraweera	Teacher,…..Name of 2nd school?, Sri Lanka	x		**F**
Ms. W.A Niroshi Damayantui	Teacher (Accounting).,,,,, Sri Lanka	x		**F**
Ms. H.M.Gwathsala	Principal,….. Sri Lanka	x		**F**
Ms. M.R Asfa	Assistance Principal, Al Aza School, Sri Lanka	x		**F**
Mr. F.M. Rizwan	Teacher (Accounting), Al Aza School, Sri Lanka	x		M
Ms. S.I.F Riswana	Teacher (Accounting and Business Studies /Commerce Club Coordinator, Al Aza School, Sri Lanka	x		**F**
Mr. K.G. Herath Banda	Assistant Director of Education, Central Province	x		M
Mr. Dilshankumar	Assistant Director of Vocational Training Authrotiy (VTA), Ratnapura	x		M
Mr. Ajith Ranasinghe	CEO of CoC, Divisional Secretariat, Pelmadulla, Ratnapura	x		M
Mr. W.M.A. Sisira Fernando	CEO Ratnapura, trainer with SIYB Association	x		M
Mathankumar	Accounting Teacher, Orrhs Hill-Trincomalee	x		M
Mr. Mohanasundaram	CEO, Chamber of Commerce, Trincomalee	x		M
Mr. Rasarethinam Parthipan	SYB Trainer-Trincomalee	x		M
Mr. Dilshankumar	Assistant Director, VTA, Ratnapura	x		M
Mr. K.G. Herath Banda	Assistant Director of Education, Central Province	x		M
Mr. Dilshankumar	Assistant Director of Vocational Training Authrotiy (VTA), Ratnapura	x		M
Mr. Ajith Ranasinghe	CEO of CoC, Divisional Secretariat, Pelmadulla, Ratnapura	x		M
Mr. W.M.A. Sisira Fernando	CEO Ratnapura, trainer with SIYB Association	x		M
Mathankumar	Accounting Teacher, Orrhs Hill-Trincomalee	x		M
Mr. Mohanasundaram	CEO, Chamber of Commerce, Trincomalee	x		M
Mr. Rasarethinam Parthipan	SYB Trainer-Trincomalee	x		M
Mr. Dilshankumar	Assistant Director, VTA, Ratnapura	x		M
Mr. A,J.M Furklan	Principle, Al Aza School, Sri Lanka	x		M

KIIs and FGDs with ILO, stakeholders and partners				
Name	**Title**	**KII**	**FGD**	**F/M**
Mr. Andre' Bongestabs	Head of Programming, ILO Country Office, Kathmandu, Nepal	x		M
Mr. Prakash Sharma	National Project Coordinator, SALE project, ILO Country Office for Nepal	x		M
Mr. Hirendra Karna	Project Assistant, SALE project, ILO Country office for Nepal	x		M

KIIs and FGDs with ILO, stakeholders and partners				
Name	**Title**	**KII**	**FGD**	**F/M**
Mr. Samyukta Bhandari	Former Consultant, Associations of Youth Organization Nepal (AYON), Nepal	x		M
Mr. Pratap Adhikari	Executive Director, AYON, Nepal	x		M
Ms. Kamala Dhami,	Admin and Finance Officer, AYON		x	F
Mr. Hari Poudel	Assistant Director and Project Coordinator for SALE project, Federation of Nepalese Chamber of Commerce and Industry (FNCCI), Nepal	x		M
Mr. Hansha Ram Panday	Senior Expert		x	M
Ms. Rinku Ghimire	Officer		x	F
Mr. Bishnu Bahaudur Khatri	Consultant, Mid-Term Evaluation, SALE project, Nepal	x		M
Mr. Dilip Thapa	GYB/SIYB Master Trainer, Nepal	x	x	M
Mr. Ashish Thakur	Glocal/Anurodh Nepal	x		M
Mr. Kushal Sundar Shrestha	First Vice President, Nepalese Young Entrepreneurs Forum (NYEF)		x	M
Mr. Sulochana Paudel	Senior Programme Coordinator (NYEF)		x	M
Ms. Sweety Tuladhar	Finance, NYEF		x	F
Mr. Prakash K. Shrestha	GYB & SYB Trainer and Lecturer in Managament Faculty, Nepal		x	M
Mr. Achal Acharya	Managing Director of Impulse Investment & Managament Pvt. Ltd. CA business consultancy firm, Nepal		x	M
Mr. Pradeep Parajul	Principal, Liberty College, Nepal		x	M
Mr. Samundra Paudel	Researcher, Incubation Head, NITI, Nepal		x	M
Dr. Akshay Arora	Director, Global College International, Nepal		x	M
Mr. Sushobhan Bhattarai	Coordinator for Entrepreneurship Centre and Researcher, Kathmandu University, Nepal		x	M
Dr. Pramod Poudel	Associate Professor, Tribhuvan University, Former Director of University Grants Commission (UGC), Nepal		x	M
Ms. Samyukta Bhandari	Local consultant, Independent consultant Entrepreneurship Counsellor, worked, for AYON and NYEF, Nepal	x	x	F

FOCUS GROUP DISCUSSIONS WITH BENEFICIARIES (students, trainers, college and university staff):

FGDs in Sri Lanka			
Name	**Student (School/University), Trainer, Parent or other**	**Age (*if student*)**	**M/F**
D G Dulara Sandeepa	Student, Gampola Jinaraja Boys' College	17	M
M M Buddika Deshashakthi	Student, Ditto	17	M
H W Navindu Akarshana	Student, Ditto	17	M
R M D D Mindaka Bandara	Student, Ditto	17	M
B G Janaka Chamod	Student, Ditto	17	M
A V Awarjana Medhavi	Student, Ginigathhena Central College	17	F
S M Sakuna Nisal Perera	Student, Ditto	15	M

FGDs in Sri Lanka			
Name	**Student (School/University), Trainer, Parent or other**	**Age (*if student*)**	**M/F**
L Sadaru Randive Perera	Student, Ditto	18	M
S P K Sathsarani Dharmarathne *	Student, Ditto	18	F
P G Iyshwarya Prabhashwary *	Student, Ditto	18	F
K Sashini Kawya *	Student, Ditto	18	F
K W Senidi Diyathma	Student, Ditto	17	F
I G Ushara Nethumini *	Student, Gamini Dissanayake National School, Kothmale	16	F
W W M P Adisha Yomal *	Student, Ditto	16	M
H M R D Herath	Student, Ditto	16	M
E G Asith Dilruksha	Student, Ditto	16	M
M Dinidu Chathuranga	Student, Ditto	16	M

Trincomalee Orrs Hill Vivekananda College, Trincomalee, February 28 10.00 – 10.30 am:

Focus Group Discussions

Name	**Student (School/University), Trainer, Parent or other**	**Age (*if student*)**	**F/M**
S Thursha	T/O.V.C	19 (13 com)	F
R Epshipa Shiyani	T/O.V.C	19 (13 com)	F
K Thanushkar	T/O.V.C	19 (13 com)	M
S Siveshkumar	T/O.V.C	19 (13 com)	M
N Lithushan	T/O.V.C	19 (13 com)	M
T Kavipriya	T/O.V.C	19 (13 com)	F
J Anistalan	T/V.C	18 (12 com)	M
M H M Fahrool	T/V.C	18 (12 com)	M
S Peroj Kanna	T/V.C	19 (13 com)	M
K Noora	T/V.C	19 (13 com)	F
M A Fathima Hudha	T/V.C	19 (13 com)	F
Vijayakumar Siriya	T/V.C	19 (13 com)	F

Al Azhar Central College, Thihariya:

Name	Student (School/University), Trainer, Parent or other	Age (*if student*)	M/F
Mohamed Nisham Fathima Nishma	Student	19	F
Mohamed Rizmi Ayesha Amna	Student	18	F
Mohamed Zarukdeen Fathima Rizla	Student	18	F
Abdul Hyer Fathima Rizka	Student	18	F
Mohamed Shayan Thahiya Maryam	Student	14	F
Mohamed Arshath Fathima Alba	Student	16	F
Nazeer Mohammed Naflan	Student	19	M
Mohamed Irfan Mohamed Ifllal	Student – KAB/SYB	17	M
Mohammed Riyaz Deen Mohammed	Student – KAB/SYB	18	M
Mohammed Mumthas Mohammed Humaij	Student – KAB/SYB	18	M
Mohamed Safraz Mohamed Hashi	Student	14	M

Sanaka Sansada Foundation Volonteers, at Samudra hotel, Colombo, 9 March:

Name	Student (School/University), Trainer, Parent or other	M/F
Ravishan Kumarathunga	Undergraduate, University of Sri Jay.. Sri Lanka	M
Sandusha Jamuna	Undergraduate, University of Sri Jay.. Sri Lanka	M
Sunera Samuditha	Undergraduate, Kotelamal Defense University Sri Lanka	M
HasithaWijesundra	Economist Sri Lanka	M
Chenuli Kulatunga	Undergraduate University of Visual and Performing Arts Sri Lanka	M
Sachith Jayalath	Undergraduate, Informatics, Institute of Technology Sri Lanka	M
Sasmitha Jayasinghe	Undergraduate, Faculty of Engineering, University of Maratuwa Sri Lanka	M
Raneshan Dilshan	Undergraduate, The Open University of Sri Lanka	M
L.G.H. Pasindu Madhushanka	BSc of Biological Science, University of Kelaniya, Trincomalee district Sri Lanka	M
Shalinka Nipun Dias	BET Undergraduate – Wagamba, University of Sri Lanka	M

FGDs at Janaitri College, Katmandu (during evaluation team leader's visit):

Name	Student (School/University), Trainer, Parent or other	M/F
Dixit Phuyal	BICTE	M
Akson Kumar Shrestha	BBS (4th year)	M
Shila Rayamajhi	BBS (4th year)	F
Sarshoti Tamang	BBS (4th year)	M
Suraj Rumba	BBS (4th year)	M
Yajuk Thing	BBS (4th year)	M
Laxmi Shrestha	BCA (4th year)	F
Laxmi Thami	BCA (4th sem)	F

Name	Student (School/University), Trainer, Parent or other	M/F
Nisan Rai	BCA (7th sem)	M
Prashanta Kafle	BCA (7th sem)	M
Suman Gyawali	BCA (5th sem)	M
Bhalu Ojha		M
Babu Ram Bhusal		M
Kamal Tamrakan		M

Focus Group Discussions Nepal				
No.	Name	Student (School/University), Trainer, Parent or other	Age (*if student*)	F/M
1	Roshan Ojha	Student, Kathmandu University, Winner of the National Business Idea Competition	24	M
2	Aakriti Aryal	Student, Kshitiz International College, Winner of the National Business Idea Competition	20	F
3	Sushma Poudel	Student, Himalayan White House College, Winner of the National Business Idea Competition	23	F
4	Sushmita Poudel	Student, Himalayan White House College, Winner of the National Business Idea Competition	23	F
5	Sandesh Gairhea	Student, Kathmandu University, Winner of the National Business Idea Competition	24	M
6	Niran KC	President, NYEF Pokhara Chapter		M
7	Bibek Shrestha	Finance Chair, NYEF Pokhara Chapter		M
8	Prem Shrestha	Officer NYEF Pokhara Chapter		M
9	Saroj Kayastha	Program Chair, NYEF Pokhara Chapter		M
10	Nooraj Bhatajoo	Executive Member, NYEF Pokhara Chapter		M
11	Kedar Koirala	Trainee		M
12	Arjun Pd. Poudel	Trainee		M
13	Tanka Lamichhane	Trainee		M
14	Ghana Nath Sapkota	Trainee		M
15	Durga Sharma	Trainee		M
16	Sarita Karki	Student, HimShikhar Multiple Campus	20	F
17	Anju Khatri	Student, HimShikhar Multiple Campus	19	F
18	Bimala Chunara,	Student, HimShikhar Multiple Campus	21	F
19	Gita Malla	Student, HimShikhar Multiple Campus	21	F
20	Chandani Sawad	Student, HimShikhar Multiple Campus	19	F

Annex D. Performance Monitoring Plan Indicator Results

OUTPUT STATUS		OUTCOME STATUS
Output 1.1: Youths are trained on entrepreneurism and entrepreneurship	**Output 1.1 reached** Sri Lanka: 5400 (Females:2409) student participants in a number of events including training event (school & VT). Nepal: 4617 (Females: 2167) students and teachers participated in a number of events (See tables 3 & 4 for actual *training* figures).	**Outcome 1:** Enhanced interest in and knowledge of entrepreneurism and increased capacity of young men and women to develop and manage businesses who are potential entrepreneurs. **Outcome No. 1 partly reached**
Output 1.2. Academic institutions adopt new tools/curriculum to promote entrepreneurship	**Output 1.2 partly reached** Sri Lanka: KAB & SYB Training tools customised and translated into local languages & 81 Trainers trained (ToT). 245 volunteers trained on KAB. 2 institutes adapted the KAB/SYB modules to their Entrepreneurship promotion course curricula. Nepal: 80 University teachers participated in GYB/SIYB ToT (from Kathmandu, Pokhara, Nepalgunj and Surkhet). FNCCI held a training workshop for Teachers and media (Journalists).	
Output 1.3: Improved entrepreneurship training **tools** adopted by selected **public** institutions	**Output 1.3 not reached** Sri Lanka: SYB trainings were offered for vocational trainees (ex. Ratnapura) – but public institutions representatives (e.g. teachers and other staff) could not benefit from training and capacity building on adoption of entrepreneurship training tools. Nepal: Much cooperation with public institutions. No evidence for training tools *adopted* by selected public institutions as a result of the Project.	
Output 2.1: Policy briefs towards creating favourable environment for entrepreneurship	**Output 2.1 reached** Sri Lanka: Policy Forums, National Symposium (jointly with Central Bank of Sri Lanka (CBSL) and ecosystem partners. Recommendations made for a national policy framework for fostering youth entrepreneurship.[63] 4 policy briefs developed. Nepal: undertook 4 policy dialogues (sources: AYON, FNCCI, NYEF)	**Outcome 2:** Selected government and academic institutions have higher appreciation for the value of entrepreneurial activities.

[63] Source: NPC, Sri Lanka, 17 March.

OUTPUT STATUS		OUTCOME STATUS
	-FNCCI: Youth Entrepreneurship Policy Brief (both in English and Nepali) released (1500 copies), distributed through FNCCI and its members, AYON and UGC to their grants colleges; - FNCCI and NYEF: Contributed to the "Start-up" policy" & Handbook; Policy Paper on Youth Entrepreneurship Policy Dialogue; and National Youth Network for Entrepreneurship.	**Outcome No. 2 partly reached**
Output 2.2: Selected academic institutions introduce 'Entrepreneurship Day' in school calendar	**Output 2.2 reached** Sri Lanka: E-Day included in school annual calendars in all provinces. E-Clubs exist in 55 schools (out of 66 schools provided with KAB training) with various levels of activity. Nepal: 21 academic institutes have established E-day in their annual calendars and the same number have formed E-Clubs. Activity levels vary.	
Output: 2.3: Relevant public institutions' entrepreneurship development programs recognize the private sector	**Output 2.3 partly reached** Sri Lanka: Representatives of the public sector *appreciated* SALES's activities in schools; were present in award ceremonies, Grand Finale (SPARK) and School Entrepreneurship Day events. VTA (MoE) *expressed demand* for more training to complement its the skills training for youth,; experienced Trainers were appreciated. More schools than targeted *asked* Project to be involved. Nepal: *Recognition* exists among some higher-level academia (Teachers, Principals) but so far no credit courses on entrepreneurship exists in public institutions.	
Output 3.1: Annual Business Idea Championship Award -Youth Entrepreneur Soul – 'YES' introduced by private sector	**Output 3.1 reached** Sri Lanka: Had planned for 2 'SPARKs' during project period, but completed one in 2023. At SPARK-2023: 718 youths (F: 253) in 430 groups applied; 67 youths (F: 24) in 35 groups were mentored at a boot camp; Top 5 winners (3 females) were awarded at 'SPARK' Launch Grand Finale which generated positive feedback by public sector. Top *10* Winners awarded	**Outcome 3:** General public holds an improved image and enthusiasm about young entrepreneurs **Outcome No. 3 partly reached**

OUTPUT STATUS		OUTCOME STATUS
	exposure visit to Hyderabad in Nov 2023. Refresher Boot camp for Top 35 contestants held in Feb 2024. Nepal: Two 'YES' events successfully held (2023 and 2024). *In 2024*: Over 600 (F: 320) youth participated. 250 applications; selected 20 individuals the subsequent round; and 7 for the final round – and 5 winners emerged (3 females). *In 2023*: 20 targeted academic institutes in showcasing 37 business ideas and engaging 100 participants. Innovative hub study tour 3-8 March 2024 to Hyderabad as awards to the winners of the competition.	
Output 3.2: An awareness campaign promoting the role of entrepreneurs at different tiers of the society – from household to national economy	**Output 3.2 partly reached** Sri Lanka: *The planned campaign to reach a broad audience through social media did not take place as planned*, however, the successful competitions in both countries played a role in raising awareness, also reaching audiences outside the actual events.	

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT No. 1	Better utilization of utilize M&E expertise and systems
Brief description of lessons learned (link to specific action or task)	Projects should better utilize M&E expertise and systems, enabling the monitoring of raw data inputs and analysis of progress and indicators. Data should be inserted regularly and systematically and trends analysed.
Context and any related preconditions	This relates to capacity development projects where changes in capacity, skills, attitudes and mindsets are concerned.
Targeted users / Beneficiaries	M&E is an essential management tool for project managers/coordinators, and project implementing agencies
Challenges /negative lessons - Causal factors	Both internal and external evaluations are made more difficult without it.
Success / Positive Issues - Causal factors	Being able to use indicators of performance and achievement for evaluation and follow-up purposes
ILO Administrative Issues (staff, resources, design, implementation)	Every project should have access to M&E expertise.

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT No. 2	**ILO entrepreneurship training materials**
Brief description of lessons learned (link to specific action or task)	ILO entrepreneurship/business development training materials should be updated in view of the "digital realm". Presently customization is necessary, especially when training young persons, and in view of the fast developments in the digital world.
Context and any related preconditions	FGDs and Key Informant Interviews revealed that the ILO **generic** entrepreneurship/business materials (SIYB, SYB, KAB, Get Ahead have missed out on the digital revolution – and therefore substantial efforts had to be made to customize the training materials.
Targeted users / Beneficiaries	Students, trainees learning about entrepreneurship
Challenges /negative lessons - Causal factors	The SALE training and awareness raising sessions in Sri Lankan secondary schools were non-credit sessions and studying for exams will be seen as a priority by both parents and students – therefore the non-credit sessions **must be sufficiently attractive..**
Success / Positive Issues - Causal factors	Higher motivation for students to get into entrepreneurship.
ILO Administrative Issues (staff, resources, design, implementation)	Finance is required for customization to be done by professional trainers.

Annex E. ILO Lessons Learned and Emerging Good Practice Templates

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT No.1	**Better utilization of utilize M&E expertise and systems**
Brief description of lessons learned (link to specific action or task)	Relevant raw data should be inserted in the M&E system, be analysed and distributed/circulated regularly. Every project should have access to M&E expertise and project managers need to actively support their role in projects to ensure follow up; transparency and accountability vis-à-vis stakeholders (and evaluators) regarding the progress on reaching outputs and outcomes.
Context and any related preconditions	M&E is an essential management tool for project coordinators, and implementing agencies.
Targeted users / Beneficiaries	Project managers and staff and implementing agencies
Challenges /negative lessons - Causal factors	Without a M&E system follow up and evaluations are made more difficult.
Success / Positive Issues - Causal factors	Regular analysis of data/information helps managers make decisions on implementation
ILO Administrative Issues (staff, resources, design, implementation)	M&E expertise should be available for all projects

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may beincluded in the full evaluation report.

LESSON LEARNED ELEMENT No. 2:	**ILO entrepreneurship training materials**
Brief description of lessons learned (link to specific action or task)	ILO entrepreneurship/business development training materials should be updated in view of the "digital realm".
Context and any related preconditions	FGDs and Key Informant Interviews revealed that some ILO generic entrepreneurship/business materials (SIYB, SYB, KAB, GET Ahead) had missed out on the digital revolution – and therefore substantial efforts had to be made to customize the training materials.
Targeted users / Beneficiaries	This is particularly important when training young persons - in view of the fast developments in the digital world.
Challenges /negative lessons - Causal factors	The SALE training and awareness raising sessions in Sri Lankan secondary schools were non-credit sessions and studying for exams will be seen as a priority by both parents and students – therefore the non-credit sessions must be sufficiently attractive.
Success / Positive Issues - Causal factors	Customized training materials motivates learning and are easier to use for both teachers and trainees.
ILO Administrative Issues (staff, resources, design, implementation)	Costs for customization.

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GOOD PRACTICE ELEMENT No. 1	**Importance of flexibility and ability to redesign approaches**
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The Covid-19 virus spread, the lockdowns and circumstances surrounding it, has required flexibility and initiatives from project staff. This Project has shown the importance of flexibility, and ability to redesign approaches for training and awareness-raising and utilise virtual/online communication.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	However, training and awareness raising events that allow for *physical interactions with students at schools creates another dynamic and its effectiveness should not be underrated*.

Establish a clear cause-effect relationship	Online training can involve many more people during a session compared to physical training - and as such has great potential for imparting knowledge.
Indicate measurable impact and targeted beneficiaries	The impact on learning through online training can be assessed in similar ways as physical face-to-face training.
Potential for replication and by whom	The above applies for all ILO projects and implementing organisations - when crisis occur that hinders implementation.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	DWCPs: The need to enhance and increase entrepreneurship training, as well as vocational training and skills in view of the high youth unemployment rate.
Other documents or relevant comments	When designing/developing materials for people who are less educated, efforts must be made to ensure that the training content is relevant to their levels of understanding and socio-economic situation to a certain degree.

South Asia Leadership in Entrepreneurship (SALE)

Project DC/SYMBOL: RAS/21/02/USA
Name of Evaluator: Lotta Nycander
Date: 18 April 2024

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GOOD PRACTICE ELEMENT No. 2	**Use of volunteer groups/organisations in Project implementation**
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The Project was able to utilize undergraduate students as volunteers to help raise awareness and monitoring of entrepreneurship activities in educational institutions in Sri Lanka.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The volunteer group of undergraduates has been working with schools for around 20 years and is reputed network in the country. Still, even when utilising these services, *follow-up by the implementing agencies/Project* should be there. The good practice was that volunteers had been trained on entrepreneurship by the Project, to provide awareness-raising and

	monitoring (of e.g. E-Clubs) in "SALE project schools", as the case of Sasnaka Sansada Foundation in Sri Lanka.
Establish a clear cause-effect relationship	Utilizing and encouraging young people (students) as volunteers to support secondary school students, is both cost-effective and could be encouraging in search of future "paths" such as entrepreneurship. Apart from actual knowledge transfer in various disciplines, they can serve as inspiring role models.
Indicate measurable impact and targeted beneficiaries	Impact can be measured through keeping records of before and after visits/training by the volunteers – monitoring secondary school students' level of understanding, motivation and knowledge about entrepreneurship.
Potential for replication and by whom	All countries that have similar conditions and students willing to undertake volunteer services especially in rural, and marginalised communities.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

Annex F. Terms of Reference, independent Final Evaluation (RAS/21/09/USA)

Project title	South Asia Leadership in Entrepreneurship (SALE)
Project DC code	RAS/21/02/USA
Type of evaluation	Independent final evaluation
Donor	US Department of State (USDoS)
Administrative Unit	ILO Country Office for Sri Lanka and the Maldives
Technical Unit	DWT Bangkok and New Delhi, ILO HQ
P&B Outcome	Outcome 4: Sustainable enterprises as generators of employment and promoters of innovation and decent work Output 4.1: Increased capacity of Member States to create an enabling environment for entrepreneurship and sustainable enterprises. Output 4.2: Strengthened capacity of enterprises and their support systems to enhance productivity and sustainability
SDG	SDG 8
Budget and duration	Budget: US$ 2,022,793.88 (USDOL contribution: US$ 1,975,249.88. ILO contribution: US$ 47,544.00) Duration: 1 September 2021 to March 2024 (2.5 years)
Evaluation timeline	2 January to 30 April 2024.
Evaluation manager	Nguyen Hoang Ha, Sr. Programme Officer, CO Hanoi

I. Background Information

1. Entrepreneurship and private sector development are the engines of growth, innovation, and prosperity. Moreover, in the context of pandemic recovery strategies, entrepreneurship can be a vital mechanism of fostering resilience and enabling an escape out of poverty. In developing countries, around 90 per cent of jobs are created through entrepreneurship. Yet many jobs are of poor quality and are informal, resulting in misconceptions and cultural barriers to pursing entrepreneurship for many segments of society in Sri Lanka and Nepal. As a result, this often traps youth into aspiring for limited public sector jobs rather than unleashing their talents, skills and dynamism into high value entrepreneurial activities.

2. There is a strong need, to change mindsets and attitudes towards entrepreneurship as means of driving development and wealth creation. Awareness raising, strengthening of institutions related to entrepreneurship and business governance, training in high-value technical and business skills, and fostering mentoring networks with successful entrepreneurial champions are effective tools to improve the perception of entrepreneurship. Combined with showcasing the enormous potential that business development can offer young people through prestigious competitions, and scholarship packages for local business training and highlighting the unrealized high-value opportunities for entrepreneurial activities in areas such as the rapidly evolving digital economy, can help youth to broaden their visions and identify better avenues for decent work.

3. The South Asia Leadership in Entrepreneurship (SALE) project promotes entrepreneurship in Sri Lanka and Nepal as a desirable career option for youth, discarding the traditional ambitions of young graduates of public sector employment. Working with local institutions, SALE encourages entrepreneurship and an enabling environment for business. Focusing especially on the digital economy and e-commerce SALE supports youth's entry into this sector and provide them with training and raise awareness of the opportunities this sector offers through campaigns, competitions, and mentoring programs. SALE complements these activities with English language programs, focusing on business English, entrepreneurial culture, and good governance. SALE also engage with junior and midlevel civil servants to raise their awareness of the contribution of private sector towards the national economy and the supportive role government and public administration can play to create an enabling environment for business.

4. The SALE project engages 6,000 next-generation decision makers in total in Nepal and Sri Lanka. Using ILO developed tools the project develops programs with local institutions and build connections with entrepreneurship organizations. The budget is US$ two million with a 24-months implementation period with an extension by 6 months. Working with local institutions and linking with other ongoing ILO programs ensures SALE's long-term sustainability and generate opportunities to scale-up influence. Program Goals and Objectives

The table below outlines the overall project goal, objectives/outcomes and the key outputs to achieve the objectives.

Goal	Youth of high school or university age in Nepal and Sri Lanka entrepreneurship as an attractive career option with an understanding and grounding in the principles of business and entrepreneurship in a supportive enabling environment

Objectives/Outcomes	Outputs
1. Enhanced interest in and knowledge of entrepreneurism and increased capacity of young men and women to develop and manage businesses who are potential entrepreneurs	1.1. Youths are trained on entrepreneurism and entrepreneurship
	1.2. Academic institutions adopt new tools/curriculum to promote entrepreneurship
	1.3 Improved entrepreneurship training tools adopted by selected public institutions

2. Selected government and academic institutions	2.1. Policy briefs towards creating favorable environment for entrepreneurship
have higher appreciation for the value of entrepreneurial activities	2.2. Selected academic institutions introduce 'Entrepreneurship Day' in school calendar
	2.3 Relevant public institutions' entrepreneurship development programs see recognition by private sector
3. General public holds an improved image and enthusiasm about young entrepreneurs	3.1 Annual Business Idea Championship Award -Youth Entrepreneur Soul – 'YES' introduced by private sector
	3.2 An awareness campaign promoting the role of entrepreneurs at different tiers of the society – from household to national economy

Program Activities

The Objectives/Outcomes of the project are strongly interrelated and achievement of one will influence the others and vice versa. This interrelationship among the Outcomes is translated into the respective Outputs too. Outputs under one Outcome affect other Outcomes and thereby create synergy. Because of this complexity yet necessary combined effect, the program activities are clubbed together under five interventions. The overall logic flow is shown graphically through a 'Results Chain' under the section 'Program Methods and Design'.

Interventions and activities within will serve to generate the expected outputs. To ensure sustainability and scale of anticipated impact, the project will collaborate with appropriate partners from the very onset. These partners are selected (or will be selected) based on their incentives and/or mandates and also their buy-in to collaborate in this effort.

Intervention 1: Contextualize and roll-out Know About Business (KAB) and Start and Improve Your Business (SIYB) Programs through selected public and academic institutions.

This intervention focuses on imparting an entrepreneurial attitude to the youth who are potential entrepreneurs. This will be carried out by adopting, adapting and implementing two proven entrepreneurship development tools – KAB and SIYB. KAB is an appropriate tool to nudge the young minds to develop interest and enthusiasm towards business i.e., entrepreneurism while SIYB is a nextlevel tool to help selected KAB graduates further their knowledge on business, generate business ideas and develop plans to implement the ideas. The KAB training will be offered free to students at participating schools and colleges. To keep the momentum on, better performing KAB participants will receive an SIYB scholarship. However, the SIYB scholarship will also be offered to deserving candidates who are not currently studying in school or college. This pool of SIYB training candidates will be selected on a competitive basis based on motivational applications. In order to institutionalize the concepts and tools, the project will customize them in collaboration with respective implementing partners and train the trainers to roll-out the trainings. To ensure focus, ownership and build respective capacity, the project will partner with two different entities best suited for the tools. The project will partner with Ceylon Chamber of Commerce (CCC) in Sri Lanka to deliver both KAB and SIYB training in Sri Lanka. In

Nepal, the project collaborates with National Youth Council (NYC) to deliver KAB training while with
National Youth Services Council (NYSC) to deliver SIYB. This intervention will contribute to achieving Outputs 1.1, 1.2 and 1.3. Since the intervention promotes two different tools through two different entities and it creates a healthy competitive environment, a third entity is needed to monitor, coordinate, and adopt the whole process towards sustainability. This is addressed under Intervention
4.

Intervention 2: Advocacy to include entrepreneurship course in academic curriculum.
While Intervention 1 attempts to instill short training courses on entrepreneurship offered by relevant organizations through a lateral entry, this intervention aims at promoting entrepreneurship in formal education system through teaching specific courses on entrepreneurism and entrepreneurship in schools, colleges (including technical) and/or universities. The project will collaborate with Ceylon, Chamber of Commerce (CCC) in Sri Lanka and Federation of Nepalese Chambers of Commerce and Industries (FNCCI) in Nepal to advocate to concerned department/ministry in respective country for such inclusion. The project will support respective partner in each country to consult with relevant stakeholders, arrange seminars, dialogues to push the thought forward. This intervention will particularly contribute to Output 1.2.

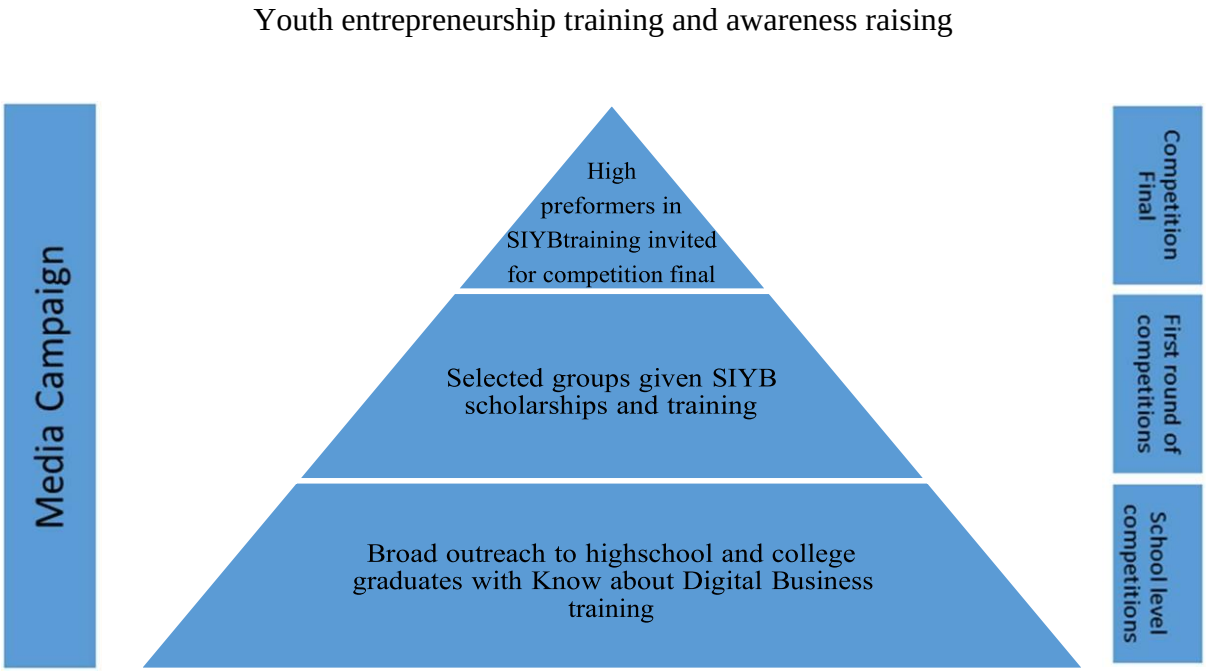
Intervention 3: Develop a 'Forum' to promote policy dialogues.

This intervention focuses on creating a more positive attitude of civil servants/bureaucrats towards entrepreneurship promotion. Given their role in policy making, nudging them on promoting a more conducive and favorable policy environment for entrepreneurs is pivotal. Entrepreneurship promotion is often under the mandates of different ministries which essentially demands the need of a common 'voice'. The project will, therefore, assist in developing a 'forum' run by an authoritative body to discuss the prospective impacts of entrepreneurship promotion in national economy. The forum will present case studies from countries, which adopted entrepreneurship promotion policies to foster their economies. Selected civil servants will also be assisted to make visits to such countries and interact with the government counterparts. For this intervention, the project will collaborate with Central Bank in Sri Lanka (CBSL) and Ministry of Industries in Sri Lanka and Nepal respectively. This intervention will contribute to Output 2.1.

Intervention 4: Develop and execute 3-tier entrepreneurship competition.

This intervention is strongly interconnected with Intervention 1. While Intervention 1 focuses on developing tools and transferring knowledge and skills, this intervention aims at developing a 'system' for continuation of the knowledge transfer in a competitive and rewarding manner for all involved. The overall 3-tier annual competition will be owned and supervised by a private sector led organization having similar mandate. CCC and FNCCI will be the partners in this endeavor from Sri Lanka and Nepal respectively. While Intervention 1 executes Tier 1 and 2 of this entrepreneurship competition through respective partner organizations, CCC and FNCCI will own the whole competition series and supervise the execution of training, trainees as well as trainers and set the guidelines for awards. To encourage both demand and supply side of knowledge transfer on entrepreneurism and entrepreneurship, both trainees and trainers will be rewarded. The third tier will filter through tier 2 to identify the graduates of the training who hold the most potential to start a business. A high-profile competition, appropriate certification, advocacy by business champions, relevant prizes such as laptops, an overseas study tour for the winners etc. will be an important

part of bolstering the value and status of entrepreneurship development for young people in both countries. The award will be titled as Young Entrepreneur Soul (YES) and competition will be named as 'Competition- YES'. At the end, the winners of the third tier will be handed over to appropriate incubation center such as Startup SL in Sri Lanka and similar organization in Nepal. The participants in the third tier will also be linked with appropriate mentors identified from within the local and diaspora business communities. This intervention contributes to achieving Output 1.2, 2.3 and 3.1.



Intervention 5: Develop content and communication strategy to promote entrepreneurship.

This intervention aims to improve the image and value of entrepreneurship among the public. The project will collaborate with CCC and American Chamber of Commerce (AmCham) in Sri Lanka and NYC/Ministry of Industry and Commerce and Supplies (MoICS) in Nepal to develop and implement an awareness campaign in this regard. Through consultation with all relevant stakeholders and by recruiting expert company in each country, appropriate communication strategy will be developed and implemented. The intervention will strongly influence all the outputs yet specifically contribute to achieving Output 3.1 and 3.2. As an exit strategy, the project will develop a manual to arrange 'Entrepreneurship Day' in participating schools and colleges.

II. Purposes and Objectives and Client of the evaluation

- The evaluation has two purposes. Firstly, the final evaluation serves the purpose of accountability to the donors and ILO constituents. Secondly, the evaluation findings and insights will contribute to internal learning within the ILO.

- The evaluation objectives have the following focuses: -
    - To assess the extent to which the project has achieved its objectives in efficient and inclusive manner.
    - To assess the extent f project made synergies within ILO and was able to leverage resources from outside stakeholders, project, and programmes.
    - To assess whether the project has contributed to any intended/unintended changes in Sri Lanka and Nepal (in terms of policy, laws, and capacity of constituents, other partners) in youth entrepreneurship training and awareness raising. What are the most transformative positive changes and whether and how much the project contributes to the wish to sustain the practice after the project has ended?
    - To assess the extent to which the project has adapted to respond to these external factors e.g. the impact of the COVID19. The extent to which these external factors have affected the project results and its sustainability and impact.
    - To assess to what extent the project document was designed to address existing inequalities to advance gender equality, and identifying progress and achievements in promoting gender equality and women's empowerment, including good practices (e.g. addressing discrimination, promoting equal pay, promoting better sharing of care responsibilities, addressing violence and harassment, improving working conditions for women entrepreneurs, mainstreaming gender in institutional mechanisms and practices, etc.).
    - To identify major factors that facilitate and /or hinder the progress in achieving the overall objective, outcomes, both in terms of environment and those internal to the portfolio of interventions.
    - To identify lessons learnt, innovative approaches and possible good practices.

- The primary end users of the evaluation findings are ILO SALE Project and Country Office in Sri Lanka and project stakeholders such as Government, Employers', Workers' organizations and partner agencies in Sri Lanka and Nepal. ILO Colombo, ILO HQ, the donor USDOS, DWT-Bangkok, DWT-New Delhi, ILO Regional Office for Asia, and the Pacific (ROAP), Evaluation Office, PARDEV, and PROGRAM. Secondary user of the evaluation findings are other interest partners in the entrepreneurship ecosystem (includes both public and private institutions and individuals engaged in entrepreneurship education, skills development, financing, regulation, and facilitation), other ILO units and regions, and public.

III. Evaluation Scope

- The evaluation scope will cover the whole project period from the start in 2021 until the time of the evaluation in early 2024. It will cover all geographical coverage that the project has its operation.
- The evaluation will consider the Decent Work Country Programs for Sri Lanka (DWCP-2018-2024) and Nepal (DWCP- 2018-2024), integrate ILO's cross-cutting issues, including

norms and social dialogue, gender equality, disability inclusion, other non-discrimination concerns, and medium and long-term effects of capacity development initiatives throughout the evaluation methodology and all deliverables, including the final report.

- Gender dimension and disability concerns should be considered as a cross-cutting concern throughout the methodology, deliverables, and final report of the evaluation. In terms of this evaluation, this implies involving both men and women in the consultation, evaluation analysis and evaluation team. Moreover, the evaluators should review data and information that is disaggregated by sex, disability, and assess the relevance and effectiveness of gender related strategies and outcomes to improve the lives of women and men. All this information should be accurately included in the inception report and evaluation report.

IV. Evaluation Criteria and Questions

- The evaluation should address OECD/DAC and ILO evaluation criteria and concerns, i.e. relevance, coherence, effectiveness, efficiency, sustainability and impact as defined in the ILO Policy Guidelines for results-based evaluation, 2017. The evaluator may adapt the evaluation criteria and questions, but any fundamental changes should be agreed between the Evaluation Manager and the evaluator and reflected in the inception report.

- Relevance and strategic fit the extent to which the intervention objectives, design and approach continue to respond to beneficiaries, country, and partners/institution/donors' needs, policies, and priorities, and is expected to continue to do so if circumstances change (or have changed).
- The extent to which SALE design, objectives and approach has supported the goals outlined in the 2030 Agenda for Sustainable Development (SDG 8), the ILO Programme

  & Budget, and the contribution of the project to the design of ILO Decent Work Country Programme (DWCP) for Sri Lanka & Nepal?

- The extent to which the project has responded to the need of the tripartite constituents (Sri Lanka - CCC, Nepal - AYON and FNCCI), beneficiaries, and direct recipients was per the DWCT adopted in 2018 September.

- How far is the project impacted by the COVID-19 pandemic, And consequent economic shocks and social unrest, and to what extent was the project able to remain relevant and efficient in adapting to respond to the COVID-19 crisis?

- Coherence the compatibility of the intervention with other interventions in a country, sector, or institution
- The extent to which the project adheres to decent work principles including International Labor Standards, human rights- based approach and gender equality and non-discrimination.

- Within the parameter of the Sri Lanka and Nepal DWCP, assess the extent of compatibility of interlinkages between SALE and other ILO projects in Sri Lanka& Nepal, other interventions carried out by the Government and social partners and other international partners?

- Has the project maximized synergies and improve collaboration with new or existing actors? Has there been a duplication of efforts/resources?
- Were the risks and assumptions to achieve project objectives properly identified, assessed and managed?

- Effectiveness the extent to which the interventions achieved, or are expected to achieve, its objectives and its results, including any differential results across groups?
- The extent to which the project has achieved its objectives and explain factors contributing or adversely affecting the following achievements-
    1. increased awareness and knowledge about youth entrepreneurship training and awareness raising.
    2. Improved legal and institutional environment contributing to the promotion of youth entrepreneurship training and awareness raising.
    3. Improved capacity of national and local stakeholders to coordinate, network and advocate for the youth entrepreneurship training and awareness raising.
    4. What extent the project has strengthened the national capacities in Nepal and Sri Lanka to promote entrepreneurship among youth (schools, colleges, universities and vocational institutions) and changing the mind set of parents, teachers, youth?
    5. Assess the level of effectiveness of campaign (including materials) changing the mindset of the public in both countries towards entrepreneurship.
    6. Identifying factors affecting project implementation, achieving Outputs/objectives/outcomes, positively and negatively.

- Efficiency
- Have resources (funds, human resources, time, expertise, etc.) been allocated strategically and efficiently to achieve expected results? Has project management and staffing to implement and monitor the project adequate?
- The extent to which the COVID19 have impacted the project implementation and whether the management has adjusted the strategy/activities/outputs to respond to the changes.
- To what extent has the project leveraged resources with other projects/programmes, and through partnerships with other organizations, to enhance the project impact and efficiency?
- Are there sufficient resource allocated to integrate human rights and equality in the design, implementation of the project?

- Impact

- How has the project contributed to the national reform process (including policy changes to relevant laws)? Any unintended impact that may have caused by the project?
- To what extent has the project contributed to the increase in commitment of key project stakeholders to the goal of youth entrepreneurship training and awareness raising in the country? And extent to which the political situation would have affected the impact of the project?
- What extent project interventions we able to change the mind sets of parents, teachers and other eco system players?
- What are both intended and unintended impacts emerged as the project interventions?

- Sustainability
- How has the country's socio-political and economic situations affected the project design and results?
- What are the programs or services of the government/employers/workers/CSOs to acknowledge, and promote youth entrepreneurship training and awareness raising and how has the project contributed to this?
- The extent of the current political situation that may have hampered the sustainability of the project benefit e.g. whether the continuation of the implementation of the National Youth Entrepreneurship Programme?

- Cross-cutting issues

- To what extent social dialogue among the constituents and partners has been enhanced through the implementation of the projects and whether social dialogue has contributed to achieving, the planned objectives? Any lessons learnt?
- To what extent the project contributes (integration into activities, allocating sufficient resources and achieving objectives) to improving gender equality and nondiscrimination, and inclusion of people with disability.
- The degree to which intervention activities, outputs, and objectives are consistent with prescriptions in relevant policies and strategies where they have been formally embraced through ratification or expressions of endorsement by stakeholders.
- Has the project engaged tripartite constituents meaningfully since the designing of the project to assure their involvement and enhance ownership?
- Has the project been able to leverage the ILO contributions, through its comparative advantages, including International Labour Standard, social dialogue and tripartism?

- Has the project been able to address existing inequalities to advance gender equality, and identifying progress and achievements in promoting gender equality and women's empowerment, including good practices (e.g., addressing discrimination, promoting equal pay, promoting better sharing of care responsibilities, addressing violence and harassment, improving working conditions for women entrepreneurs, mainstreaming gender in institutional mechanisms and practices.

V. Methodology

Suggested methodologies and approach are the followings:

- Examining the intervention's Theory of Change, with particular attention to the identification of assumptions, risk, and mitigation strategies, and the logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.
- The methodology should include multiple and mixed methods, with analysis of both quantitative and qualitative data and information, and should be able to capture intervention's contributions to the achievement of expected and unexpected outcomes. The methods of data collection are as follows but not limit to:

- Desk review of relevant documents i.e. relevant ILO Evaluation guidelines and standard requirements, project document and progress reports, DWCP Sri Lanka & Nepal, SDGs relevant documents, reports of studies and research undertaken including SIYB and end-KAB survey report, outcome-based research report etc.,
- Observations, field visits (if applicable), interview, focus group discussion, survey with key stakeholders and beneficiaries.
- Stakeholders workshop with key stakeholders, debriefing of project team for critical reflection of the findings.
- The data and information should be collected, presented, and analysed with appropriate gender disaggregation.
- To the extent possible, the data collection, analysis and presentation should be responsive to and include issues relating to ILO's normative work, social dialogue, diversity, and non-discrimination, COVID 19 related OSH, including disability issues.
- The methodology should clearly state the limitations of the chosen evaluation methods, including those related to representation of specific group of stakeholders.

- The detailed approach and methodology, including sampling methodology, the work plan should be part of the inception report. Criteria for selecting key informants for interviews, survey, or selected areas/units for in-depth assessment must be elaborated in the inception report.
- The methodology should ensure involvement of key stakeholders in the implementation as well as in the dissemination processes (e.g. stakeholder workshop), debriefing of project team, etc.). However, the evaluator should find ways to verify findings from

secondary sources e.g. SIYB and KAB report and outcome-based research report with key stakeholders without imposing too much burden and fatigue to stakeholders.

- The evaluator may adapt the methodology, but any fundamental changes should be agreed between the Evaluation Manager and the evaluator and reflected in the inception report.
- The evaluator will benefit from a session with key project team and key partners before finalizing the inception report.

VI. Main Deliverables

Deliverable1. Inception report: It should be prepared based on reviewed documents and reports as well as of the initial discussion with the Evaluation Manager and the project team. The Evaluation Manager will review and approve the inception report before the commencement of the field data collection. In line with the ILO EVAL Check list 3, it should include.

- Examining Theory of Change underling the project to be evaluated
- Stakeholders' analysis –review all possible list of key stakeholders and partners and to suggest purposive sampling to ensure all groups have opportunities to reflect their views/voice their inputs to evaluator(s).
- Clearly presentation of how gender will be mainstreamed in the evaluation exercise.
- Description of the evaluation methodology and evaluation instruments to be used in data collection and analysis and the data collection plan mentioned above. Evaluation instrument (matrix) should comprise evaluation criteria, evaluation questions and guided sub-questions for interview and focus group discussions, and who are the target audience for each questions/sub-question.
- Detailed fieldwork plan for the field trip (if applicable), or draft agenda for the interview/FGD with key stakeholders - A proposed report outline structure.

Deliverable 2. Stakeholders' workshop: After the evaluator has completed data collection, initial findings should be presented to all key stakeholders for validation. The stakeholders workshop maybe organized after the draft report has become available. Timing of stakeholders' workshop should be clearly specified in the inception report.

Deliverable 3. Draft evaluation report: In line with the ILO EVAL Checklist 5, the draft report should include:

- Cover page includes key programme and evaluation date.
- Executive summary with the methodology, key findings, conclusions, and recommendations - gender mainstreamed and highlight any gender specific findings - conforming to the ILO template.
- Purposes, scope, and methodology of the evaluation (including limitations);

- Analysis of the findings and a table presenting key outputs delivered under each immediate objective (milestone);
- Identified findings, conclusions, and recommendations.
    - Evaluation findings regarding the project performance, organized by evaluation criteria and an explanation given when the evaluation questions could not be addressed.
    - Conclusions should be together with presentation of relative strength of evidence that supports each of evaluation's main conclusions and recommendations, e.g., high/medium/low strength of evidence; or pointing to specific evidence that underpins each main conclusion; or some other form of definition.
- Lessons learnt and emerging better practices in the ILO standard template.
- Annexes (including data files, including survey data, case studies and focus group discussions transcribes, etc.)

The Evaluation Manager will do a quality standard review of the draft report before circulating the draft report to all key stakeholders, the project staff for their review. Evaluation Manager will collect all comments and forward the consolidated comments to the evaluator.

Deliverable 4. Final evaluation report (using the relevant templates for the Title Page, the Executive Summary and Annexes including lessons learned and emerging good practices in the ILO Template). Report is considered final only when it is approved by ILO Evaluation Office.

The report will be in English following the structure of ILO evaluation report preparation guidelines. The report should be maximum of 35 pages excluding annexes. The quality of the report will be assessed against the relevant EVAL Checklists for evaluation report for evaluation report.
All draft and final outputs, including supporting documents, analytical reports and raw data should be provided in electronic version compatible for Word or Windows. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

The Evaluation Manager will review the final version and submit it to ILO Evaluation Office (EVAL) for their final approval. Once approved, the evaluation report, good practices, and lessons learned will be uploaded and stored at ILO i-eval Discovery as to provide easy access to all development partners, to reach target audiences and to maximize the benefits of the evaluation.

VII. Management Arrangement and Work Plan

The Roles and Responsibilities

- Evaluation manager: - The evaluation will be managed by ILO certified Evaluation Manager who has not prior involvement in the project. For this exercise, the Evaluation Manager is Nguyen Hoang Ha, Sr. Programme Officer, ILO Vietnam (ha@ilo.org). He is responsible for the overall management of the evaluation and in particular to:
    - Prepare the TOR and ensure consultation with all key stakeholders before TOR is finalized. o Facilitate and recruit an independent evaluator. o Ensure proper stakeholder involvement. o Approve the inception report. o Review and circulate draft and final reports with key stakeholders.
    - Ensure the final version of the report addresses the stakeholders' comments and meets ILO requirements.
    - Dissemination of draft report.

- Regional Evaluation Officer, ROAP) will do quality assurance of the report and ILO Evaluation Office (EVAL), Geneva will give approval of the final evaluation report.
- Evaluators (External consultants): - The lead evaluator will be recruited through competitive process. The lead evaluator reports to the evaluation manager. Responsibilities of lead evaluator are as follows:
    - Responsible for supervising the national evaluators in Nepal and Sri Lanka o Provide guiding and define role and task in this evaluation throughout the evaluation phases and ensuring quality control and adherence to ethical guidelines.
    - Defining the methodological approach and drafting the inception report (including all data collection tools), producing the preliminary findings presentation, draft reports and drafting and presenting a final report.
    - Providing any technical and methodological advice necessary for this evaluation.
    - Ensuring the quality of data (validity, reliability, consistency, and accuracy) throughout the analytical and reporting phases. This includes consultation with all key stakeholders.
    - Ensuring the evaluation is conducted per TORs and timeline, including following ILO and UNEG guidelines, methodology and formatting requirements and adheres to evaluation report quality standards: as referred to above.
    - Liaising with the evaluation manager.

- Facilitate meetings with stakeholders (scheduling, debriefing and/or stakeholders' workshop).
- Be flexible on the evaluation timeline if it takes longer time due to difficulties encountered from remote interviews, be responsible for completing consultations with all key stakeholders and try their best to complete the interviews/data collection.
- Be aware that the report is considered final only when ILO Evaluation Office has approved it. Several rounds of comments may be expected.
- Contributing to the report dissemination and communication (if any) by participating in webinars and supporting or providing inputs to evaluation communication products.

Specific role and responsibility of the national consultants

Responsibilities of the national evaluator/team member
• Provide context-specific and technical and methodological advice necessary to the lead evaluator; • Support the lead evaluator throughout the evaluation process (inception, data collection, data analysis, and report writing); • Represent the evaluation team in meetings/interviews/focus group discussions with stakeholders; • Taking note and interpreting between English-local languages for the lead evaluator, when needed • Ensure that all key stakeholders are consulted • Contribute to the report drafting, dissemination and communication by participating in webinars and supporting or providing inputs to evaluation communication products.

Qualification for the evaluators

Team leader/ Evaluation Specialist	Team member/National Evaluator (Sri Lanka and Nepal Nationality)

Advanced university degree preferably in Monitoring and Evaluation, economics, business management or related qualifications At least 7 years' experience in evaluating international development initiatives and programmes, evaluations as team leader. Experiences in designing projects for changing mindsets and behaviors and creating a conducive environment (this point goes with the project expectation) Substantive experiences and engagement in youth and entrepreneur promotion interventions Exposure and proper understanding of the entrepreneur mindset, enabling environment including institutional arrangements in either Nepal, Sri Lanka or both countries or in south Asian context - Knowledge of ILO's roles and mandate and its tripartite structure as well as knowledge and experience with the wider UN system are desirable - Hands on experience in qualitative and quantitative data and information collection methods and an understanding of issue related to validity and reliability.	- Education: University degree in social science, development studies/public administration/Statistics or another related field Five years' experience in design, management, and evaluation of local development projects. Knowledge on research methodologies and data analysis would be preferred. Experience and exposure to engagement in youth and entrepreneur promotion interventions, development projects and programme. - Experience in the targeted localities as an advantage but no previous involvement in the delivery/research of the project - Fluency in spoken and written English - Experience in facilitating workshops for evaluation findings and participating in field questionnaires Extensive knowledge of and experience in applying qualitative and quantitative research methodologies - Experience in the UN system or similar international development experience is desirable
- Exposure to gender and non-discrimination, human right based, Results Based Management - Demonstrated excellent report writing and oral skills in English - Adequate technical specialization – demonstrate knowledge and expertise in youth entrepreneurship related issues. - Fluency in spoken and written English - Previous work experience in Sri Lanka/Nepal and Asia and the Pacific Region will be an advantage	-Hands-on experience in using participatory tools and methods for data collection and analysis. -Substantive experiences in more qualitative data collection analysis. -Good command of handling virtual platforms for data and information collection (this may be useful in Nepal due to distance of travelling) -Be flexible and responsive to changes and demands; client-oriented and open to feedback.

- ILO Sri Lanka & Nepal managements: To provide country context briefing to the evaluator.

- Project team: The responsible staff of SALE will handle all arrangements with the chosen evaluator and provide any logistical and other assistance as required. They will be responsible for the following tasks:
    - o Provide projects' background materials and relevant project reports. o Prepare a list of recommended interviewees.
    - o Obtain relevant approvals and consent from key stakeholders to undertake evaluations and interviews.
    - o Help in schedule meetings for field visits (if applicable) and coordinating incountry logistical arrangements.
    - o Be interviewed and provided inputs as requested by the evaluator during the evaluation process.
    - o Review and provide comments on the draft evaluation reports.
    - o Provide logistical and administrative support including contract of the evaluator(s), including travel arrangements (if applicable).

Resources: Funding will come from the SALE Project budget, estimated resource requirements at this point include o a professional fee for the evaluator(s) o travel cost and DSA (where relevant) as per the ILO rules and regulations.

- o actual communication cost (in case of virtual meeting e.g. telephone or skype calls if needed)

Estimated level of efforts – approximately 28-30 working days for the team leader and 15 days for team members (national evaluators). The duration of work of the evaluators will be required within the period of approximately four months (during Jan 2024 and April 2024).

Indicative time frame and responsibilities

Tasks/ Responsibilities	Responsible person	Time frame (by end)
Preparation of the TOR –draft	Evaluation Manager (EM)	
Finalization of the TOR	Evaluation Manager (EM)	20 November 2023
Call for EOIs	ILO EM	13 December 2023
Suggest data collection itinerary for the evaluator and the list of key stakeholders to be interviewed	ILO COs and EM	January 2024
Selection of Evaluator	Evaluation Manager	December 2023

Contracting Evaluator	Project	December 2023
Brief evaluators	Evaluation Manager and project team	Mid-January 2024
Inception report submitted	Evaluators	January 2024
Data collection and debriefing to ILO	Evaluators	January/February 2024
Draft report submitted to Evaluation Manager	Evaluators	Early March 2024
Quality check and review of the draft report	Evaluation Manager	Mid-March 2024
Sharing the draft report with all concerned stakeholders for comments	Evaluation Manager	By end March 2024
Consolidated comments on the draft report, send to the evaluator	Evaluation Manager	15 April 2024
Finalisation of the report and submission to Evaluation Manager	Evaluators	20 April 2024
Quality Review of the final report	Evaluation Manager	25 April 2024
Submission of the final report to ILO Evaluation Office	Evaluation Manager	By 30 April 2024
Approval of the final evaluation report	ILO Evaluation Office	Early May 2024

Legal and Ethical Matters

The evaluation will comply with UN Norms and Standards. The evaluator will abide by the EVAL's Code of Conduct for carrying out the evaluations. UN Evaluation Group (UNEG) ethical guidelines will be followed.

The evaluator should not have any links to project management, or any other conflict of interest that would interfere with the independence of the evaluation.

Evaluators should have personal and professional integrity and abide by the UNEG Ethical Guidelines for evaluation and the Code of Conduct for Evaluation in the UN system to ensure that the rights of individuals involved in an evaluation are respected. Evaluators must act with cultural sensitivity and pay particular attention to protocols, codes and recommendations that may be relevant to their interactions with women. Evaluators will be expected to sign the respective ILO Code of Conduct to show that they have read and understood the UNEG Code of Conduct for Evaluation in the UN System process.

Ownership of data from the evaluation rests jointly with the ILO and the consultant. The copyright of the evaluation report will rest exclusively with the ILO. The use of data for publication and other presentations can only be made with written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

IX. Annexes

Annex 1: Document related to South Asia Leadership in Entrepreneurship SALE.

- SALE page on the ILO website has quite a few links to documents that articulate some of the interventions.
- Project Overview: https://www.ilo.org/colombo/whatwedo/projects/WCMS_831454/lang-en/index.htm
- Publication (SALE Policy Briefs): https://www.ilo.org/colombo/whatwedo/publications/WCMS_885926/lang--en/index.htm
- SALE result framework

Annex 2: List of key stakeholders (to be finalized in consultation with the project team/stakeholders)

Organization	Name
ILO Sri Lanka and ILO Nepal	- ILO Country Directors - Project Chief Technical Advisor (CTA) and M&E officer + other team member (tbd) - - ILO colleagues from other relevant projects (tbd)
ILO DWT New Delhi	- Enterprise and entrepreneurship specialist + other specialists (gender, employment, OSH, and social dialogue)

ILO HQ	-ENTERPRISES Department and other related units
Government of Sri Lanka and Nepal	Ministry of Education Ministry of Industries Central Bank of Sri Lanka (CBSL) The Ministry of Industry of Industry, Commerce and Supplies (MoICS)
	The National Youth Council (NYC)
Employer's Organisation	Sri Lanka's and Nepal's employers' organizations: Ceylon Chamber of Commerce (CCC) Nepalese Chambers of Commerce and Industry (FNCCI)
Trade unions	Centre for Working Women (Ms. Amali Kalupahana) National Trade Union Federation (Dr. Padmasiri Ranawakaarachchi)
Other partners	
Beneficiaries	will be sampled to represent all target groups and geographical location.

Annex3: All relevant ILO evaluation guidelines and standard Templates

1. Code of conduct form (To be signed by the evaluator)
   http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm

2. Checklist No. 3 Writing the inception report
   http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm

3. Checklist 5Preparing the evaluation report
   http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm

4. Checklist 6 Rating the quality of evaluation report
   http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm

5. Template for lessons learnt and Emerging Good Practices
   http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm
   http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm

6. Guidance note 7 Stakeholders participation in the ILO evaluation
http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm

7. Guidance note 4 Integrating gender equality in M&E of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

8. Template for evaluation title page
   http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm

9. Template for evaluation summary http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc

Annex G. Training results in figures

Table 7. Sri Lanka training in detail (source: CCC, March 2024)

No	Name of the Training	Date	Total # of sessions			
				Male	Female	Total
1	**KAB Training**					
	KAB Training - 1st Year (Schools 21; VTA 6,)	Year 2022	27	657	524	1,181
	KAB Training - 2nd Year (Kandy 14; Ratnapura 10; Puttalam 11 and Trinco 10)	Year 2023	45	1,163	767	1,930
	KAB Special Training					
	KAB Special Training	Year 2022	1		38	38
	KAB based Entrepreneurship Promotion Training Jaffna	Nov-23	1	65	47	112
	KAB Traning - Ilukpitiya Vidyalaya Matara		1	34	28	62
	Sub Total		75	1,919	1,404	3,323
2	**KAB ToT Training for Sasnaka Sansada Foundation**		6	164	81	245

No	Name of the Training	Date	Total # of sessions			
				Male	Female	Total
3	**SYB Training**					
	1st Year - SYB Training (Galle 3 and Gampaha 3)	Year 2022	6	121	56	177
	2nd Year - SYB Trining	Year 2023	16	356	307	663
	Sub Total		22	477	363	840
4	**Entrepreneurship Promotion and Skill Development Program**					
	Entrepreneurship Skill Development Program- Polonnaruwa	Sept 2023	1	56	39	95
	Entrepreneurship Skill Development Program- Puttalam	Sept 2023	1	128	69	197
	Kick Start Weekend - University of Rajarata	Nov 2023	1	67	133	200
	Kick Start Weekend - University of Peradeniya	Jan-24	1	39	33	72
	Entrepreneurship Skill Development Program- Jaffna	Feb-24	1	36	53	89

No	Name of the Training	Date	Total # of sessions			
				Male	Female	Total
	Entrepreneurship Skill Development Program - Badulla	Feb-24	1	94	84	178
	Entrepreneurship Skill Development Program - Bandarawela	Feb-24	1	79	88	167
	Entrepreneurship Skill Development Program - Monaragala	Feb-24	1	61	81	142
	Sub Total		8	560	580	1,140
5	**GET Ahead Training - Women entrepreneurship**					
	Get Ahead Training (Matara)	Nov-24	2	7	43	50
	Get Ahead Training (Colombo)	Feb-24	1	5	15	20
	Sub Total		3	12	58	70
6	**Refresher Bootcamp**	18th & 19th January 2024	1	23	4	27

Table 8. Database of events in Nepal (training sessions, outreach workshops, meetings, seminars, discussions), March 2024

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
1	GYB/SIYB Training	AYON	7-11 Nov 2022	Nepalgunj	Training Workshop on SIYB	10	16	**26**	Training
2	GYB/SIYB Training	AYON	10-14 Nov 2022	Pokhara	Training Workshop on SIYB	10	15	**25**	Training
3	GYB/SIYB Training	AYON	2-6 Dec 2022	Kathmandu	Training Workshop on GYB/SIYB	16	13	**29**	Training
4	Workshop	AYON	14-Sep-22	Lalitpur	Promoting Youth Entrepreneurship in Nepal	7	28	35	
5	Workshop	AYON	16-Sep-22	Pokhara	Promoting Youth Entrepreneurship in Nepal	5	28	33	
6	Workshop	AYON	20-Sep-22	Nepalgunj	Promoting Youth Entrepreneurship in Nepal	12	24	36	
7	Workshop	AYON	27-28 Dec -22	Nepalgunj	Consultation Workshop with Academia	6	18	24	

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
8	Workshop	AYON	21-Dec-22	Kathmandu	Consultation Workshop with Academia	5	13	18	
9	Seminar	AYON	13-Feb-23	Lalitpur	Coordination meeting	9	26	**35**	
10	Seminar	AYON	03-Feb-23	Kathmandu	Uniglobe Plan B Competition	39	56	**95**	
11	Seminar	AYON	Jun 13,-23	Lalitpur	Coordination meeting	9	31	**40**	
12	Workshop	AYON	18 April, -23	Lalitpur	Consultation Workshop with Academia	5	23	**28**	
13	Seminar/discussion	AYON	5 May, -23	Lalitpur	Develop & Conduct entrepreneurship Dialogues	12	29	**41**	
14	Orientation	AYON	April, May, June and July, -23	Kathmandu, Lalitpur, Bhaktapur, Surkhet, Nepalgunj, Kohalpur	Entrepreneurship education and students reach out	1 354	1269	**2623**	Training
15	Digital media mobilisation	AYON	22 August 2022- 21 August 2023	Social Media Platform	Media reach out for entrepreneurship	600	800	1400	

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
					awareness through digital / social media				
16	Workshop	AYON	13 June, 2023	Lalitpur	Entrepreneurship Curriculum Sharing	10	24	34	
17	Develop & conduct youth entrepreneurship Dialogues	AYON	30 June, 2023	Kathmandu	Ayon Youth Policy Conclave	32	41	**73**	
18	Seminar/discussion	AYON	16 June, 2023	Kathmandu	Municipality Assessment for entrepreneurship promotion	54	71	**125**	
19	Seminar/discussion	AYON	29 June, 2023	Nepalgunj	Municipality Assessment	53	51	**104**	
20	Seminar/discussion	AYON	15 June, 2023	Surkhet (Bheriganga)	Municipality Assessment	46	5	**51**	
21	Seminar/discussion	AYON	23 June,2023	Surkhet (Birendranagar)	Municipality Assessment	31	5	**36**	

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
22	Seminar/discussion	AYON	27 July, 2023	Kathmandu	Meeting academic institutes for Yes competition	10	22	**32**	
23	Celebration Enterpreneurs Day(Panel disussion)	AYON	12 August, 2023	Kathmandu	International Youth Day/Entrepreneurship Learning Session for schools/colleges	43	53	96	
24	KAB Training				(Not done)	-	-	-	
25	Meetings	FNCCI	29-Aug-22	Kathmandu	Coordination meetings	6	20	26	
26	Meetings	FNCCI	15-Dec-22	Kathmandu	Coordination meetings	7	22	29	
27	Workshop	FNCCI	23-Jan-23	Kathmandu	National conference focusing on Starts up/SMEs/Women promotion in Kathmandu	117	206	323	
28	Workshop	FNCCI	07-Feb-23	Kathmandu	Media training workshop for entrepreneurship	3	36	**39**	Training

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
					promotion in Kathmandu				
29	Workshop	FNCCI	13-Mar-23	Kathmandu	Designing entrepreneurship for 18 academic institutions	8	46	**54**	
30	Workshop	FNCCI	14-Jun-23	Pokhara	Conduct two policy dialogues in Pokhara	9	52	**61**	
31	Workshop	FNCCI	24-Jun-23	Nepalgunj	Conduct two policy dialogues in Nepaljung	4	57	**61**	
32	Handbook on Entrepreneurship and small businesses	FNCCI	Jun-23	Pokhara	Hand Book launched at FNCCI District Council's meeting	2	34	36	
33	Entrepreneurship day celebration	Anurodh Nepal	17-24 March 2023	All over Nepal	Skill x Entrepreneurship Week (tracking through social media)	3060	3750	6810	
34	Entrepreneurship day celebration	Anurodh Nepal	17-24 March 2023	Kathmandu	Skill x Entrepreneurship Week	124	249	373	
35	Entrepreneurship day celebration	Anurodh Nepal	19-Mar-23	Kathmandu	Business idea competition-Final competition day	35	56	91	

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
36	Youth day celebration	NYEF	23-Apr-22	Hyatt Place, Kathmandu	8th Young Entrepreneurs Summit Women (YESW) 2022	31	123	154	
37	Entrepreneurship day celebration	NYEF	11-Nov-22	Kathmandu	NYEF Startup Awards 2022	114	76	**190**	Training
38	Learning	NYEF	9th February 2024	Lalitpur	Insight- Stories of Doers	20	40	**60**	Training
39	Learning	NYEF	18th February 2024	Dhangadhi, Kailali	Current Status of Entrepreneurs & Business Strategies in Nepal	24	36	**60**	Training
40	Learning	NYEF	28th February 2024	Nepagunj	Career Opportunities $ Challenges in Nepal	30	30	**60**	Training
41	Learning	NYEF	27th January 2024	Rupandehi	Young Entrepreneurs Summit	24	34	**58**	Training
42	Learning	NYEF	16th February 2024	Bharatpur, Chitwan	1st Startup Student Summit	37	32	**69**	Training
43	Learning	NYEF	24th February 2024	Surkhet	Road to Entrepreneurship	22	38	**60**	Training

SN	List of Actions (Reporting Theme)	Name of Implementing Partner	Date	Location	Title of Training/workshop	Number of youth Participation			Training
						Female	Male	Total	
44	Learning	NYEF	9th February 2024	Pokhara	Enhancing Entrepreneurial Skill: Empowering Students Through Learning	27	33	**60**	Training
45	Learning	NYEF	23rd February 2024	Kathmandu	Inspiring NextGen Entrepreneurs	51	69	**120**	Training
46	Learning	NYEF	27th January 2024	Janakpur	1st National Student Innovation Summit	26	34	**60**	Training
47	Workshop	NYEF	14th February 2024	Kathmandu	National Buisness Idea Competition	78	120	**198**	Training
48	Dialouge	NYEF	27th February 2024	Kathmandu	National Policy Dialogue	20	67	87	
49	Summit	NYEF	16th February 2024	Chitwan	1st startup student summit-	110	190	300	
50	Study Tour	ILO/SALE Project	3-8 March 2024	Hyderabad, India	Exposure Visit to Hyderabad, India, 03-08 March 2024	4	10	14	
					TOTAL	**6371**	**8121**	**14492**	
					PERCENTAGE	**44%**	**56%**	**100%**	

No	Name of the Training	Location	Date	Total # of sessions	Trainees		
					Male	Female	Total
1	KAB Customised Training - 1st Year	Gampaha, Galle	Year 2022	28	657	524	1,181
2	SYB Customised Training - 1st Year	Gampaha and Galle	Year 2022	6	121	56	177
3	KAB Customised Training - 2nd Year	Kandy, Puttalam, Ratnapura and Trinco	Year 2023	45	1,163	767	1,930
4	KAB based Entrepreneurship Promotion Training for Inmates of Keppetipola Certified School	Matara	27-28th Feb 2023	1	-	38	38
5	KAB based Entrepreneurship Promotion Training for Students of St. John's College	Jaffna	6-7th Nov 2023	1	65	47	112
6	KAB based Entrepreneurship Promotion Training for Students of St. Andrew's College	Puttalam	18 -20th Sept 2023	1	128	69	197

No	Name of the Training	Location	Date	Total # of sessions	Trainees		
					Male	Female	Total
7	KAB based Entrepreneurship Promotion Training for Students of Siripura Vidyalaya	Polonnaruwa	21-23rd Sept 2023	1	56	39	95
8	Kick Start Weekend - Entrepreneurship Promotion Training for students of University of Rajarata	Anuradhapura	3-5th Nov 2023	1	67	133	200
9	SPARK - Entrepreneurship Promotion Training for School Students	Jaffna	1-3rd Feb 2024	1	27	33	60
10	Get Ahead Training for Students of VTA Centers	Matara	1st batch: 03,10,17,24,31 Oct 2023 2nd batch: 04,15,18,25 Oct & 01 Nov	2	7	43	50
11	Get Ahead Training for Employed Youth of Hela Apparel	Colombo	Feb/March 2024				
12	SYB Customised Training - 2nd Year	Kandy, Puttalam, Ratnapura and Trinco	Jan/Feb 2024				
13	KAB based Entrepreneurship Promotion Training for School Students	Monaragala	Feb 2024				

No	Name of the Training	Location	Date	Total # of sessions	Trainees		
					Male	Female	Total
14	KAB based Entrepreneurship Promotion Training for School Students	Badulla	Feb 2024				
15	KAB based Entrepreneurship Promotion Training for Youth Volunteers (of Sasnaka Sansada)	Galle, Gampaha, Kandy, Puttalam, Ratnapura and Trinco	Jan/Feb 2024				
Grand Total				**87**	**2,291**	**1,749**	**4,040**