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**INDEPENDENT FINAL EVALUATION OF  
ETHIOPIANS FIGHTING AGAINST CHILD  
EXPLOITIVE LABOR  
E-FACE**

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*FINAL REPORT*

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## Acknowledgements

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This report describes in detail the final evaluation of the Ethiopians Fighting Against Exploitive Child Labor (E-FACE) that was conducted from 14-30 September 2015. Mei Zegers, independent evaluator, conducted the evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the Terms of Reference prepared by the United States Department of Labor.

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## Executive Summary

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The United States Department of Labor (USDOL) provided a grant to World Vision to implement the Ethiopians Fighting Against Child Exploitation (E-FACE) Project. The project aimed to provide support to Ethiopia in addressing child labor, particularly in its worst forms (WFCL). E-FACE is a part of USDOL's program to carry out targeted action in specific sectors to support national efforts to eliminate child labor.

World Vision's project implementing partners were the Mission for Community Development Program (MCDP) and the Mennonite Economic Development Associates (MEDA). The overall objective of E-FACE is to sustainably reduce the number of children between 5-17 years of age engaged in or at-risk of child labor in the weaving, agricultural, and other sectors in the project target areas. The project implementation period was from December 1, 2011 to November 30, 2015. The fieldwork for the final evaluation of the E-FACE project was carried out from September 14-30, 2015.

The E-FACE project targeted 20,000 children (6,835 children at-risk of and 13,165 children engaged in child labor) as well as 7,000 households. The project was implemented in nine district target areas in the Gamo Gofa and Wolaita zones and five districts in Gullele sub-city in Addis Ababa, where weaving is a common occupation. An E-FACE project baseline study<sup>1</sup> conducted in 2012 confirmed the high percentage of children in weaving (over 50%) among the households surveyed with child laborers.

The E-FACE project included the following strategies and activities:

- *Raising awareness* for behavior change on child labor and the importance of education focused on the relevant government and local agencies, communities, and households.
- *Strengthening educational services* through teacher training, curriculum improvement, and infrastructure repairs.
- *Expanding education* in formal schools and alternative learning opportunities, including vocational/skills education, apprenticeship training, and literacy programs for targeted children.
- *Providing educational support services* to help children succeed and stay in school including tutoring and mentoring, provision of school supplies, establishment of peer education clubs, and capacity building for child protection committees

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<sup>1</sup> E-FACE project baseline: Afri-Tech Consult PLC (2102) Baseline Survey on Child Labor in Gamo Gofa and Wolaita Zones of Southern Nations, Nationalities and Peoples Regional State and Gullele Sub-city of Addis Ababa City Administration. Addis Ababa: World Vision Ethiopia

- *Offering livelihood support and social protection programs* to working and at-risk children and targeted household members that aim alleviate the root causes of child labor by increasing weaving productivity through equipment upgrades, building the capacity of cooperatives, and linking beneficiaries to new markets and microfinance options.
- *Providing occupational safety and health (OSH) training* to labor inspectors and conducting research on child labor, hazardous work, and youth employment opportunities in collaboration with Gondar and Addis Ababa Universities. (Ministry of Labor and Social Affairs) and the International Labour Organization (ILO)
- *Strengthening the capacity of government agencies and community groups* to fight child labor through improved policies, legislation, and service delivery.
- *Improving the country knowledge base* on child labor and ensuring the dissemination of relevant information.
- *Strengthening the local capacity* to combat child labor by working with traditional weaving industry entities and other stakeholders to develop a child-safe woven product certification standard.
- *Promoting long-term sustainability* of project efforts through capacity building and technical support.

The overall purpose of the final evaluation was to assess and evaluate the project over the four years of implementation. The final evaluation specifically intended to:

- Assess the degree to which the project met its goals and objectives as defined in the project document and comprehensive monitoring and evaluation plan (CMEP).
- Determine whether the project’s theory of change (ToC), as stated in the project CMEP, is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way. Assess the overall validity of the ToC.
- Assess the effectiveness of all project interventions.
- Analyze the project’s challenges and successes.
- Assess the efficiency of project interventions and use of resources.
- Document lessons learned, good or promising practices, models of intervention, and make recommendations that will serve to inform future child labor projects and policies in Ethiopia and elsewhere.
- Analyze the sustainability of project efforts.

To ensure a thorough evaluation, the evaluator used a combination of methods that included a review of key project documents<sup>2</sup> and a review of the current context in

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<sup>2</sup> This included CMEP-related documents; survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans;

Ethiopia regarding education, child labor issues, and other issues of importance. This includes the 2012 GOE approved National Action Plan to Eliminate the Worst Forms of Child Labour and the Young Worker’s Directive, which includes an updated list of hazardous occupations for children.

Individual interviews and focus group discussions were conducted with stakeholders from a wide range of populations. These included World Vision, MEDA, and MCDP, government officials, community groups, schoolteachers and directors, and children and their families. Observations of the stakeholders and their work in different settings as well as their networking activities were carried out. A stakeholder meeting was conducted after the evaluation fieldwork where initial findings were presented, discussed, and enriched with additional input from the participants.

The following key individuals and groups were interviewed:

- OCFT staff responsible for the project and this evaluation.
- Project management and field staff.
- Implementers at all levels including child labor monitors in communities involved in assessing whether children have been effectively prevented or withdrawn from child labor situations.
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project.
- Community leaders, members, and volunteers.
- Education personnel including schoolteachers, assistants, school directors.
- Project beneficiaries (children withdrawn and prevented and their parents).

Locations for field visits were identified in line with guidelines provided by the evaluator before arriving. These included the need to include stakeholders from successful implementation sites as well as those from sites where the project faced more challenges.

## **Key Findings**

The project, as a whole, was quite successful in addressing the main obstacles to eliminating child labor in Ethiopia. In almost all cases, the project exceeded, sometimes significantly, the indicator targets. The over-arching and most profound evaluation finding was the success of the project’s awareness-raising efforts. The next most noteworthy finding was the achievement of results in formal general education. The project also achieved results in the area of technical vocational education and skills training (TVET) as well as capacity building of local government and national government officials. The

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correspondence related to Technical Progress Reports; Management Procedures and Guidelines; research or other reports undertaken; project files (including school records) as appropriate.

project also made important progress on economic empowerment of households and improved decent work conditions for older children and adults.

The evaluation found that the combination of activities that E-FACE implemented in schools, communities, and at various government levels led to positive results. On the other hand, the evaluation found that a major challenge was the fact that the project had so many different components. Each component had a different measure of success. The complexity and time needed to fully integrate all of these components was not sufficiently considered in the design of the project. This does not mean that future projects should be simplified. It does mean, however, that more attention should be paid to methods that will improve the integration of activities.

The evaluation further concludes that the project's ToC, as stated in the CMEP, is valid. The use of the CMEP, with its extensive process to ensure common agreement on project elements and monitoring and evaluation processes, was found to be useful. Although the CMEP is supposed to be flexible so changes can be made based on implementation realities, the project did not make adjustments because project staff did not realize that such adjustments was possible.

Coordination between the implementing partners continued to be complicated but had improved since the midterm evaluation.

The design of the monitoring and reporting system only partially met the needs and requirements of the project. While the CMEP was found to be a useful tool, its implementation, especially data collection methods, was found to be quite challenging.

The evaluation found that teacher training was effective in improving education quality. The implementation of action-based learning stimulated the interest of parents and children, increased learning, and contributed to reducing drop out levels. The evaluation found that awareness of the usefulness of the Early Childhood Care & Education Program (ECCE) program was apparent but resources to include ECCE in all schools do not yet exist.

The project undertook many activities to improve the school environment including renovating many school blocks and latrines or building new ones where existing ones were in poor condition. Nevertheless, there were still some schools that lagged behind with regard to renovations.

Although there is increased international focus on the importance of the participation of children in decision-making, this was an area that did not receive much attention as compared to children's involvement in awareness-raising. The project helped organize and strengthen existing and new school clubs, which the evaluation found to be helpful for awareness-raising. Nevertheless, actual participation in decisions related to other project aspects was limited.

The vocational/skills training models were useful in increasing educational opportunities. However, with regard to increased job opportunities, the results were inconsistent across

different types of project initiatives. The allocation of the workspaces, while very useful, does not automatically mean that all issues are resolved and income is guaranteed.

The evaluation found that the support that weaver families of child beneficiaries received contributed to their economic empowerment. The evaluation also determined that there was room for improvement, especially with regard to the product marketing. E-FACE reported good results on increased incomes of potato growers although it was difficult for the evaluator to independently confirm this due to the small number of potato growers that were interviewed. Government stakeholders indicated that, in general, incomes of potato growers had increased. The groups that were interviewed noted, however, that the impact of support mechanisms, such as the newly built storage spaces, were still to be determined. This is because the group members were waiting for the right moment to sell so they would receive the best possible price. The evaluator was not able to sufficiently assess the extent to which the E-FACE livestock activities had contributed to increased incomes because too few households that engaged in this activity were interviewed.

E-FACE provided support for the implementation of improved working conditions that affected older children who are allowed to work under decent conditions<sup>3</sup> as well as adults. It was evident that all individuals working in the improved sites benefited, which is important because not only children should benefit from decent work. Business owners that were interviewed pointed out that the improved conditions also contributed to improved production quality.

The Safe Threads program that aims to create a child-safe label for products was developed and agreements reached with the Addis Ababa Labor and Social Affairs Bureau, other government offices, and the Ethiopian Fashion Designers Association. While, the Safe Threads program appears promising, the evaluation discovered that the program still needs to be fully implemented with designers and weavers. Therefore, evaluating the results of Safe Threads on child labor was not possible during this evaluation.

E-FACE was quite successful in establishing and strengthening the Village Savings and Loan Associations (VSLA). There was encouraging evidence of asset building such as investments in livestock and other economic activities. Despite the overall positive functioning of the VSLA groups, most groups indicated that they felt disappointed that they had not been able to increase their incomes as much as they would have liked. The evaluation determined that the expectations of the VSLA members regarding possible increases in incomes were high, which may account for some of the disappointment.

The evaluation found that while the Village Savings Association for Youth (VSAY) concept has potential to engage youth and increase income, the VSAY groups that were formed were not as successful as might be expected. The VSAY groups indicated that the life skills and other trainings that the project provided were valuable. The management of

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<sup>3</sup> That is, in line with the code of conduct, which includes references to, allowed working hours and other conditions.

the financial savings component could have been improved, including mechanisms to better target the use of savings.

Key project interventions and results will likely be sustained once the project ends. Government officials from all levels who were interviewed during the evaluation indicated that they were quite confident that project activities would be sustained. Children and their parents were relatively confident that the educational interventions and results (i.e. keeping children in school) would be sustained. Government officials at all levels exhibited strong commitment to continuing project activities. For example, governments in the project areas have allocated 2% of their local budgets to continue and replicate activities on child labor and child trafficking.

CPCs and volunteers indicated that they intend to continue implementing activities. However, it is difficult to determine with full confidence if the same level of intensity will continue once the project ends. As with other project activities, stakeholders expressed concern about the ability of the government to have the same impact as the project. Much work remains to fully eliminate exploitive child labor. Efforts need to be extended to more Woredas and additional Kebeles within the Woredas that were included in the project.<sup>4</sup> The implementation of local government plans need to fully implemented and replicated to reach additional cohorts of children in exploitive child labor and associated child trafficking.

### **Lessons Learned and Best Practices**

- A holistic approach and strong emphasis on working with local government to address exploitive child labor and associated child trafficking are useful to increase impact and the potential for sustainability.
- Creating formal linkages between community groups focusing on child labor and child trafficking and local government structures is beneficial and likely contributes to sustainability.
- The inclusion of action-based learning methods as promoted and implemented through effective teacher training, innovation, and pedagogical learning centers using locally available inexpensive inputs is effective.
- Renovation of schools including improved school blocks, gender segregated latrines, print-rich classrooms, and talking schools<sup>5</sup> contribute to increasing interest of parents and children in schools as opposed to child labor.
- Organizing producers into business associations to help formalize the support that they may obtain from government is useful to increase economic empowerment.

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<sup>4</sup> Not all Kebeles within a Woreda were included in all project activities.

<sup>5</sup> For print rich classrooms and talking schools, classrooms and school grounds are decorated with posters, murals, signs, and other items with key lessons contents and inspirational messages on education and avoidance of exploitive child labor.

- The efforts of businesses operating in the informal economy to improve occupational safety and health issues are effective at improving decent work conditions for adults and for older children (older than 14 years). Efforts to improve hygiene in the workplace and use appropriate technologies appear to have increased the quality of products.
- Safe Threads branding of weaving products that ensures items are produced under decent work conditions with special attention to avoid exploitive child labor shows good potential. Note that the full implementation of this good practice still needs to be carried out and assessed.

## **Recommendations**

Note that the key suggested implementers are indicated in parentheses after the recommendation.

1. The most important and overarching recommendation is to replicate the good practices that were developed and tested in the E-FACE project in other areas of Ethiopia and other countries as appropriate to the context. Key good practices to replicate would be the holistic approach of integrating different types of activities with strong emphasis on working with local government to address exploitive child labor. This should include formalizing the linkages between community groups focusing on child labor and child trafficking and local government structures.

With respect to education, action-based learning methods as promoted and implemented through effective teacher training as well as innovation and pedagogical learning centers using locally available inexpensive inputs should be implemented. Where school learning conditions are inadequate, school renovations to improve the physical school environment should be undertaken. These would include painting classrooms and posting of educational information and messages.

To achieve economic empowerment, production groups should be formalized and improved occupational safety and health conditions should be replicated. Where appropriate, developing child labor free product brands should be developed and promoted. (Government of Ethiopia, Agencies carrying out projects on child labor and USDOL)

2. Consider including methods that will lead to the full integration of project activities into the design of similar multi-component projects. To facilitate government replication, ensure that integration of activities into a synergistic approach is modeled from project inception. (Agencies carrying out project on child labor)
3. Increase the awareness of project implementers regarding the flexibility inherent in the CMEP to allow for needed adjustments based on changing realities or newly identified opportunities. Projects should ensure that their indicator definitions are very clear regarding the elements to be included under the indicator. This would include clear definition of what is included under all terms. (Agencies carrying out projects on child labor and USDOL)

4. Scale up children's voice to increase their participation in decision-making regarding activities affecting them at local and national levels on child labor and child trafficking. (Agencies carrying out projects on child labor)
5. Ensure that school management clearly communicates to parents that financial or in-kind contributions to the schools are not mandatory for the poorest children and that government school inspectors monitor the situation. (Agencies carrying out projects on child labor, Governments)
6. The link between child laborers that return to formal general education classes after completing technical vocational education and skills training (TVET) should be analyzed. The conditions, reasons, and frequency under which this occurs as well as the outcome of returning to formal general education classes should be assessed. This should include an assessment of how absence from school to engage in income generating activities affects children's ability to attend and perform in formal general education classes. The options to access night school and distance learning in areas where formal education classes are not available should be explored. (Agencies carrying out projects on child labor, Governments, USDOL)
7. A one-year post-project impact study to ensure that all good practices and lessons learned are well identified should be conducted. This is important given that the project implemented a number of activities that were innovative but need more time to be fully implemented. These include implementation of by-laws and local plans, the Safe Threads initiative, action based learning education initiatives, agriculture support initiatives, village savings for youth initiatives, implementation of market linkages of producer groups. (Potential donors, government, agencies carrying out projects on child labor)

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## Abbreviations and Terms

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### Abbreviations

AABOLSA	Addis Ababa Labor and Social Affairs Bureau
BO	Business Owners
CAHR	Children at High Risk
CL	Child Labor
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committees
DBMS	Direct Beneficiary Monitoring System
ECCE	Early Childhood Care & Education Program
E-FACE	Ethiopians Fighting Against Child Exploration
EFDA	Ethiopian Fashion Designers Association
FSI	Financial Services Institution
HAB	Household Asset Building Program
HH	Households
IGA	Income Generating Activities
ILAB	Bureau of International Labor Affairs
ILO	International Labour Organization's
IPEC	International Program on the Elimination of Child Labor
LFA	Logical Framework Approach
MCDP	Mission for Community Development Program
MCT	Ministry of Culture and Tourism
MEDA	Mennonite Economic Development Associates
MFI	Micro-Finance Institution
MOL	Ministry of Labor
MOLSA	Ministry of Labor and Social Affairs
NAP	National Action Plan on Child Labor
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health

PAVE	Pathways Advancing Viable Education
PSNP	Productive Safety Net Program
SRP	School Readiness Program
TOC	Theory of Change
TOR	Terms of Reference
TPR	Technical Project Reports
TVET	Technical Vocational Education and Training
USDOL	United States Department of Labor
VSAY	Village Savings Association for Youth
VSLA	Village Savings and Loan Associations
WFCL	Worst Forms of Child Labor
WV	World Vision, Inc.

### **Terms**

*General education:* broad based formal education including language, mathematics, and exact sciences and social sciences. A program of education intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage.<sup>6</sup>

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<sup>6</sup> Adapted from: Merriam Webster (2015). Definition of General Education. Available from <http://www.merriam-webster.com/dictionary/general%20education>. Website accessed 21 November, 2015.

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## I. Project Description and Background

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The United States Department of Labor (USDOL) provided a grant to World Vision to implement the Ethiopians Fighting Against Child Exploitation (E-FACE) Project. The project aimed to provide support to Ethiopia in addressing child labor, particularly in its worst forms (WFCL). E-FACE is a part of USDOL's program to carry out targeted action in specific sectors to support national efforts to eliminate child labor.

World Vision's project implementing partners were the Mission for Community Development Program (MCDP) and the Mennonite Economic Development Associates (MEDA). The overall objective of E-FACE is to sustainably reduce the number of children between 5-17 years of age engaged in or at-risk of child labor in the weaving, agricultural, and other sectors in the project target areas. The project implementation period was from December 1, 2011 to November 30, 2015. The fieldwork for the final evaluation of the E-FACE project was carried out from September 14-30, 2015.

E-FACE is part of USDOL's program to carry out targeted action in specific sectors to support national efforts to eliminate child labor. USDOL-funded child labor elimination projects seek to achieve five major goals:

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

In accordance with these goals, the E-FACE project was a child labor elimination initiative with an important focus on education. The project used a holistic, integrated approach with the aim of contributing to the elimination of child labor. The holistic approach was comprised of several strategies to reduce child labor in addition to education. This included a focus on a combination of social behavior change and communication interventions, various types of economic empowerment activities, stakeholder capacity strengthening, and increasing the knowledge base. Stakeholder capacities were, for example, also strengthened across a broad range of service providers

and decisions makers. This included elected government officials at different levels of government, labor inspectors, police, local government economic empowerment staff<sup>7</sup>, teachers, local child labor volunteers and committee members. Training was provided in workshops or directly through interactions in meetings and during field visits.

The E-FACE project targeted 20,000 children (6,835 children at-risk of and 13,165 children engaged in child labor) as well as 7,000 households. The project was implemented in nine district target areas in the Gamo Gofa and Wolaita zones and five districts in Gullele sub-city in Addis Ababa, where weaving is a common occupation. An E-FACE project baseline study<sup>8</sup> that was conducted in 2012 confirmed the high percentage of children in weaving (over 50%) among the households surveyed with child laborers.

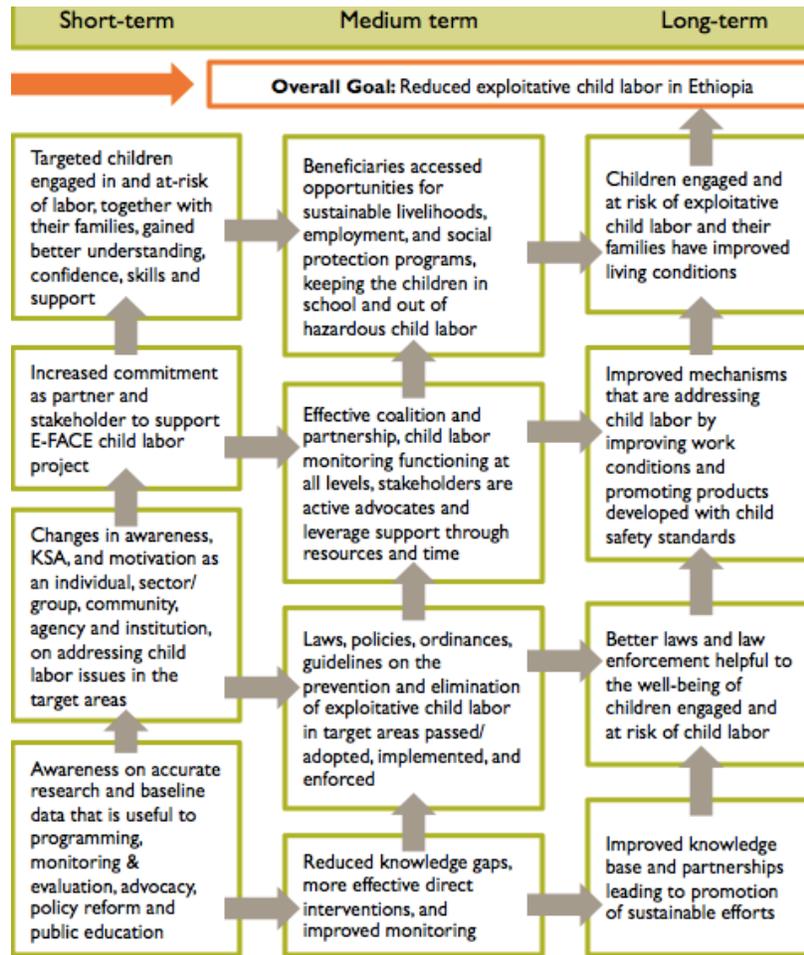
Figure 1 indicates the expected E-FACE project outcomes over the short, medium, and long-term.

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<sup>7</sup> Such as individuals who provide support to small scale industry, cooperatives, women's empowerment, etc.

<sup>8</sup> E-FACE project baseline: Afri-Tech Consult PLC (2102) Baseline Survey on Child Labor in Gamo Gofa and Wolaita Zones of Southern Nations, Nationalities and Peoples Regional State and Gullele Sub-city of Addis Ababa City Administration. Addis Ababa: World Vision Ethiopia.

**Figure 1: Short, Medium and Long Term Expected Outcomes<sup>9</sup>**



Following are the primary E-FACE strategies and activities:

- *Raising awareness* for behavior change on child labor and the importance of education focused on the relevant government and local agencies, communities, and households.
- *Strengthening educational services* through teacher training, curriculum improvement, and infrastructure repairs.
- *Expanding education* in formal schools and alternative learning opportunities, including vocational/skills education, apprenticeship training, and literacy programs for targeted children.

<sup>9</sup> World Vision provided the graphic in Figure 1 to the evaluator prior to conducting the midterm evaluation, which she also conducted.

- *Providing educational support services* to help children succeed and stay in school including tutoring and mentoring, provision of school supplies, establishment of peer education clubs, and capacity building for child protection committees
- *Offering livelihood support and social protection programs* to working and at-risk children and targeted household members that aim alleviate the root causes of child labor by increasing weaving productivity through equipment upgrades, building the capacity of cooperatives, and linking beneficiaries to new markets and microfinance options.
- *Providing occupational safety and health (OSH) training* to labor inspectors and conducting research on child labor, hazardous work, and youth employment opportunities in collaboration with Gondar and Addis Ababa Universities. (Ministry of Labor and Social Affairs) and the International Labour Organization (ILO)
- *Strengthening the capacity of government agencies and community groups* to fight child labor through improved policies, legislation, and service delivery.
- *Improving the country knowledge base* on child labor and ensuring the dissemination of relevant information.
- *Strengthening the local capacity* to combat child labor by working with traditional weaving industry entities and other stakeholders to develop a child-safe woven product certification standard.
- *Promoting long-term sustainability* of project efforts through capacity building and technical support.

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## **II. Evaluation Purpose and Methodology**

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### **2.1. Evaluation Purpose**

The overall purpose of the final evaluation was to assess and evaluate the project over the four years of implementation. The final evaluation specifically intended to:

- Assess the degree to which the project met its goals and objectives as defined in the project document and comprehensive monitoring and evaluation plan (CMEP).
- Determine whether the project’s theory of change (ToC), as stated in the project CMEP, is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way. Assess the overall validity of the ToC.
- Assess the effectiveness of all project interventions.
- Analyze the project’s challenges and successes.
- Assess the efficiency of project interventions and use of resources.
- Document lessons learned, good or promising practices, models of intervention, and make recommendations that will serve to inform future child labor projects and policies in Ethiopia and elsewhere.
- Analyze the sustainability of project efforts.

The intended users of this evaluation include USDOL’s Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), World Vision and its project partners MEDA and MCDP, other project stakeholders and stakeholders working to combat child labor.

See the attached data matrix in Annex 8 for the evaluation questions and how data were collected and analyzed to answer the questions.

### **2.2. Evaluation Methodology**

The evaluation report addresses the evaluation questions and is organized according to the areas of project relevance, effectiveness, efficiency, impact and sustainability. This evaluation assesses the positive and negative changes produced by the project, intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country as reported by respondents. This evaluation also analyzes the extent to which recommendations from the midterm evaluation have been implemented.

Another important area that this evaluation addressed is whether the project has taken steps to ensure the project’s approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. This includes the direct project partners (i.e. MEDA and MCDP).

The evaluator included the voices of parents and children by using child-sensitive approaches to interviewing children that follow the ILO-IPEC guidelines on research with children on the worst forms of child labor.<sup>10</sup> Further, the evaluation adhered to the United Nations Evaluation Group's Ethical Guidelines and Norms for Evaluation in the UN System.<sup>11</sup>

The evaluator adhered to confidentiality and other ethical considerations throughout the evaluation. Gender and cultural sensitivity was integrated in the evaluation approach. Since the evaluator conducted the E-FACE midterm evaluation, she had prior knowledge of the project, which helped her understand its complexity.

The evaluator used a combination of methods that included the following:

- Preparation of a detailed methodology including a data matrix and guidelines for questioning.
- Review of key documents including project related documents<sup>12</sup> and documents related to the current context in Ethiopia regarding education, child labor issues, and other important and related aspects. These documents include the 2012 National Action Plan to Eliminate the Worst Forms of Child Labor (NAP) and the Young Worker's Directive, which includes an updated list of hazardous occupations for children.
- Review of documents to help the evaluator understand the current socio-economic situation in Ethiopia and the impact it may have on the project and the evaluation process.
- Key informant interviews and focus group discussions with stakeholders including OCTA managers, project staff, project partners, government officials, and beneficiary children and their families.
- Observing the work and networking activities of key stakeholders.
- Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.

The key individuals and groups who were included in the evaluation are:

- OCFT staff responsible for the project and this evaluation.
- Project management and field staff.

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<sup>10</sup> [www.ilo.org/ipecinfo/product/viewProduct.do?productid=3026](http://www.ilo.org/ipecinfo/product/viewProduct.do?productid=3026);  
[www.unicef.org/cecsis/media\\_1482.html](http://www.unicef.org/cecsis/media_1482.html)

<sup>11</sup> [www.unevaluation.org/document/detail/102](http://www.unevaluation.org/document/detail/102)

<sup>12</sup> This included CMEP-related documents; survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans; correspondence related to Technical Progress Reports; Management Procedures and Guidelines; research or other reports undertaken; project files (including school records) as appropriate.

- Implementers at all levels including child labor monitors in communities involved in assessing whether children have been effectively prevented or withdrawn from child labor situations.
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project.
- Community leaders, members, and volunteers.
- Education personnel including schoolteachers, assistants, school directors.
- Project beneficiaries (children withdrawn and prevented and their parents).

After arriving in the country, the evaluator met with senior project staff from World Vision and project partners in Addis Ababa to finalize the evaluation schedule and to obtain an overview of the project since the midterm evaluation. After the initial interviews in project headquarters with project staff and partners, the evaluator conducted field visits to interview stakeholders and observe their activities. The locations for field visits were identified in line with guidelines provided by the evaluator before arriving. These include the need to ensure that stakeholders from successful implementation sites as well as those from sites where the project faced more challenges were included.

The stakeholder workshop took place on the September 30, 2015. The purpose of the workshop was to present the preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders. The evaluator consulted project staff and worked closely with them to develop the workshop agenda and program during the first week of the evaluation.

The workshop presentation concentrated on good practices identified during the evaluation's fieldwork, lessons learned, and remaining gaps as identified by the stakeholders. The role of the evaluator was to analyze and represent the viewpoints of the various individuals and documents consulted. The evaluator used her experience from similar evaluations to share and enrich understanding of the information gathered during the evaluation.

Following the workshop, the evaluator conducted final meeting with senior project staff to discuss the overall conclusions of the workshop and the evaluation. After the fieldwork in Ethiopia, the evaluator drafted the first version of the evaluation report. The report was forwarded for comments and finalized after receiving feedback.

### **Evaluation Limitations**

The E-FACE project has a large number of different components. The time allocated for the evaluation did not allow the evaluator enough time to observe a sufficient number of project activities and conduct interviews and focus group discussions with the wide range of stakeholders. The evaluator was able to include a limited number of examples activities such as the village savings association for youth (VSAY) program and potato growers. In the case of the VSAY, only one group had been scheduled for an interview but the evaluator was able to add a second group to the schedule with the support of implementing partner, MEDA. The evaluator triangulated findings with all available

information from other sources to compensate as much as possible for this limitation. The triangulation process took into consideration that most of the documents were based on the grantees' self-reporting.

In a few cases, visits had to be cancelled at the last moment. For example, a visit to a group involved with the Safe Threads<sup>13</sup> initiative and a focus group discussion with a radio group had to be cancelled. In both cases, these situations were beyond the control of the project and were the result of emergency situations affecting the groups. Unfortunately, the tight schedule did not allow for a reorganization of the schedule to accommodate other meetings to compensate for these cancellations.

Because of the on-going holidays during the evaluation period, meetings were difficult to schedule. Children could not be sampled randomly from schools because schools were not in session. The children who met with the evaluator were thus pre-selected. It should be noted, however, that the evaluator found that children openly shared their successes and concerns after an initial "ice breaker" exercise.

Some focus group discussion participants were initially reticent and concerned about making statements that could be construed as detrimental to the results of the evaluation. In these cases, it took some time to ensure that open communication was established.

It should be noted that two interpreters with different language skills, Seifeh Getaneh and Sintayhu Semu, assisted the evaluator during the interviews. An intern, Aidan McGowan, also assisted the evaluator.

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<sup>13</sup> See Section 3.7. for details on Safe Threads Initiative.

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## III. Findings

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### 3.1. Project Design and Theory of Change

The project's ToC as stated in the project's CMEP is valid and was well appreciated.<sup>14</sup> The evaluator believes that the quality of the ToC and CMEP are high. Project staff and other stakeholders, especially from government, noted that the project design was well rooted in the actual realities with respect to exploitive child labor in the weaving industry. Stakeholders indicated that the problems identified in the ToC and the associated CMEP represented the core reasons for trafficking and child labor in weaving. They particularly noted that the project effectively identified the necessary mechanisms to address these core reasons. They stated that E-FACE placed important emphasis on addressing poverty; awareness-raising; capacity strengthening of government officials, teachers and community groups; and strengthening the quality of education.

Aside from the identification of the essential issues and activities necessary to combat child labor, stakeholders noted that the holistic organization of these activities also contributed to effectiveness. The synergistic approach was deemed the most appropriate and effective way to obtain real impact towards the elimination of exploitive child labor. Aspects such as the fact that the project started at the “grass roots” and worked upwards reaching zonal, regional, and national level government stakeholders was cited as particularly important.<sup>15</sup> Moreover, the ToC and CMEP continued to be valid throughout the project implementation period. The evaluation concluded that the synergistic approach contributed to overall project effectiveness.

Nevertheless, external factors affected the validity of the CMEP during project implementation such as the lack of reliable and accurate government data with respect to child labor, education, and other related issues. Poor data quality affected the ToC and influenced the ability to properly plan project activities. The baseline and other studies could not compensate for the lack of data because they did not cover sufficiently large samples to provide *all* of the data required for planning. USDOL has indicated that future projects with downstream components will be required to carry out detailed baselines that would provide adequate information. Endline surveys are also being required to ensure accurate assessments of project effectiveness and impact.

The use of the CMEP, with its extensive process to ensure common agreement on project elements, monitoring and evaluation processes, was found to be useful. The CMEP is supposed to be flexible so project staff can make adjustments based on implementation

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<sup>14</sup> 2012 Comprehensive Monitoring and Evaluation Plan; Ethiopians Fighting Against Child Exploitation (E-FACE) Project. World Vision, Addis Ababa.

<sup>15</sup> As interviewees/focus group discussion participants indicated.

realities. In practice, however, the project did not make such adjustments in the CMEP. This was largely because there was an insufficient awareness on the part of project staff that the ToC and CMEP allow for greater flexibility than past logical framework approaches.

During implementation, for example, the project identified areas where more attention would be useful. The CMEP could have been adjusted to recognize the need for more focus on these areas that included the need to provide more support for the integration of attention to child labor issues across different government thematic areas. That is, building an *integrated* multi-sectoral approach as opposed to different activities implemented by different offices. The project provided support to improve integration but indicated that this was an area where more focus could have been placed. One example from two of the focus group discussions was that some stakeholders would point to the police and say, “This is their responsibility”. It is true that roles and responsibilities need to be well defined. These groups did not, however, sufficiently recognize that the effectiveness of efforts to address child trafficking could only be assured if collaboration among government departments is well integrated.

A different design issue that surfaced was the counting of the initial nine months as an operational period in the budget. In practice, and in accordance with the usual World Vision approach, the first nine months were used to prepare the CMEP, conduct the baseline survey, and implement start-up activities. These activities helped to provide a solid basis for implementation. The project indicated, however, that it would have been preferable if this time were budgeted differently to allow more time at the end of the project to consolidate and fully integrate components.

The project dropped the activities oriented towards integrating those households included in the livelihoods component with the Productive Safety Net Program (PSNP) and the Household Asset Building Program (HABP) that was indicated in the original design. These social protection programs did not fully match the project implementation areas or needs. Instead, the project engaged in other efforts to integrate beneficiaries into local safety nets efforts such as locally based in-kind and cash resource collection to support children in or at-risk of child labor.

The evaluator concludes that, while the project has managed to achieve all targets, a major challenge was ultimately the fact that the project had so many different components. The evaluation found that while separately, each component had a measure of success, the complexity and time needed to fully integrate all of these efforts was not sufficiently considered in the design. While the project undertook a variety of activities to coordinate various committees at different levels, stakeholders’ comments clearly indicate that a few more months of focus on integration would have benefited the sustainability of key project interventions and results. This is discussed in more detail in the following section.

### 3.2. Monitoring and Evaluation

The evaluator found that the monitoring and reporting system partially meets the needs and requirements of the project. While the CMEP was an effective tool, its implementation was found to be quite challenging in the field, particularly due to the data collection methods. This was, in part, because the project's three implementing partners, that normally use different data management methods, were now required to generate and manage data using the same database.

Although the indicators were defined, some of the terms continued to cause challenges because they were understood differently among the project partners. All three partners mentioned that there were some issues in this regard. This challenge occurred despite the fact that the project had a list of indicator definitions.<sup>16</sup> According to one project staff member, an example was that there were differences in understanding the term 'non-formal education'. The indicator definition on education primarily focused on the threshold to be met as opposed to *what* could be included under non-formal education. This led to some confusion in recording and interpreting data.

A major issue that all three partners raised was the fact that the database system was not developed in Ethiopia. World Vision US conducted a closed round of bidding inviting five firms that it knew had experience with the development of similar database systems. The only firm that responded to the request for bids was a global consulting firm based in the United Kingdom. This firm was selected because it possessed sufficient experience developing database systems. It decided to use a consultant based in Singapore who travelled to Ethiopia during the consultation process. It should be noted that, at the time of the bidding, World Vision was not aware that there were Ethiopian firms that provided similar database development services.

There was a common feeling that it would have been more effective and efficient if the database had been developed locally so that it could have been adjusted more quickly to realities. For example, there were questions that project staff felt were not essential but just "nice to know". As one project interviewee stated, "Collecting all that data was very difficult and we had to do it every time for so many children. There was the problem of electricity and capacity of staff that were working the whole night like prisoners to enter the data. It affected our other work also because we had less time to do field work." Project staff also noted that requests to answer questions about the database were sometimes sent to the consultant who took long periods of time to respond, which caused data entry and analysis delays.

At the time that the project was developing its monitoring system and database, USDOL did not provide specific guidance. It was left to the discretion of World Vision to develop

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<sup>16</sup> 2012 Comprehensive Monitoring and Evaluation Plan; Ethiopians Fighting Against Child Exploitation (E-FACE) Project - Annex 5-A: Codex of Outcome Measurement Framework. World Vision, Addis Ababa.

what they deemed suitable for their project. However, based on the challenges encountered by many grantees, USDOL has hired a contractor to develop a database monitoring system toolkit that provides standardized guidance to grantees as they develop their tracking systems.

Importantly, there was at least one question in the database that led to unrealistic expectations on the part of the beneficiaries and government stakeholders. This question was related to children's health conditions that led many to expect that the project would provide health care services. During the evaluation, participants in several focus group discussions indicated that it was disappointing that the project had not provided support for health care. They believed that such care had actually been promised. Even though the project tried to ensure that expectations were realistic, including health care, high expectations still lingered. In many projects and different types of research, it has been found that when people are asked about a subject—or to simply to list their needs—they expect that those asking the questions (i.e. projects) will respond to those needs.

Community development workers, who were often said to be frustrated, collected much of the data in the field. The community development workers' education levels were low and the expectations that they could carry out complex data collection were inordinately high. Despite repeated training, their data were not always correctly collected and entered. When data were subsequently uploaded to the Internet cloud it was found that data were outside the bounds of data acceptability. This means that the data had to be rechecked and, as one interviewee noted, "Community workers had to go back to each house to check data. This is all very problematic. They did not want to keep nagging people to get information." An interviewee from another partner agency indicated that, "We do not know who is asking for this but more information is being asked all the time, it was really a problem." All of these challenges added to increased costs and workload.

There were also instances where monitoring was conducted differently than what the grantee and sub-grantees were used to conducting. This meant that the agencies had to make adjustments and train their staff to use different approaches. This caused some challenges during monitoring although agencies were eventually successful. In the case of World Vision, for example, some elements such as reporting on the training of parents is usually done in a qualitative manner while in E-FACE, it had to be done quantitatively. In addition, there was high staff turnover, which resulted in a continuous need to train new individuals that affected the speed at which data could be collected and the project's ability to meet deadlines.

### **3.3. Efficiency**

Despite some of the challenges to implement project monitoring, project activities were generally implemented quite efficiently. One well experienced staff member noted, "This project is the most efficient and the most effective I have ever worked on." The evaluation did not carry out an in-depth efficiency analysis so it is not possible to provide great detail on the extent to which the project was efficient. It is possible, nevertheless, based on the review of documents and interviews with staff and other stakeholders to say that the project was efficient overall. The level of success in reaching the outputs and the

higher-level outcomes within the budget would also suggest efficiency. By the end of the project period, the evaluator estimates that 95% to 99% of the budget will be spent. The evaluator believes that, based on available evidence, there was an efficient balance between available human and financial resources and results.

The evaluator noted that the coordination between the implementing partners continued to be complicated but had improved since the midterm evaluation. Not all staff from all partner organizations had equal capacities, which is to be expected in such a complex project. The project did not include indicators for the efforts of one partner to strengthen another partner. For example, MEDA stated that it had provided capacity strengthening to MCDP and that this had taken a substantial amount of time. MEDA felt that it would have been useful have an indicator to recognize the level of effort that was invested in the capacity strengthening for sub-grantee partners.

Towards the end of the project, a substantial number of staff from World Vision migrated to a new project within the organization or to opportunities in other organizations. Although there was a disruption in activities, it appears to the evaluator that any disruption was minimized because vacancies were filled with World Vision staff. It should be added, however, that the hand-over was not totally smooth. Project staff that departed were not available to assist new staff. Therefore, it was largely up to the new staff to inform themselves about project progress and activities, which was difficult. Despite this situation, the evaluator was impressed with the level of knowledge of these new staff. They were able to answer all of the questions that the evaluator posed. This was a testament to their involvement and to their efforts to support the project in the last eight months of implementation.

### **3.4. Overall Effectiveness in Achieving Objectives**

The project has been successful in addressing the main obstacles or barriers that it identified as important to addressing child labor in Ethiopia. The project exceeded its indicator targets in most areas including awareness-raising of child labor and child trafficking; access to quality education; economic empowerment of households with children in or at-risk of child labor.

In addition, at the enabling environment level, the project expected to achieve results on capacity strengthening of government and other stakeholders, development of regulatory frameworks, integration of child labor in policies, and planning. The project aimed to achieve these results starting at the community level and moving to the Kebele,<sup>17</sup> Woreda, zonal, and regional levels. At the national level, the project shared results and contributed to capacity strengthening of labor inspectors that benefited areas of the country beyond those areas where the project was implemented.

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<sup>17</sup> Kebele are the smallest administrative units in Ethiopia. Woreda are districts.

Table 1 provides a summary discussion of the achievement of the project's key results. The discussion is organized by intervention area.

**Table 1: E-FACE Reported Overview of Key Project Results**<sup>18</sup>

<b>Education and Economic Empowerment Services</b>
<ul style="list-style-type: none"> <li>20,639 beneficiaries received education services, which exceeds the target of 20,000. Of these, 43% were girls. The higher percentage of boys is due primarily because more boys work in weaving than girls. The percentage of girls did, however, increase since the midterm evaluation when about 66% of the beneficiaries were boys. Drop out levels of children in general education<sup>19</sup> has decreased from 12% to 3%.</li> <li>1,303 beneficiaries received vocational skills training, more than double the target for children benefiting from such training.</li> </ul>
<ul style="list-style-type: none"> <li>School rehabilitation reached the target in 57 schools:               <ul style="list-style-type: none"> <li>95 of blocks rehabilitated</li> <li>236 of classrooms rehabilitated</li> <li>Construction of 7 water points</li> <li>7 sex disaggregated latrines</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>7,859 households received economic empowerment support far exceeding the target of 1,228. Males comprised 59% of those receiving support because there are more male weavers. Women primarily engage in spinning. In addition, there are more male potato growers. The project reported in the last Technical Progress Report that households had increased their annual income by 41%.<sup>20</sup> A total of 3,119 households had access to financial services as compared to a target of 2,500.</li> </ul>
<ul style="list-style-type: none"> <li>The project implemented community-based child protection systems and monitoring.</li> </ul>
<ul style="list-style-type: none"> <li>2,382 checkpoint police and commanders were trained in child trafficking investigation skills.</li> </ul>
<ul style="list-style-type: none"> <li>100 community by-laws and or regulations were adopted including zonal levels.</li> </ul>
<ul style="list-style-type: none"> <li>Child monitoring, referral, and reporting systems established in 105 communities (87% of target).</li> </ul>
<ul style="list-style-type: none"> <li>168 Child Protection Committees were organized in 68-targeted communities.</li> </ul>
<ul style="list-style-type: none"> <li>154 communities/Kebeles implemented child labor monitoring including 408 volunteer monitors.</li> </ul>
<b>Institutional Capacity Building</b>
<ul style="list-style-type: none"> <li>NAP against worst forms of child labor approved and launched by MOLSA.</li> </ul>
<ul style="list-style-type: none"> <li>237 government officials and experts participated in the NAP internalization workshops.</li> </ul>
<ul style="list-style-type: none"> <li>Regional, zonal, and Woreda, community level staff/structure trainings mostly exceeded targets. In Woredas, 7,116 staff received training, well above the target of 4,261. At the regional and zonal level, 1,057 staff were trained, almost double the target of 563. At national level (896) exceeded the target of 580.</li> </ul>
<ul style="list-style-type: none"> <li>Southern Nations, Nationalities, and Peoples' Region education bureaus developed a manual on</li> </ul>

<sup>18</sup> Data is derived and text adapted from information provided as follows: E-FACE (2015b) Monitoring Data Overview E-FACE Project, April 2015. September 2015. Addis Ababa: World Vision

<sup>19</sup> General education: broad based education including language, mathematics, and exact sciences and social sciences. A program of education intended to develop students as personalities rather than trained specialists and to transmit a common cultural heritage. Definition adapted from Merriam Webster (2015). [www.merriam-webster.com/dictionary/general%20education](http://www.merriam-webster.com/dictionary/general%20education). Website accessed 21 November 2015.

<sup>20</sup> E-FACE (2015a) Technical Progress Report E-FACE Project, April 2015. Addis Ababa: World Vision.

combatting child labor in education sector (mainstreaming).
<ul style="list-style-type: none"> <li>• Labor inspector guidelines were developed and approved by MOLSA.</li> </ul>
<ul style="list-style-type: none"> <li>• 523 labor inspectors trained.</li> </ul>
<ul style="list-style-type: none"> <li>• ILO convention internalization workshops were conducted with judges and law enforcement bodies (499 participants).</li> </ul>
<b>Awareness-raising</b>
<ul style="list-style-type: none"> <li>• The project exceeded all project life targets for awareness-raising at regional, Woreda sector line offices, Kebele, and community structures. The project is on target for its national level awareness-raising targets.</li> </ul>
<ul style="list-style-type: none"> <li>• Regional conferences on child labor in two regions conducted.</li> </ul>
<ul style="list-style-type: none"> <li>• Media: TV commercials on child labor on national TV, 38 journalists in TV talk shows talk about child labor. Radio programs disseminated and community level discussion groups held.</li> </ul>
<b>Knowledge Base – Research</b>
<ul style="list-style-type: none"> <li>• Work place hazards and how to regulate standards in the informal sectors, in Central and Southern Ethiopia, were completed and disseminated.</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge, Attitude, and Practice studies on child protection and vulnerabilities were completed and disseminated.</li> </ul>
<ul style="list-style-type: none"> <li>• Pull and push factors on child labor and child trafficking among children in the weaving sector were completed and disseminated.</li> </ul>
<ul style="list-style-type: none"> <li>• First draft is under review for the Effectiveness of Youth Employment Interventions document designed to enhance opportunities for decent work completed.</li> </ul>

### **Implementation of Midterm Evaluation Key Recommendations**

The project took the midterm evaluation key recommendations quite seriously. Staff took pride in pointing out how they had undertaken steps to implement the recommendations. The specific steps undertaken to implement the recommendations include the following:

- Improved coordination between partners and consultative meetings with government.
- Provided refresher training and review of the CMEP was done in August 2014.
- MEDA added more field staff.
- Follow-up and strengthening activities for VSLAs were increased.
- Intensified focus on economic empowerment.
- More attention was paid to formalizing VSLAs and linking them to micro-finance (MFI) and other formal financial institutions.
- Experience-sharing visits were undertaken by OSH improved households to motivate and inspire business owners and employers. The evaluator met some of the weavers who had visited the OSH improved businesses.
- Established linkages via mobile phones between community-based Child Protection Committees (CPCs) and local government in receiving and sending areas of trafficked children in Addis Ababa.

- Attempted to improve linkages to ensure access to social protection safety nets. This initiative was only partially successful because government targeting criteria were not available.
- Gender focus in VSLAs and potato groups were increased by disaggregating data by sex. However, the evaluator noted that an imbalance still exists because males dominate weaving and potato growing activities.
- The duration of the shorter one-month courses on vocational and skills training was increased to three months.
- Community based child-monitoring system and use of uniform referral and reporting formats were integrated within the government structure. Volunteer and CPC groups, however, were still not integrated.
- In the interest of sustainability, the project improved its explanation to stakeholders that E-FACE is a single project. In most places, stakeholders had a better understanding of E-FACE than during the midterm evaluation.
- E-FACE stressed independence and community ownership since the midterm evaluation. All individual interviewees and focus group discussion participants were aware of the end of the project and the need to sustain interventions and results. See the sustainability section for details and some remaining challenges in this regard.

### **3.5. Awareness-Raising for Social Behavior Change**

The over-arching and most profound evaluation finding was the stakeholders' repeated insistence of the importance of the project's awareness-raising efforts. This was repeated again and again in different interviews and focus group discussions (see Annex 6 for a visual graphic). The project placed a great deal of emphasis on raising awareness in order to bring about social behavior change through a wide range of mechanisms. These included exposure to the impact of child labor on children, their families, and the nation through community discussion sessions using radio programs, photos, posters, signs, and other means.

When asked what the project's major successes were, stakeholders had invariably mentioned, "raised awareness". Examples included comments about the well-organized manner in which awareness-raising was planned and implemented. As members of a weaver groups from beneficiary households indicated, "Child labor is not good because it is beyond the children's capacity. They cannot get education if they are in child labor. They also cannot take time to rest. It is not good for their psychology. They might be stuck and not grow properly."

Stakeholders mentioned specific points about the actual impact of the awareness-raising activities indicating that it had succeeded increasing the understanding of child labor. Stakeholders cited instances such as, "Awareness-raising was done in such a way that when by-laws were developed they were easily accepted by society members." The participants in focus group discussions also consistently indicated that there was an increased commitment of parents to keep their children in school. Stakeholders added

that greater awareness, combined with other project activities, had led to decreased school dropout and trafficking of children from local communities.

Although the project was able to achieve notable recognition for awareness-raising and resulting behavior change, there were many comments about the need to continue and scale up such efforts. Stakeholders made comments such as, “There is another Kebele<sup>21</sup> that still needs to increase its awareness as the trafficking situation is bad there. The government has also tried to raise awareness but trafficking there has only decreased a little so far. The project has more results than the local government because it provides more concentrated awareness-raising.” In this instance, local government has already tried to extend the work of the project into new Kebeles, which is a positive project result. As with other project activities, however, stakeholders expressed concerns about the level of focus and ability of government to have the same effects as the project. This subject is further detailed in the sustainability section. Inherent in these comments is, however, a clear level of appreciation for the noteworthy accomplishments of the project, especially with respect to awareness-raising.

### **3.6. Education Initiatives**

The project implemented many different types of initiatives in the area of education. The evaluation concluded that the most noteworthy results were in general education.<sup>22</sup> Some interesting results were also obtained with regard to TVET.

The project registered only a 3% dropout rate among the over 20,000 project beneficiary children. As will be discussed in later in this section, several areas within TVET still need improvement to realize the full impact of the project activities.

In the case of general education, it was the combination of activities that E-FACE implemented in schools and communities that led to the positive results. The evaluation found that no single driver could be identified to account for the positive results in general education. Rather, it was a blend of teacher training, innovative activity-based learning approaches, awareness-raising of children and parents, school infrastructure improvement, and other activities that resulted in the noted effectiveness.

#### **Pathways Advancing Viable Education**

As indicated in the midterm evaluation report, the project implemented a well-appreciated system to identify and provide support to individual beneficiary children and their families. The project used the Pathways Advancing Viable Education (PAVE)

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<sup>21</sup> The Kebele in question is not a selected project location. The project did not include all the Kebeles in a Woreda. The stakeholders quoted here were from a local CPC.

<sup>22</sup> See Acronyms and Terms lists at the beginning of the report and footnote 10 for a definition of “general education”

methodology<sup>23</sup>. PAVE is a systematic, child-centered case management methodology in which project staff jointly explore and plan education support with the beneficiary children, their families, and other local stakeholders.

The evaluator concluded that, in general, PAVE was adequately implemented to identify the needs of the children and implement activities to meet those needs. The implementation of the PAVE methodology included determining whether specific children should be included in general, vocational, or skills training.

After the midterm evaluation, the project integrated the remaining cohorts of children at once instead of adding them in a phased manner as originally planned. The project education specialist pointed out that this was a wise decision as there was more time for the children to reintegrate and/or consolidate their progress in school before the end of the project.

### **Formal Education Activities and other School-based Activities**

The project implemented a number of different formal education activities including:

- Support for school supplies and uniforms.
- School Readiness Program (SRP) consisting of summer courses to prepare students for re-entry to school and after school tutoring in accordance with student needs.
- Pedagogical tools such as innovation and pedagogical centers<sup>24</sup> that stimulate creativity and action-based learning.
- Early Childhood Care and Education program (ECCE) including provision of learning materials and materials such as mattresses and mats for resting.
- Teacher training.
- Peer education clubs.
- Safe and healthy learning environments consisting of school infrastructure improvements.

#### *Support for school supplies and uniforms*

Although children, parents, teachers and other community members often cited the provision of school supplies and uniforms as a positive project contribution, this did not have the same level of importance as compared to what the evaluator has seen in other projects. These material items were usually mentioned as part of a solid list of appreciation for the other types of formal education project inputs.<sup>25</sup>

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<sup>23</sup> International Initiative to End Child Labour. Pathways Advancing Viable Education/Employment (PAVE). Available from: [http://endchildlabor.org/?page\\_id=85](http://endchildlabor.org/?page_id=85). Website accessed 5 October, 2015.

<sup>24</sup> See remainder of the section for further details on what the innovation and pedagogical centers entail.

<sup>25</sup> Such as in the list at the beginning of the current section.

Children remarked positively about these material supplies even if it was not always the first positive point that they mentioned when citing what they liked about the project. Children in several groups noted points like, “We got everything we want in life like clothes—such as what I am wearing—exercise books, pens, pencils, and erasers.” Children also reported that they received these items more than once. In a few cases, however, they or their parents indicated that the supplies arrived “late”. Children, teachers, and others also mentioned items such as books for the library as an important addition to improving the quality of school supplies.

Interestingly, participants in two focus group discussions, of which one consisted of children, indicated that their community is now providing support with school supplies to vulnerable children. In both cases, it was pointed out that this was a result of the project and it started before the end of the E-FACE implementation period. Despite this positive situation, as will be discussed in the sustainability section, children in particular expressed concerns about the inability to pay for school supplies and uniforms after the project ends.

### *School Readiness Program (SRP)*

The evaluation found that the school readiness program, including both the summer school and school year tutoring, was very beneficial. Some schools reported that tutoring started after the beginning of the school year. Teachers told the evaluator that it would have been better if children needing tutoring were identified before the school year commences.

In addition to academics, the school readiness program includes activities to help children set goals for themselves and awareness-raising on child labor. Support is provided in specific subject areas where students were found to need special attention. Tests are provided to help ascertain the level and type of subjects that need to be taught. The project found that in most cases, since children come from a similar background, it was possible for them to follow the same program. Teachers in different focus group discussions stated that this package of support was effective to help children reintegrate and/or improve their academic performance. The children also appreciated the support.

### *Teacher training*

Stakeholders in all schools and most government officials that participated in focus group discussions as well as CPC members and volunteers mentioned teacher training as a beneficial project activity. Training was provided to several teachers in each of the 57 target schools. Teachers that were interviewed indicated that there was some cascading training provided to other teachers in the school but the extent to which this took place (i.e. number of teachers that were fully trained), could not be verified. The training included awareness-raising on child labor as well as activity-based learning methods and alternate means to improve behavior instead of using corporal punishment. The role of the project’s Education Specialist in improving the quality of education through training and other activities was significant as several stakeholders indicated.

The State Minister of Labor and Social Affairs (MOLSA) met with the evaluator and shared some of his observations about his field visit to some E-FACE project locations. Noteworthy is that the State Minister mentioned to the evaluator that, “The capacity of the teachers was strengthened, including the preparation of teaching aids so that they do not always wait to purchase materials or import them from abroad. This is one of the project’s steps that will contribute to sustainability.” In one case, children cited teacher training as having had an impact on how they learned. The group stated that, “The way the teachers teach changed. Before we simply sat down in the classroom but afterwards we worked in groups. We like it better now. We help each other to learn.”

Teachers indicated that they learned not only how to implement activity-based learning but also how to continually assess students so the subject matter could be adjusted based on the progress that the children are making. Children are also divided into groups using activities based on their achievement levels. In one case, a group of teachers noted that they had learned how to manage children with disabilities in the classroom.

One area of importance is related to the efforts undertaken regarding corporal punishment. Corporal punishment in schools is not allowed in Ethiopia. In addition, corporal punishment in schools might be one of the reasons that children do not attend classes or even drop out of school. Teachers indicated that they learned to keep children busy and their attention focused to help avoid the need for disciplining them. When children misbehave, teachers learned to first talk to the child instead of resorting to corporal punishment. Children were also involved in designing their own rules and norms to handle children who misbehave. Regardless of these efforts, however, teachers in one focus group discussion indicated that they still needed more training. The extent to which approaches to corporal punishment have been successful needs more investigation. It should be stated that, contrary to other evaluations, the evaluator did not see any red flags indicating that corporal punishment may still be a common norm in project schools.

#### *Innovation and pedagogical centers*

Most of the schools that were visited had innovation and pedagogical centers. Innovation centers focus on stimulating children’s creative and learning development by encouraging them to make items using locally available materials. Among others, the items include electric fans, charts of the human body with LED lights, and imitation cars.

The pedagogical centers include a wide range of learning tools made to support the action-based learning methods promoted by the project. The items are made with locally available materials though some need to be purchased, such as paints, flip chart paper, lights, and other inputs. The extent to which schools will be able to continue to actively support these centers is uncertain because they depend on the extent to which schools are provided with funding.

The evaluator was unable to assess the exact frequency of children’s participation in the centers. Children stated that different classes accessed the innovation and/or pedagogical centers at different times. In some cases, this was on a regular basis such as once a week. In other cases, both children and teachers indicated that it depended on the exact topic

being covered in class. As a result, it was not possible to confirm the level of active use of the centers though teachers indicated that visits to the centers were common. Of course, some schools are quite large, even up to 4,000 students, so it is not possible for all children to have frequent interactions with these centers.

Children that participated in focus group discussions and who showed the evaluator their projects were very excited about the centers and wish to continue such activities. Teachers, CPC members, and community volunteers also indicated that the centers were helpful to motivate children and improve the quality of education. They indicated that the existence of the centers clearly adds to the interest of students and parents to send children to school.

It is certain that the centers are innovative and have great potential to continue to stimulate curiosity, creativity, and learning in general. For this reason, it would be useful to conduct an impact assessment once the project ends. A post-project impact assessment would help to determine the extent to which the centers continue and identify good practices and lessons learned on how to maintain such centers over time without external project inputs. Such an assessment should assess the impact of the by-laws and local plans, the Safe Threads initiative, agriculture support initiatives, village savings for youth initiatives, and implementation of market linkages of producer groups.

#### *Print rich classrooms and talking schools*

Other pedagogical efforts were focused on encouraging repeated visual exposure to important subjects for learning and to increase the attractiveness of classrooms and schools as a whole. Children and teachers developed drawings, decorations, paintings and other “print rich” items for the classrooms, which contributed to creating a positive environment.

The project supported the development of signs and murals on the external walls of classrooms that was referred to as “talking schools”. The signs and murals covered educational subjects as well as messages regarding the importance of education and elimination of child labor. In some schools, the evaluator noted quotations from famous Africans and local proverbs. Since teachers were the principal artists, some of the work was not as perfect as if painted by a professional artist. Nevertheless, the images were effective in communicating positive messages about education as well as the dangers of child labor. Children, teachers, CPC members, and volunteers were proud of their efforts and indicated their usefulness to attract families and convince them of the advantages of education for their children.

Given that the evaluator observed several unfinished school blocks during both the midterm and final evaluation, she noted a vast difference between blocks that were “improved” and those that still had plain walls. Of course, the overall renovation of school blocks was also important and the print rich classrooms provided the finishing touches.

### *Early childhood care and education program*

In the case of support for ECCE, a range of support activities were provided and deemed effective. These included learning materials, play equipment, building a fence around children's play area, and mattresses to enable the children to rest. Classrooms were generally improved with decorations to ensure a more child-friendly environment.

Teachers in several schools indicated that they were happy with the results of the support for ECCE. They noted useful results, making comments such as, "Children from poor families started learning in ECCE because of E-FACE. We see a positive difference between the children who attended ECCE and other children who go directly to primary school. This is because of the materials they have in the ECCE that help them to learn." Based on observing the results across the project, the E-FACE education specialist likewise noted that, "Children who completed ECCE are doing much better in primary school. Their writing skills improve very fast as compared to the ones who come straight to primary school."

The project education specialist indicated that replication of the E-FACE approach to ECCE has started in other World Vision projects. The number of World Vision support ECCE centers has tripled to 340 over the period during which the E-FACE project was implemented. ECCE has been included in community-based childcare centers as well as within schools.

In one school that the evaluator visited, teachers indicated that they would have liked more support to implement ECCE activities but that the government had not yet assigned an ECCE teacher. Awareness of the usefulness of ECCE was apparent but resources to include ECCE in all schools do not yet exist. Awareness-raising of government and other agencies with the means to allocate funding for ECCE will be important to ensure a good foundation for children to do well academically and stay in school.

### *Safe and healthy learning environments*

The project undertook many activities to improve the school environment, including renovating school blocks or building new ones where existing ones were very poor or lacking. Improved latrines with separate stalls for boys and girls were proudly shown to the evaluator. It is unfortunate that poor conditions continue to exist in some of the classrooms that were not renovated. Despite having seen many situations where classrooms are poor or even open air in many countries, the dirt and other conditions in such classrooms that still need renovation were truly deplorable. Despite the fact that work still remains to varying degrees in all of the schools visited, the before and after image of the overall improvements were notable. The improvements in the schools were truly striking when the visual impact of the print rich and talking school efforts are considered. The evaluation notes a real difference in the atmosphere of the schools, a point that was also repeatedly stressed during focus group discussions.

There were still some schools that lagged behind with regard to renovations. The project did not have the resources to renovate all of the classrooms that needed it in every school.

Local government and other focus group participants indicated that renovations were sometimes delayed and the quality not sufficient. Participants in one government focus group discussion stated that they are also partly to blame due to the fact that construction was done in conjunction with public works departments. In addition, the evaluator was able to triangulate information on school renovations during meetings with teachers from schools that were not visited. Teachers indicated that their own schools were not in as good of condition as most of the ones that the evaluator visited.<sup>26</sup>

Although the evaluator requested to visit a range of types of schools, the visits focused on predominantly successful schools. The evaluator also visited one school where renovations were quite recent. The paint on the latrines was still fresh and sand for mixing cement in view. Teachers' quarters were so dilapidated that it was unbelievable that the teachers actually stayed there. Teacher quarter renovation was not a project priority but it is evident that this is an area that needs attention to attract teachers to such locations.

### *School contributions*

The evaluator observed a worrisome condition that will require closer attention by local government officials when they monitor activities in schools. In several instances, children indicated that although they do not have to pay regular school fees, they have to contribute to various school expenses such as school maintenance and learning materials. Although principals and teachers indicated that the amounts that children's families are asked to pay are determined in consultation with the Parent Teacher Association, this does not mean that all households can pay them. In one school, school management indicated that about 10% of the children do not have to pay. However, beneficiary children indicated to the evaluator that they were required to pay and worried that they would be suspended from school if they did not pay. Regardless of whether children would actually be suspended for not contributing, it was evident in several schools that children were concerned.

As one of the E-FACE project staff indicated, "The government policy is not to collect school fees but schools find other ways of collecting money. The problem is really that they make it mandatory. Parents and children are not aware that it should not be mandatory and there is no monitoring system of this 'voluntary' contribution." Although E-FACE negotiated with schools so that its beneficiaries would be exempt from these "voluntary" contributions, it is not clear what will happen after the project ends. Two groups of Woreda officials and another group of Zonal officials that were interviewed firmly indicated that such collections should never be mandatory. Future projects should focus more on ensuring that schools make it clear that such contributions are not mandatory for the poorest children and ensuring that government school inspectors monitor the situation.

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<sup>26</sup> Teachers were interviewed in one school but, in two focus group discussions, teachers from other schools had joined the discussions and shared their stories.

### *Peer education clubs*

The project has helped organize and strengthen existing and new school clubs, particularly “Mini Media” clubs and the school-based Child Parliament groups. E-FACE provided both material support and teacher training on how to mobilize children, identify their talents, and motivate them to join different clubs.<sup>27</sup> While E-FACE provided support to school based 4H Clubs and Red Cross clubs, the evaluator did not meet stakeholders involved with these activities.<sup>28</sup>

The Mini Media clubs were involved in E-FACE awareness-raising efforts on the importance of child labor and education. The Mini Media clubs were supported with materials such as microphones, loudspeakers, or bullhorns. When visiting schools, the children and teachers proudly showed these materials to the evaluator and some streamed background sound during the visit. Teachers from one school, however, noted that they had not yet received the mini media materials that they had been promised.<sup>29</sup>

Local government representatives in one Woreda specifically mentioned the usefulness of the Mini-Media clubs. They indicated that, “So much has been covered through the Mini Media, like awareness-raising on child labor and child trafficking”. The evaluation found that the Mini Media has been a good addition to the other E-FACE awareness-raising activities.

The objective of the Child Parliament in Ethiopia is to promote child rights including participating in environmental and economic affairs. The evaluator met children who are members of the Child Parliament<sup>30</sup> in their schools and who shared their E-FACE experiences. One of the focus group discussions included children who represented different schools while other focus group discussions included participants from a single school. Children in these focus group discussions demonstrated good awareness and were able to clearly explain the activities that they had undertaken. They raised points such as, “We perform drama, like on child labor. For example, child labor and trafficking happen when children who come from far away places come to town and are made to work beyond their capacities. When we work hard it may hurt our psychology and our health and our education. So we should not do this. But in our house we may do some things to help that are simple for us.” Others added points such as, “Weaving is not a good thing

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<sup>27</sup> In addition to Mini Media and Child Parliament the project mentioned

<sup>28</sup> Africa Platform for Development Effectiveness (2015), “With a historical focus rooted in agricultural training and education for youth, 4-H is one of the world’s largest youth development organizations”. Available from: [www.africa-platform.org/finance-women-and-youth/4-h-clubs](http://www.africa-platform.org/finance-women-and-youth/4-h-clubs). Website accessed 10 October 2015.

<sup>29</sup> It was not possible to determine if this exact claim was true because data was not immediately available to verify this claim. Regardless of this situation, however, the perception remained that the teacher in question had expected support for the Mini Media but it was not received.

<sup>30</sup> Nazret.com (2009). Ethiopia launches children’s parliament. [http://nazret.com/blog/index.php/2009/12/27/ethiopia\\_launches\\_children\\_s\\_parliament](http://nazret.com/blog/index.php/2009/12/27/ethiopia_launches_children_s_parliament). Website accessed 10 October 2015.

for children. We also have to identify children who are not in school, and we advise them and their families that the children should go to school”.

The evaluator noted that children that participate in Child Parliament did not include any of the project’s beneficiaries. Instead, Child Parliament was comprised of children who were of comparatively higher income levels. Some child beneficiaries themselves pointed out that they do not have time to participate in such groups because they have too many other activities at home, including the permitted two to three hours of weaving or other tasks. It should be noted that the evaluation did not identify any children enrolled in the E-FACE formal general schools who are younger than 14 years of age and working after school. Likewise, none of the children over 14 years of age exceeded the allowed number of after school working hours. Some TVET children who returned to school worked more hours. This will be further discussed in the following section.

Although there is increased international focus on the importance of the participation of children in decision-making, this was an area that did not receive high project focus. Article 12 of the Convention on the Rights of the Child states that children have the right to participate in decision-making processes that may be relevant to their lives.<sup>31</sup> Children’s participation was evident in only one of the focus group discussions with adults where a child was a member of a CPC. While including children in awareness-raising activities is a positive step, this is not the same as helping increase their voice in decision-making. Scaling up initiatives to increase children’s voice should receive more attention in similar projects.

### **Vocational Education, Skills Training, and Referral**

The vocational/skills training models were successful and useful in increasing educational opportunities having reached double the number of children targeted due to concerted project efforts to organize groups of children. With regard to increased job opportunities, the evaluation found that results were inconsistent across different types of project initiatives. The E-FACE referral system implemented for TVET graduates consisted largely of providing support for self-employment and organizing and linking associations to government support for working spaces. Most graduates were not referred to established employers but were rather encouraged to start their own economic activities.

It should be noted that there was no clear results measure for job referral, job placement, or any similar terms in the CMEP. Under OPT 2.2 L2, an indicator *definition* for job placement referring to adults was mentioned although no specific indicator on this subject was included. In practice, the project did not focus on adult job placement although it did support the organization of adults into associations. The evaluation concludes that not

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<sup>31</sup> UNICEF (2015) Fact Sheet: the Right to Participation. New York: UNICEF. United Nations (2009), Convention on the Rights of the Child. CRC/C/GC/12 1 July 2009. Committee on the Rights of the Child Fifty-first Session, Geneva, 25 May; 12 June 2009.

having job placement for TVET graduates was a project shortcoming as this would have been useful.

The TOR requested an assessment of the challenges and opportunities to sustain the referral link for youth that received vocational/skills training versus those who received formal education. Such a comparison could not, however, be made as there was no referral link established for children who had received formal education.

Children who benefited from establishing a weavers association in Addis Ababa had done relatively well. The commented that, “We were dependent but now after this intervention we have become economically empowered.” These youth added that they still sell most of their products in the same way as before the project in the local market and shops. They did, however, indicate that they were able to sell more products because the quality of the weaving had improved. They further pointed out that they still need more support to market their products given that their primary way of selling has remained the same.

The income of children in other trades who were interviewed during the evaluation was not as high as might be expected. This included children in hairdressing and in agriculture related training. The evaluator asked these children a set of standard questions on levels of sales and income, which indicated that income was quite low in both instances. As is common in the informal economy, they did not calculate their labor as a cost. Rather, they calculated their profit based on sales minus direct costs such as material inputs from the amount they receive from sales. The seven youth in the hairdressers’ group indicated that, all together, they have an average of three to four customers per day. Even if their labor is counted as “profit”, the income they earn as a group is very low when sub-divided by each child in the group. This information was confirmed from triangulating these findings with inputs from local government officials in the cooperatives, industrial development, and similar sections that were interviewed at Woreda level in Addis Ababa and elsewhere.

The weavers and hairdressers who were interviewed worked from government allocated working spaces. The Ethiopian government has a program to support registered associations and cooperatives with technical support, monitoring and, in some instances, workspaces. To register, the government requires that members be over the age of 18 years of age, which posed a challenge as the E-FACE project focuses on children who are younger than 18 years. E-FACE was, however, able to negotiate with local government that allowed some graduates from the E-FACE TVET initiative to register and benefit from the program. The challenge remains for future graduates of TVET activities in other projects because the government regulations have not yet changed.

The allocation of the workspaces does not automatically resolve issues and guarantee income. E-FACE project staff remarked that the location provided for the hairdressers is not suitable for attracting clients. Local government officials who were interviewed likewise noted that the same problem applied to many of the other TVET graduates who had received government support. Interestingly, the youth weavers and hairdressers groups were planning to split into smaller groups and establish separate businesses instead of working as a larger association. These youth felt that it would be more

beneficial because they could better focus on establishing concrete clientele for each of their groups and share their income with fewer members. The hairdressers indicated that they planned to rent a shop nearer to their potential clients so that they would be able to grow their businesses more efficiently and increase their incomes simultaneously.

The concept of formalizing the TVET graduates into registered business associations to enable them to benefit from government support is excellent and providing a workspace is a good initiative for recent graduates. Over the longer term, however, it is wise to motivate youth to start activities independently in smaller groups and/or facilitate finding work in the formal economy.

#### *TVET and formal general education attendance*

One noteworthy point was that all of the children<sup>32</sup> that the evaluator met during the evaluation that attended TVET or received support to organize themselves into an association, were attending formal general education classes. In Addis Ababa, some of these children attended day school while others attended night school.<sup>33</sup> In other areas that the evaluator visited, children only attended day school because night school was not available.

Some children indicated that they continued with their general education but added TVET activities provided by the project. The project's beneficiary identification system identified these children as at-risk of dropping out. Some of these selected children were already working many hours after school and on weekends prior to being included in the project. Children who were 14 years of age or older and at-risk of dropping out had decided themselves that they would like to attend vocational education activities as a means of ensuring that they would have an income in the future. It was important for these older children to participate in decision-making about which type of support they would receive.

Most of the children who returned to school after completing the TVET activities indicated that they did so because they preferred a different type of job than in their TVET subject. Some indicated that they realized that learning more in areas such as mathematics, accounting, and science would help them in their economic activity. The reasons they gave for returning to formal education were complex and should be verified since the evaluator did not have enough time to fully determine the reasons. A more in-depth analysis of this situation is needed so that steps can be taken to encourage students to combine formal education with their TVET subject and jobs. This could include raising the awareness of children about the important of completing their general education after graduating from TVET.

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<sup>32</sup> Some of the beneficiaries had reached the age of 18 by the end of the project and had been included in evaluation focus group discussions.

<sup>33</sup> Note that these children attended general education, not vocational education during night or day school.

A challenge for a group of older child beneficiaries that focused on agriculture production and marketing was the combination of formal school and their income generating activities. While they appreciated the training that they had received, they reported often missing formal education classes due to their activities. The group of children provided several examples that included absence for two weeks due to the need to engage in weeding. Two girls reported that they missed classes two days every two weeks because they decided to trade in local markets.<sup>34</sup> These children reported that they were not expelled from school for these absences but were scolded and told to bring their parents to explain their absence. In rural areas, there is no night school so children who want to attend formal general education have few alternatives if they want to combine formal education with work. Planning for TVET needs to consider such situations and consider options such as the promotion of distance learning.

### **3.7. Economic Empowerment and OSH of Textile Weavers**

The project provided economic empowerment support to beneficiary families in the areas of weaving and agriculture. The support consisted of awareness-raising on child labor, entrepreneurship training, support for product marketing, and village savings and loan group formation and strengthening. Support was also provided to promote the improvement of decent work through OSH activities with business owners who employed children as well as the families of beneficiary children themselves. The purpose of working with business owners was to help ensure decent work conditions for children older than 14 years of age who are legally allowed to work in non-exploitative conditions.

#### **Economic Empowerment of Weaver Households**

The evaluator was able to meet with weaver families of child beneficiaries who are members of VSLA as well as two associations of weavers to whom the local government had allocated a space to work in Sodo Town. These stakeholders were found to have benefited from the project activities although there was room for improvement, especially with regard to marketing of products.

The activities with the VSLA are discussed in Section 3.9. The weaver families indicated that they had benefited substantially from project support in the form of training to improve their working conditions. Two weaver groups that received a workspace and improved looms in Sodo Town told the evaluator that they were very pleased with the improvements in their work conditions and the quality of their products. Like youth in Addis Ababa who had received support to establish an association and workspace from local government, they felt that they were able to produce more in less time due to the improved looms. The groups have a small shop where they sell materials for weaving but they indicated that they sell the materials to their own group members and not to outside persons.

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<sup>34</sup> Note that there are regional markets held on specific days where the children go to sell their products.

These groups also indicated that they were able to participate in some exhibitions where they sold their products. Nevertheless, they continue to market their products on their own. One group member commented, “We were told we would be linked to different markets but we have not yet seen any change with regard to this.” The evaluator noted that some linkages were provided. For example, MCDP linked some weavers to a designer who then trained weavers to produce what she needed and placed orders. In general, however, this aspect of the project appeared to be more focused on single-instance events to promote sales of products as opposed to longer-term establishment of linkages. The extent to which linkages may improve after the project is uncertain although it may still be possible to link the groups to the Safe Threads initiative discussed in below. While ensuring that these groups are properly linked to the designers involved in the Safe Threads initiative would be a good step, the groups may require training to improve production quality to the standard that the designers require.

MEDA reported that weavers in Addis Ababa do not want to form and register associations. They indicated that they prefer to work from home rather than formalizing their activities. Given that the new government’s Growth and Transformation Plan II includes informal economy monitoring, MEDA indicated that they expect that the government will undertake monitoring activities. It should also be noted that Ethiopia voted for the adoption of ILO Recommendation 204<sup>35</sup> concerning the transition of the informal to the formal economy. Recommendation 204 aims to ensure that all entrepreneurs and workers benefit from improved working conditions and social protection during transition. The implementation of Recommendation 204 will help ensure monitoring of transition activities thus resulting in greater access to decent work for vulnerable groups.

### **Business-based OSH Improvement of Working Areas**

E-FACE provided support for the implementation of improved working conditions that affected older children who are allowed to work under decent condition<sup>36</sup> as well as adults. It was evident during the evaluation that both children and adults working in the improved sites benefited from these decent work improvements. As was the case during the midterm evaluation, the evaluator visited some of these work sites<sup>37</sup> and noted improvements such as plastic covered floors, skylights, painted walls, ventilation, and different seating arrangements.

Business owners who were interviewed pointed out that the improved conditions also contributed to better production quality. As one business owner pointed out, “The textiles were not clean because of the dust, but now our products are neater and that attracts

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<sup>35</sup> ILO (2015) Recommendation No. 204 concerning the Transition from the Informal to the Formal Economy. Available from: [www.ilo.org/ilc/ILCSessions/104/texts-adopted/WCMS\\_377774/lang--en/index.htm](http://www.ilo.org/ilc/ILCSessions/104/texts-adopted/WCMS_377774/lang--en/index.htm). Website accessed October 1, 2015.

<sup>36</sup> That is, in line with the code of conduct which includes references to allowed working hours and other conditions.

<sup>37</sup> The sites visited were not the same as those seen during the Mid-Term Evaluation.

customers.” Youth participating in weaving associations likewise indicated that the improved working conditions, including better looms, contributed to an improvement in product quality.

Weavers in three groups, one of which was the youth group, reported similar points regarding changes in the quantity. They commented that, “Now we are saving our energy and it is easier to make more in less time. It is also more comfortable so we can reduce our hours to make the same quantity.” All three groups reported that they did not make more overall but rather that they were able to reduce their working hours. One weaver noted that, “We worked every night at home but now only in daytime in our group work place”.

According to MEDA, there are business owners who are not directly associated with E-FACE who have imitated the improvements implemented in the workshops of E-FACE weavers. Due to time constraints, the evaluator could not visit more than one business owner who replicated the E-FACE improved workshop concept. Therefore, she was unable to independently confirm the extent to which the replication occurred. If other businesses are actually replicating the improved workshop concept, these improvements would benefit many workers.

As indicated in the methodology section regarding the limitations of the evaluation, time constraints did not make it possible to verify other comments made in some groups. One group of children stated that the only point that was made when E-FACE interacted with their employers was that the number of working hours should be reduced.<sup>38</sup> The children insisted that no other OSH related issues were discussed with their employers. These children explained that they used to work more than three hours a day after school and that, after the project arrived, the number of hours decreased to about two to three hours. While awareness-raising and working conditions improved in many locations visited, there were instances where employers only made partial adjustments to address conditions.

### **Safe Threads Label**

E-FACE, the government, and the Ethiopian Fashion Designers Association (EFDA)<sup>39</sup> are collaborating on the Safe Threads program that aims to create a child-safe label for products. E-FACE created this initiative because one of its objectives is to help domestic producers of textiles to end their dependence on exploitative child labor. If they do so in order to obtain this certification, then this objective will have been accomplished.

The Safe Threads initiative was developed to connect Ethiopian weavers that do not use exploitive child labor to international textile markets that demand child labor free products. Some international buyers believe that Ethiopia relies on exploitative child

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<sup>38</sup> For the sake of anonymity, the evaluator cannot provide identifying markers of this group of children.

<sup>39</sup> Ethiopian Fashion Designers Association (EFDA) (2015): [www.fashionethiopia.org/](http://www.fashionethiopia.org/). Website accessed October 6, 2015.

labor to produce textile products and, therefore, are reluctant to source their materials from Ethiopia because buying from businesses employing child labor would hurt their reputation with consumers. The Safe Threads initiative intends to promote those weaving businesses that do not use child labor via the Safe Threads label.

The project facilitated a series of interactions between the Ethiopian Fashion Designers Association (EFDA) and the Addis Ababa Labor and Social Affairs Bureau (AABOLSA) to develop a strategy to define the rights and obligation related to the Safe Threads concept. Aside from a guarantee that products are free of child labor, the Safe Threads initiative also certifies that production is carried out under adequate decent work conditions.<sup>40</sup>

There were some challenges in developing the concept. It required a large amount of advocacy and discussion among the stakeholders to ensure stakeholder ownership of the Safe Threads initiative. This included the development of a code of conduct, which was agreed to by AABOLSA. The code of conduct has been printed and was seen displayed in some weaving workshops that the evaluator visited.

A Memorandum of Understanding (MoU) was signed on April 30, 2015 between and AABOLSA regarding the Safe Threads initiative. Under the MOU, the association is responsible to administer the ‘Safe Threads’ label and effectively promote the initiative. AABOLSA will be the lead organization and responsible for administering the Safe Threads code of conduct and all related inspection tasks. Since the agreement only covers Addis Ababa (through AABOLSA), replicating the agreement and implementing monitoring in other weaving production areas of the country will still be needed.

In the Safe Threads initiative, producers of textiles who are not using exploitative child labor can go to the government and, after proving that their means of production is child-safe, receive the Safe Threads certification. Once certified as child-safe, international buyers should feel more comfortable buying that, in turn, should help economically empower local weavers. Weavers are expected to continue to be monitored through AABOLSA to ensure that they do not return to employing child labor. The extent to which this will actually occur would need to be assessed as part of post-project impact assessment.

Interestingly, on visiting the EFDA website that was launched in September 2015, the Safe Threads logo was immediately visible.<sup>41</sup> The website is expected to clearly identify designers that have earned the Safe Threads certification. MEDA staff indicated that they expect this sort of public certification to “Create a sense of competition among the designers, which will ensure the development of the initiative.”

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<sup>40</sup> Including production in adequate occupational safety and health conditions, no forced labor and no discrimination.

<sup>41</sup> Ethiopian Fashion Designers Association (EFDA) (2015), <http://www.fashionethiopia.org/>. Website accessed October 6, 2015.

MEDA indicated that the Ministry of Culture and Tourism (MCT) recently joined the initiative. Due to time constraints and lack of availability of key concerned stakeholders, the evaluator was unable to meet with any of those directly involved in the Safe Threads initiative. According to MEDA, MCT has included the promotion of child-safe certification in its annual plan, signed a MoU with ABBOLSA to promote the initiative, and assigned an officer to technically support the association.

The actual implementation process of the Safe Thread initiative could not be assessed during the current evaluation. The MoU was only signed last April so full implementation is only starting and impact cannot yet be analyzed. The E-FACE monitoring report indicates that, so far, no producers had been certified at the time of the evaluation. This means that the quality of the certification process of E-FACE project weavers –and designers working with them—as well as the influence of the Safe Threads initiative on the successful marketing of products still needs to be assessed and analyzed.

A post-project impact assessment of the Safe Threads initiative would be important to confirm it as a good practice and identify any lessons learned and areas that need strengthening. If proven effective, it could be labeled as a good practice because, instead of forcing the businesses to end their dependence on child labor, E-FACE would have influenced weavers and designers to end the dependence on child labor themselves. An impact assessment would also help determine the extent to which the Safe Threads initiative could be replicated to other sectors. At the heart of the Safe Threads initiative is a business model that provides economic incentives for products that do not use child labor that might be applicable to other economic sectors.

### **3.8. Economic Empowerment and Agriculture Activities**

In agriculture, the project focused on increasing the incomes of potato growers and promoting small livestock activities. E-FACE provided support for training, inputs in the form of improved quality seedlings, and the building of potato storage sheds. In the case of livestock, sheep and goats were distributed through VSLA groups.

E-FACE reports good results on increased incomes of potato growers. The evaluator conducted a focus group discussion with participants representing different potato grower groups. There were also some potato growers that participated a few of the other focus group discussions. Local government officials that were interviewed during the evaluation commented on the usefulness of the support to the potato growers. As one local official from the agriculture department indicated, “They (farmers) had indigenous knowledge for growing potatoes but they could not manage to store them (potatoes) long enough to get a higher price outside of the immediate growing season. Now the growers can store their potatoes until the prices are right and sell at a much higher price. We from the agriculture department see this as a very good improvement.”

The growers stated that the post-harvest training and the storage sheds are likely to substantially boost their incomes. Unfortunately, the potato grower groups indicated that they had not yet been able to sell out of season at the time of the evaluation because the sheds had been built during the last growing season. It was thus difficult to independently

assess the exact extent to which the sheds are useful although the evaluator agrees with the beneficiaries and government officials that the storage sheds show strong potential.

Two challenges were identified that may affect the longer-term results of the potato growing support. The first is the drought that is currently affecting parts of Ethiopia. One potato grower commented that while his group is concerned about the drought, it has not yet affected their production. It is difficult to predict how the drought will affect potato growers over the long term.

Potato growers also expressed concerns about the quality of the seedlings that they received. At the time of the midterm evaluation, potato growers indicated that they received seedlings that could be multiplied over several rounds. The potato groups that were interviewed during the final evaluation indicated that they have to buy seedlings on a yearly basis and are not able to multiply them. MEDA, however, indicated that seeds are sold through associations of producer groups and that most of the farmers save their seedlings and replant them. It would be useful to conduct an assessment about a year after the project ends to document the actual impact of these interventions.

The evaluator was not able to sufficiently assess the extent to which the E-FACE livestock activities contributed to increased incomes because she interviewed too few households. One VSLA group reported that they obtained three goats for each household and benefited from this activity. One of the members indicated that he was able to purchase a cow with the proceeds of selling his goats. One of the major risks of providing economic empowerment through support for livestock is that animals may die due to illness or other factors. The group indicated that the E-FACE program included a micro-insurance component to cover this risk, which cost about half the price paid for the goats. The members of this VSLA indicated that this was a good opportunity and beneficial to their economic empowerment.

### **3.9. Village and Youth Savings and Loan Associations**

The project provided support for the establishment and strengthening of Village Savings and Loan Associations (VSLA) and Village Savings Association for Youth (VSAY) as part of the economic empowerment activities.

#### **Village Savings and Loan Associations**

E-FACE was quite successful in establishing and strengthening VSLAs. There was evidence of asset building such as investments in livestock and other economic activities. Savings were also used for household needs such as school supplies and emergencies. The evaluator visited several VSLA groups and was able to triangulate this information with information obtained from focus group discussions with local government officials and CPC members. In one case, government officials indicated that they were not sufficiently informed of the situation regarding the VSLAs in their area despite requests for such information. All individuals interviewed indicated that the combination of economic empowerment efforts with the VSLAs helped to reduce child labor and child

trafficking. As a representative of one group noted, “Now we can manage ourselves and our children can stay in school because we learned how to save.”

A review of the record books indicated that they were well organized and maintained, which attests to effective guidance from E-FACE. Although sometimes members were irregular in paying dues, most members were able to catch up and pay what they owed. It should be added, however, that the amounts saved were low in groups where there was little borrowing. A group that had unfortunately decreased in size from 18 to eight active members<sup>42</sup> had a surprisingly large amount in their savings. Further analysis indicated that the active members borrowed and paid their loans back regularly. Given that there is a 10% interest rate on the amount borrowed, this means that the group was able to grow the capital in their savings more quickly than by relying on savings alone. This experience confirms the common finding<sup>43</sup> that it is important for groups to lend out their savings so that they can grow their capital.

Despite the overall positive functioning of the VSLA groups, most members indicated that they felt disappointed that they were not been able to increase their incomes as much as they would have liked. One possible explanation for the disappointment is that the VSLA members had unrealistic expectations at the start of the project. It takes time to build well-functioning VSLAs, especially using mechanisms where no kick-starter funds are provided from the project<sup>44</sup> to help the group grow quickly. The E-FACE methodology required VSLAs to use their own savings because it decreases dependence on outside sources.

MEDA indicated in its comments to the first draft of the evaluation report that the VSLAs were not intended to increase incomes but only to provide savings opportunities. The evaluator believes, however, that ultimately the reason for such groups is to increase incomes. Savings should eventually help increase incomes. For example, building savings that can be accessed in times of health or other emergencies should ultimately help increase incomes since group members would not be required to deplete their own working capital to address these emergencies.

### **Village Savings Association for Youth**

The project’s midterm evaluation report indicated that only one VSAY group was interviewed during fieldwork and that more groups should be interviewed during the final evaluation. The VSAY groups are mostly composed of children between the ages of 14 and 17 years of age. Unfortunately, only two meetings with VSAY groups could be organized during the final evaluation. It appeared to the evaluator that these two VSAY groups were among the more successful groups that the project organized.

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<sup>42</sup> According to their own statements and verified by consulting their record book.

<sup>43</sup> See for example CARE Impact (2015) Focus Good Business? Banking on Africans. Available from: [www.impactmag.org/01/Focus.html](http://www.impactmag.org/01/Focus.html). Website accessed October 10, 2015.

<sup>44</sup> In this case from the E-FACE project.

While the VSAY concept has potential, the VSAY groups that were formed were not as successful as might be expected. The interviews with the VSAY groups indicated that the life skills and other trainings that the project provided showed positive results. These sorts of trainings helped stimulate self-awareness, planning, and create an understanding of children’s rights including the right not to work in exploitative child labor.

Children in the two VSAY groups were able to explain their rights. Interestingly, none of the children wished to be weavers in the future. Children indicated, “Weaving is good work but we think there is better work.” Children stated that they would prefer to be doctors, lawyers, and teachers. One child wanted to become a psychologist. The evaluator found that such statements are common among child beneficiaries of child labor projects in schools across the world. It is worth noting that these children were already older and still had these admirable dreams. The extent to which such dreams are realistic and how not achieving them might negatively affect these children are issues to consider in the design of future child labor projects.

The training efforts and strengthening of children’s confidence so they participate in decisions that concern them are very important activities. Several areas would, however, need improvement in the future if similar efforts to develop VSAYs were undertaken.

Children indicated that they had benefitted from acquiring the “habit of saving” and that they had “Created a family relationship between group members because of this savings process. We have the same vision and are planning businesses. We also have discussions about our behavior and we give advice to members to collaborate within the group and also be assertive in the points that they make.” These are very good and useful points.

A review of the children’s record keeping books indicated quite a few gaps in terms of quality of record keeping, regularity of savings of individual children, and overall low savings rates. No loans had been disbursed as the focus is on savings and not on loans. Few groups had been linked to Financial Service Institutions (FSI). As indicated below, the project reported that 24 VSAY groups were linked to FSI and 46 youth linked to VSAYs. These figures appear inconsistent because it would mean that there are only between one and two members per group unless this means that individual children are linked to FSIs. These figures require further explanation.<sup>45</sup>

E-FACE reported the following data in the most recent Technical Progress Report<sup>46</sup> prior to the evaluation fieldwork:

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<sup>45</sup> It should be recognized that one of the most common challenges in stimulating youth savings is the minimum age for opening an account, which in Ethiopia as in many other countries is 18 years of age. Consultative Group to Assist the Poor (2012) Emerging Perspectives on Youth Savings. Focus Note PDF No 82, July 2012. Washington, DC.

<sup>46</sup> E-FACE (2015a), Technical Progress Report E-FACE Project, April 2015. Addis Ababa: World Vision.

**Table 2: Summary of Key E-FACE Data**

Total VSAY groups	133
Total number of VSAY members	1,729 (40% girls / 60% boys)
Cumulative savings for all VSAYs	USD 9,395.70 (ETB187,914)
Total number of youth linked to FSIs	46
Total number of VSAYs linked to FSIs	24
Percent of VSAY members not linked to FSIs	97.34%
Average number of members per group	13
Average savings per group	ETB 1,412.89 (approximately USD 67.38)
Average savings per member	ETB 108,68 (approximately USD 5.15)

While the overall numbers appear promising, further analysis indicates that savings rates are still low. This is confirmed on review of the record books of the children who were interviewed during the evaluation. One group had over 3,000 ETB in savings and the other over 1,400 ETB. This means that it is highly possible that the average savings amount is indeed only 1,412.89 ETB because some groups have high amounts and others have very low amounts of savings.

The savings rates of the VSLAs are almost double those of the VSAYs. This is not surprising since children have fewer resources to put into their group savings. Likewise, neither of the groups interviewed had lent out money to members, which makes it more difficult to grow the money in their savings.

While the children expressed interesting ideas for what to do with their savings, the extent to which they were realistic and suitable goals for a VSAY is uncertain. One group said they intended to start an Internet Café, which would take another three years of savings. The other group said they would start a childcare center in a few years. While it is laudable to have such goals, experience elsewhere<sup>47</sup> indicates that it is useful for children to have different shorter-term goals aligned with their needs by age and life situation. Research<sup>48</sup> has shown that young people want and need financial services to help them manage financial pressures related to key life transitions such as going to school, attending vocational training, or helping their families and for emergencies. This helps to stimulate savings and may contribute to growing the amount their savings.

### **3.10. Government and Community Capacity and Role Strengthening**

The evaluation found that the level of involvement of local and national government in the E-FACE project was high. E-FACE focused on building the capacity of government officials, CPC, and volunteers to address child labor and child trafficking. Local officials

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<sup>47</sup> Consultative Group to Assist the Poor (2012) Emerging Perspectives on Youth Savings. Focus Note PDF No 82, July 2012. Washington, DC.

<sup>48</sup> IFAD Policy and Technical Advisory Division (2015) Youth Access to Rural Finance. Lessons Learned Series on Inclusive Financial Services. PDF. Rome: IFAD.

were trained on child labor and child trafficking issues to raise their awareness (see Section 3.5). In addition, the project provided specific training for personnel in line ministries, which included labor inspectors, police, and justice officials. The training also concentrated on helping Kebele level community workers, CPC members, and volunteers identify children in or at-risk of child labor and the subsequent monitoring of these children.

Interviews with key government stakeholders at the national, regional, zonal, Woreda, and Kebele levels suggested strong ownership of project activities and a willingness to continue to address exploitive child labor once the project ends. The adoption of by-laws on child labor and child trafficking at Woreda and Zonal levels would suggest a high degree of commitment. Another example of ownership is the ratification and financing of guidelines and plans of zonal structures to eliminate child labor and child trafficking and the establishment of councils at the Woreda and zonal level to implement the guidelines and plans. The Woreda and zonal councils explained to the evaluator that child labor and child trafficking elimination efforts are mainstreamed in different decentralized line offices and that 2% of the overall local development budget has been allocated to fund these efforts.

It will be important to determine exactly where the 2% will be found. In one school, teachers indicated that they would have to provide 2% of their salary to address these issues. The teachers indicated that while they had not been consulted prior to this decision, they had discussed it among themselves and agreed. Teachers salaries are, however, already quite low so it may not be the best strategy to extract funds from their income as it may affect their motivation, especially in remote areas and in places where schools are not yet renovated. During a meeting at the zonal level, the evaluator checked with officials about the policy regarding where the 2% should come from. The zonal level officials indicated that it should not come from teachers' salaries and would verify whether there was a misunderstanding and then rectify the situation if necessary.

Another example of government commitment is the integration of the E-FACE supported weavers' code of conduct into AABOLSA's routine labor inspections. To help ensure the implementation of the code of conduct and more general labor laws, E-FACE provided training to 523 labor inspectors. The evaluator visited and discussed the code of conduct with MOLSA officials who expressed appreciation for the labor inspectors training. Unfortunately, the evaluator was unable to meet with the labor inspectors.<sup>49</sup>

The labor inspection training was intended to educate inspectors on verifying exploitive child labor in both the formal and informal economy. This is important as, in many countries, labor inspectors confine their work to the formal sector while child labor is most prevalent in the informal sector. The evaluator reviewed the training content and found that the course was well organized around major child labor issues. These included

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<sup>49</sup> National holidays during the evaluation made it difficult to meet labor inspectors who had attended training as many were away from their duty stations and the evaluation had limited possibilities to make changes in the schedule to accommodate the situation.

awareness-raising on child labor, steps to identify and take action if cases of exploitative child labor are identified, and the contents of the NAP<sup>50</sup> as well as laws such as Proclamation 377.<sup>51</sup> Proclamation 377 limits the minimum working age to 14 years of age and establishes a maximum number of working hours for children between 14-18 years of age as well as the allowable types of work and working conditions for children in this age category.

E-FACE also provided training to police and justice officials on child labor and child trafficking issues, including the implementation of legal and policy frameworks. Meetings with local government officials included representatives of the police in every location. These police officials pointed out the usefulness of the training to enable them to address cases of trafficking in particular. In line with the training, the police undertook steps to improve the verification of minors in or near public transport locations. They indicated that these efforts had a real impact on reducing the incidence of child trafficking, a point other government officials confirmed during the meetings. In communities, CPC members and officials also noted that trafficking had decreased; specifically stating that this was in part due to increased verifications of police in combination with the other project activities.<sup>52</sup>

The evaluation found that training on CLMS was well established and ownership at community level was high. The CPCs are institutionalized because they include Kebele level officials, which should contribute to sustaining CLMS activities. CPC members and volunteers in 67 communities were involved in carrying out CLMS at the time of the evaluation. Focus group discussions with the CPC members and volunteers indicated that they were still involved with the project although it is difficult to determine with full confidence if the same level of intensity will continue once the project ends.

### **3.11. Sustainability**

Overall, the evaluator is impressed with the possibilities regarding the sustainability of the project activities. The evaluation found that the sustainability of the education interventions (i.e. keeping children in school) is promising. It should be noted, however, that key stakeholders expressed varying degrees of confidence that children would stay in school. Children were the least confident while government officials, who are more aware of the steps being taken to ensure sustainability, were the most confident.

Government officials who were interviewed during the evaluation indicated that they were quite confident that project activities would be sustained. They attributed this to

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<sup>50</sup> It should be noted that the NAP phased out in September 2015 and the ILO is working with the government on the development of a second phase.

<sup>51</sup> Ethiopian Legal Brief – Abraham Yohannes (2011) Proclamation No. 377/2003 Labour Proclamation. Available from <http://chilot.me/2011/08/07/proclamation-no-3772003-labour-proclamation/>. Website accessed 14 October 2015.

<sup>52</sup> As described in other sections of the report and including awareness-raising, improved quality and access to education, and other means.

increased awareness of individual households, business owners, and communities as well as the adopted by-laws. The officials added that the school renovations, teacher training, and other support to improve the quality of education also contribute to sustainability. They also noted two additional factors that will help ensure sustainability: (1) CPCs are integrated in the local government structures at the Kebele level and report to the Woreda and zonal levels and (2) government funds have been officially allocated to local development plans to implement child labor prevention activities.

It should be noted that some stakeholders believe that the holistic approach that the project used to address exploitive child labor was beneficial and appropriate for ensuring sustainability. This was also the opinion of the State Minister of MOLSA who had recently visited the project areas.

Nevertheless, government officials stressed that much work remains to fully eliminate exploitive child labor. They noted that more effort would be required to extend child labor prevention activities to those Woredas and Kebeles that were not included in the project.<sup>53</sup> Local government plans need to be fully implemented to bring activities to scale and replicate them to additional cohorts of children in exploitive child labor and associated child trafficking.

At the national level, new issues are being identified that will require new approaches. These include the mobility of children to work in large-scale agricultural (export and domestic) companies. Some weaver business owners are also moving to new or more distant Woredas in or near Addis Ababa. Such Woredas were not included in the project, which means that steps need to be undertaken to replicate activities in these locations as much as possible.

While CPC members, volunteers, and educators expressed optimism about sustaining key project interventions and results, they pointed out that substantial resources would be needed to ensure sufficient impact. Likewise, teachers indicated that E-FACE worked with them quite intensively and they were uncertain if the government would be able to provide the same level of support so they could continue with the education interventions aimed at addressing child labor.

Parents of the child beneficiaries were also relatively optimistic about sustaining key project results. For example, the weavers that were interviewed in Sodo Town indicated that, “There is a reduction in child labor because we and our community are aware now. But there is still migration from some of the rural areas that still needs more and continuing attention.”

The children that were interviewed were the least optimistic about staying in school. Depending on the Focus Group, between 33% and 100% of the children that were

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<sup>53</sup> Not all Kebeles within a Woreda were included in all project activities.

interviewed indicated that they were uncertain of being able to stay in school.<sup>54</sup> Those who were more positive attributed their ability to stay in school to the increased economic empowerment of their family because of the project. Children who were pessimistic indicated that they felt there had been improvements in terms of poverty reduction but it was not yet sufficient.

On the other hand, parents, teachers, and other community members were more confident that the vast majority of the children would be able to stay out of exploitive child labor and stay in school. This may be, at least in part, because the children were not well informed about the government's plans to sustain certain educational services. Involving children in planning and other decisions should help ensure that they are better informed. This might be achieved if child representatives and teachers are trained in information sharing techniques.

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<sup>54</sup> In some Focus Groups about one third of the children said they were uncertain of staying in school while in other groups all of the children were uncertain. On average about half of the children in Focus Groups said that they were uncertain.

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## IV. Conclusions

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The project as a whole was quite successful in addressing the main obstacles to eliminating child labor in Ethiopia. In almost all cases the project exceeded, sometimes even by far, the expected achievement of results. The over-arching and most profound evaluation finding was the success of the project's awareness-raising efforts. The next most noteworthy finding was identified several interesting results in the TVET program. The project was also successful at building the capacities of national and local government officials and made substantial progress on improving the economic empowerment of households and decent work conditions for older children and adults.

The evaluation found that the combination of activities that E-FACE implemented in schools, communities, and at various government levels led to positive results. On the other hand, the evaluation found that a major challenge was the fact that the project had so many different components. Each component had a different measure of success. The complexity and time needed to fully integrate all of these components was not sufficiently considered in the design of the project. This does not mean that future projects should be simplified. It does mean, however, that more attention should be paid to methods that will improve the integration of activities.

The evaluation further concludes that the project's ToC, as stated in the CMPEP, is valid. The use of the CMPEP, with its extensive process to ensure common agreement on project elements and monitoring and evaluation processes, was found to be useful. Although the CMPEP is supposed to be flexible so changes can be made based on implementation realities, the project did not make adjustments because project staff did not realize that adjustments was possible.

Coordination between the implementing partners continued to be complicated but had improved since the midterm evaluation.

The design of the monitoring and reporting system only partially met the needs and requirements of the project. While the CMPEP was found to be a useful tool, its implementation, especially data collection methods, was found to be quite challenging.

The evaluation found that teacher training was effective in improving education quality. The implementation of action-based learning stimulated the interest of parents and children, increased learning, and contributed to reducing drop out levels. The evaluation found that awareness of the usefulness of the ECCE program was apparent but resources to include ECCE in all schools do not yet exist.

The project undertook many activities to improve the school environment, including renovating many school blocks and latrines or building new ones where existing ones were in poor condition. Nevertheless, there were still some schools that lagged behind with regard to renovations.

Although there is increased international focus on the importance of the participation of children in decision-making, this was an area that did not receive much attention compared to children's involvement in awareness-raising. The project helped organize and strengthen existing and new school clubs, which the evaluation found to be helpful for awareness-raising. Nevertheless, actual participation in decisions related to other project aspects was limited.

The vocational/skills training models were useful in increasing educational opportunities. However, with regard to increased job opportunities, the results were inconsistent across different types of project initiatives. The allocation of the workspaces, while very useful, does not automatically mean that all issues are resolved and income is guaranteed.

The evaluation found that the support that weaver families of child beneficiaries received contributed to their economic empowerment. The evaluation also determined that there was room for improvement, especially with regard to product marketing. E-FACE reported good results on increased incomes of potato growers although it was difficult for the evaluator to independently confirm this due to the small number of potato growers that were interviewed. Government stakeholders indicated that, in general, incomes of potato growers had increased. The groups that were interviewed noted, however, that the impact of support mechanisms, such as the newly built storage spaces, were still to be determined. This is because the group members were waiting for the right moment to sell so they would receive the best possible price. The evaluator was not able to sufficiently assess the extent to which the E-FACE livestock activities had contributed to increased incomes because too few households that engaged in this activity were interviewed.

E-FACE provided support for the implementation of improved working conditions that affected older children who are allowed to work under decent conditions<sup>55</sup> as well as adults. It was evident that all individuals working in the improved sites benefited, which is important because not only children should benefit from decent work. Business owners that were interviewed pointed out that the improved conditions also contributed to improved production quality.

The Safe Threads program that aims to create a child-safe label for products was developed and agreements reached with the Addis Ababa Labor and Social Affairs Bureau, other government offices, and the Ethiopian Fashion Designers Association. While, the Safe Threads program appears promising, the evaluation discovered that the program still needs to be fully implemented with designers and weavers. Therefore, evaluating the results of Safe Threads on child labor was not possible during this evaluation.

E-FACE was quite successful in establishing and strengthening the VSLAs. There was encouraging evidence of asset building such as investments in livestock and other

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<sup>55</sup> That is, in line with the code of conduct, which includes references to, allowed working hours and other conditions.

economic activities. Despite the overall positive functioning of the VSLA groups, most groups indicated that they felt disappointed that they had not been able to increase their incomes as much as they would have liked. The evaluation determined that the expectations of the VSLA members regarding possible increases in incomes were high, which may account for some of the disappointment.

The evaluation found that while the village savings association for youth (VSAY) concept has potential to engage youth and increase income, the VSAY groups that were formed were not as successful as might be expected. The VSAY groups indicated that the life skills and other trainings that the project provided were valuable. The management of the financial savings component could have been improved, including mechanisms to better target the use of savings.

Key project interventions and results will likely be sustained once the project ends. Government officials from all levels who were interviewed during the evaluation indicated that they were quite confident that project activities would be sustained. Children and their parents were relatively confident that the educational interventions and results (i.e. keeping children in school) would be sustained. Government officials at all levels exhibited strong commitment to continuing project activities. For example, governments in the project areas have allocated 2% of their local budgets to continue and replicate activities on child labor and child trafficking.

CPCs and volunteers indicated that they intend to continue implementing activities. However, it is difficult to determine with full confidence if the same level of intensity will continue once the project ends. As with other project activities, stakeholders expressed concern about the ability of the government to have the same impact as the project. Much work remains to fully eliminate exploitive child labor. Efforts need to be extended to more Woredas and additional Kebeles within the Woredas that were included in the project.<sup>56</sup> The implementation of local government plans need to fully implemented and replicated to reach additional cohorts of children in exploitive child labor and associated child trafficking.

### **Lessons Learned and Best Practices**

- A holistic approach and strong emphasis on working with local government to address exploitive child labor and associated child trafficking are useful to increase impact and the potential for sustainability.
- Creating formal linkages between community groups focusing on child labor and child trafficking and local government structures is beneficial and likely contributes to sustainability.
- The inclusion of action-based learning methods as promoted and implemented through effective teacher training, innovation, and pedagogical learning centers using locally available inexpensive inputs is effective.

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<sup>56</sup> Not all Kebeles within a Woreda were included in all project activities.

- Renovation of schools including improved school blocks, gender segregated latrines, print-rich classrooms, and talking schools<sup>57</sup> contribute to increasing interest of parents and children in schools as opposed to child labor.
- Organizing producers into business associations to help formalize the support that they may obtain from government is useful to increase economic empowerment.
- The efforts of businesses operating in the informal economy to improve occupational safety and health issues are effective at improving decent work conditions for adults and for older children (older than 14 years). Efforts to improve hygiene in the workplace and use appropriate technologies appear to have increased the quality of products.
- Safe Threads branding of weaving products that ensures items are produced under decent work conditions with special attention to avoid exploitive child labor shows good potential. Note that the full implementation of this good practice still needs to be carried out and assessed.

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<sup>57</sup> For print rich classrooms and talking schools, classrooms and school grounds are decorated with posters, murals, signs, and other items with key lessons contents and inspirational messages on education and avoidance of exploitive child labor.

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## V. Recommendations

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Note that the key suggested implementers are indicated between parentheses after the recommendation.

1. The most important and overarching recommendation is to replicate the good practices that were developed and tested in the E-FACE project in other areas of Ethiopia and other countries as appropriate to the context. Key good practices to replicate would be the holistic approach of integrating different types of activities with strong emphasis on working with local government to address exploitive child labor. This should include formalizing the linkages between community groups focusing on child labor and child trafficking and local government structures.

With respect to education, action-based learning methods as promoted and implemented through effective teacher training as well as innovation and pedagogical learning centers using locally available inexpensive inputs should be implemented. Where school learning conditions are inadequate, school renovations to improve the physical school environment should be undertaken. These would include painting classrooms and posting of educational information and messages.

To achieve economic empowerment, production groups should be formalized and improved occupational safety and health conditions should be replicated. Where appropriate, developing child labor free product brands should be developed and promoted. (Government of Ethiopia, Agencies carrying out projects on child labor and USDOL)

2. Consider including methods that will lead to the full integration of project activities into the design of similar multi-component projects. To facilitate government replication, ensure that integration of activities into a synergistic approach is modeled from project inception. (Agencies carrying out project on child labor)
3. Increase the awareness of project implementers regarding the flexibility inherent in the CMEP to allow for needed adjustments based on changing realities or newly identified opportunities. Projects should ensure that their indicator definitions are very clear regarding the elements to be included under the indicator. This would include clear definition of what is included under all terms. (Agencies carrying out projects on child labor and USDOL)
4. Scale up children's voice to increase their participation in decision-making regarding activities affecting them at local and national levels on child labor and child trafficking. (Agencies carrying out projects on child labor)
5. Ensure that school management clearly communicates to parents that financial or in-kind contributions to the schools are not mandatory for the poorest children and that government school inspectors monitor the situation. (Agencies carrying out projects on child labor, Governments)
6. The link between child laborers that return to formal general education classes after completing technical vocational education and skills training (TVET) should be analyzed. The conditions, reasons, and frequency under which this occurs as well as

the outcome of returning to formal general education classes should be assessed. This should include an assessment of how absence from school to engage in income generating activities affects children's ability to attend and perform in formal general education classes. The options to access night school and distance learning in areas where formal education classes are not available should be explored. (Agencies carrying out projects on child labor, Governments, USDOL)

7. A one-year post-project impact study to ensure that all good practices and lessons learned are well identified should be conducted. This is important given that the project implemented a number of activities that were innovative but need more time to be fully implemented. These include implementation of by-laws and local plans, the Safe Threads initiative, action based learning education initiatives, agriculture support initiatives, village savings for youth initiatives, implementation of market linkages of producer groups. (Potential donors, government, agencies carrying out projects on child labor)

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## **VI. Annexes**

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## Annex 1: Detailed Overview of Selected Key Project Results<sup>58</sup>

Please note that additional results on all of the outcomes are available in the E-FACE final technical progress report.

Area	Outcome Indicator	Baseline	Target/ Actual	Total (where applicable)	
Education: Common Indicators	<i>E.1 # Children engaged in or at high-risk of entering child labor provided education or vocational services (per sex and age)</i>		Target	20000	
			Actual	20637	
			CL	14087	
			Children at High Risk (CAHR)	6550	
			Male	11862	
			Female	8775	
			Under 14	13733	
			14 y.o. or above	6904	
	<i>E.2 # Children engaged in or at high-risk of entering child labor enrolled in formal education services provided education or vocational services (per sex and age)</i>			Target	12163
				Actual	16090
				CL	9825
				CAHR	6265
				Male	9217
				Female	6873
				Under 14	12506
				14 y.o. or above	3584
	<i>E.3 # Children engaged in or at high-risk of entering child labor enrolled in non-formal education services provided education or vocational services (per sex and age)</i>			Target	1988
				Actual	4029
				CL	2624
				CAHR	1405
				Male	2279
				Female	1750
				Under 14	1679
				14 y.o. or above	2350
	<i>E.4 # Children engaged in or at high-risk of entering child labor enrolled</i>			Target	576
				Actual	1303

<sup>58</sup> E-FACE (2015b) Monitoring Data Overview E-FACE Project, April, 2015. September 2015. Addis Ababa: World Vision

	<i>in vocational services (per sex and age)</i>		CL	1303
			CAHR	0
			Male	698
			Female	605
			Under 14	0
			14 y.o. or above	1303
			<b>Education: Project Indicators</b>	<b>OTP 1:</b> # schools with at least 90% of its teachers trained in interactive/innovative pedagogical methods
Actual	57			
<b>OTP 2:</b> # of schools with principals and other education authorities trained in school improvement options and governance	0	Target		57
		Actual		57
<b>OTP 3:</b> % of children scored >65% average score for all subjects (15% over the passing average score of 50%)	-	Target		0
		Actual		0
		# of target children scored >65% average score for all subjects		35758
	Total # of target children in formal education	59366		
<b>OTP 4.</b> # of target schools receiving rehabilitation and/or renovation of infrastructures or that have at least been provided with one of the following services: sex-segregated latrine or at least one type of water supply schemes	0	Target		57
		Actual		57
<b>OPT 5.</b> # of target schools with adequate number of student desks, blackboards, teachers tables and chairs	-	Target		0
		Actual		0
<b>OTP 6.</b> # of target schools with interactive classrooms including visual approaches to learning	-	Target		57
		Actual		57
<b>OTP 7.</b> # of pedagogical and innovative centers	-	Target		57
		Actual		57
<b>OTP 8.</b> # of children that receive school materials	0	Target		30709
		Actual		32475
<b>OTP 9.</b> # ECCE centers that receive skill improvement kits	0	Target		48
		Actual		48
<b>OTP 10 .</b> # of target children (5-6 years old) that attend preschool (ECCE) program	0	Target	1241	
		Actual	1681	
<b>OTP 11.</b> # of out of school children that attend school readiness program	0	Target	4862	
		Actual	4342	
<b>OTP 12.</b> # of target schools/ centers providing service of: Night program; Weekend program; or Integrated adult functional literacy	0	Target	17	
		Actual	16	

	program			
	<b>OTP 13.</b> # of target children enrolled at night school	0	Target	110
			Actual	12
	<b>OTP 14 .</b> # of target children attend week end program	0	Target	0
			Actual	0
	<b>OTP 15 .</b> # of target children attend integrated adult functional literacy program	0	Target	103
Actual			60	
<b>OTP 16 .</b> # target children attending vocational skills training	0	Target	1307	
		Actual	1303	
Livelihood: Common Indicators	<b>L.1</b> # of households receiving livelihood services		Target	5808
			Actual	7859
	<b>L.2</b> # of adults provided with employment services (per sex)		Target	768
			Actual	7859
			Male	4247
			Female	3612
	<b>L.3</b> # of children of legal working age provided with employment services (other than vocational training) (per sex)		Target	2457
			Actual	2495
			Boys	1462
			Girls	1033
	<b>L.4</b> # of individuals provided with economic strengthening services (per sex)		Target	1228
			Actual	7319
			Male	4335
			Female	2984
	<b>L.5</b> # of individuals provided with services other than employment and economic strengthening (per sex)		Target	954
Actual			2590	
Male			2173	
Female			417	
Livelihood: Project Indicators	<b>OTP 23.</b> # of producers with child-safe certification standard products (indicator contributing to Country Capacity)	-	Target	0
			Actual	0
	<b>OTP 17.</b> # of HHs in the weaving sector with increased production	0	Target	1000
			Actual	880
	<b>OTP 18.</b> # of households linked to profitable market in the value chain	0	Target	871
			Actual	880
	<b>OTP 19.</b> % of target households referred to PSNP/HABP/GRAD/and other livelihood improving programs	0	Target	493
Actual			7	
# of households linked to PSNP...programs			2116	
<b>OTP 20.</b> # of HHs working in	0	Total # of target households	2250	
		Target	1998	

	agriculture with increased access to different agriculture inputs, improved seeds and seedlings		Actual	6336
	<b>OTP 21.</b> # of Target HH that with access to financial services		Target	2500
			Actual	3119
	<b>OTP 22.</b> # of households that receive entrepreneurship training	0	Target	763
			Actual	1508
	<b>OTP 24.</b> # of business in the weaving sector that adopt codes of conduct regarding labor conditions for youth	0	Target	763
			Actual	1072
	<b>OTP 25.</b> # of business owners who mitigated workplace hazards		Target	200
			Actual	245
	<b>OTP 26.</b> # of children of legal working age (14-17) that receive life skills and business management training	0	Target	825
Actual			2063	
<b>OTP 27.</b> # of children of legal working age (14-17) that participated in VSLA (Village Saving and Loan Association)	0	Target	250	
		Actual	250	
<b>OTP 28.</b> # of children of legal working age (14-17) with basic skills and start up inputs to be agricultural sales agents	0	Target	0	
		Actual	0	
Social Protection: Common Indicators	<b>OTP 30.</b> # of (Country-) regions that include child labor issues within their education curriculum ( <i>indicator contributing to Country Capacity</i> )	0	Target	2
			Actual	2
	<b>OTP 31.</b> # of target woredas where birth registration certificates are issued/delivered by competent authority ( <i>indicator contributing to Country Capacity</i> )	0	Target	16
Actual			16	
Social Protection: Project Indicators	<b>OTP 29.</b> # of target communities/Kebeles/ketenas running a CBCM /CLM-based reporting and referral system	0	Target	121
			Actual	105
Capacity Building: Project Indicators	<b>OTP 32.</b> # of Woredas' staff that receive training and other support to implement CL and child trafficking prevention/ elimination activities	0	Target	4261
			Actual	7116
	<b>OTP 33.</b> # of Regional or/and zonal	0	Target	1057

	level structures' staff) that receive training and other support to implement CL and child trafficking activities		Actual	563
	<b>OTP 34.</b> # of National structures' staff that receive training and other support to implement CL and child trafficking prevention/ elimination activities	0	Target	580
			Actual	96
	<b>OTP 35.</b> Members of community structures at kebele and village level that receive training and other support to implement CL & child trafficking prevention/ elimination activities	0	Target	6953
Actual			22658	
Awareness Raising: Project Indicators	<b>OTP 36.</b> # of target Woreda sector line offices with increased awareness and action against CL	0	Target	194
			Actual	216
	<b>OTP 37.</b> # of regional structures with increased awareness and action against CL	-	Target	18
			Actual	27
	<b>OTP 38.</b> # National agencies with increased awareness and action against CL	-	Target	9
			Actual	10
	<b>OTP39.</b> # of community structures (kebele and villages) with increased awareness and action against CL	-	Target	182
			Actual	178
<b>OTP 40.</b> # of school clubs/ trained / sensitized on the effects and hazards of CL	0	Target	252	
		Actual	191	
Knowledge Base: Project Indicators	<b>OTP 41.</b> Four research studies on CL completed and their results disseminated to key stakeholders	-	Target	4
			Actual	4

## Annex 2: References

Various project reports and documents were reviewed including the project document, studies and Technical Progress Reports. Other documents referenced in the evaluation report are listed below.

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### Annex 3: Schedule

PERIOD / DATES: September 12 – 29, 2015

TRAVELLER: Dr. Mei Zegers, Ashenafi W/giorgis, Daniel Abdulaziz

WV Country Host: Ashenafi W/giorgis, Director-E-FACE Project

HOTELS: Hotels Name – In Addis Abeba at Nexus, in Arbaminch at Paradise Lodge and in Sodo at Abebe Zeleke

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
<b>Day one: Sat Sep 12, 2015</b>					
2:55AM on	Mei arrives into Addis on Egypt Air Flight 851 very early in the morning at 2:55 AM on the 13 <sup>th</sup> of September	Bole Airport	Mei, Nexus hotel		
	Transfer to Nexus Hotel and rest	Nexus Hotel			
	Dinner and overnight	Nexus Hotel			
<b>Day Two: Sep13,2015</b>					
Sunday		Nexus Hotel			
<b>Day Three: Mon Sep 14, 2015</b>					
<b>Meeting with WVE E-FACE team</b>					
7:30AM-	Breakfast		Mei		
9:00 -11:00 AM	Arrive at WVE premise <b>in front of Nexus hotel</b> : learn about the project progress since the midterm evaluation and discuss evaluation questions	WVE-HO	The senior project team	WVE	
11:00 -11:30AM	Tea break	WVE-HO			
11:30AM-1:15PM	Continued: learn about the project progress since the midterm evaluation and discuss evaluation questions	WVE-HO	The senior project team	WVE	
1:15 -2:15PM	Lunch break	WVE-HO			
2:15 -4:30PM	Continued: learn about the project and discuss evaluation questions. Individual meetings with WVE- HO staff in line with their specializations	WVE-HO	The senior project team	WVE	
4:30-6:00PM	Planning time for day two with project team	WVE-HO	Mei, Ashenafi, Daniel		
6:00PM-	Process notes, dinner and overnight	Nexus Hotel			
<b>Day Four: Tue Sep 15, 2015</b>					
<b>Meeting MEDA &amp; MCDP team</b>					
7:30-8:30AM	Breakfast				
8:30 -9:15 AM	Travel to MEDA .... <b>15 km from Nexus hotel</b>	MEDA Office			
9:15-12:30 AM	Learn about the project and progress since the midterm evaluation, discuss evaluation questions.	MEDA Office	The senior project team	MEDA	
11:45 AM-12:30PM	Travel to WVE office	WVE-HO	WVE		

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
12:30 -2:00PM	Lunch break	WVE-HO			
2:15-3:00PM	Travel to MCDP office.....14 km from Nexus hotel	WVE-HO	WVE		
3:00-5:30PM	Learn about the project progress since the midterm evaluation and MCDP discussions on evaluation questions	MCDP Office	The senior project team	MCDP	
5:30PM-	Process notes, overnight in Addis Ababa	Nexus Hotel	Mei		
<b>Day Five: Wed Sep 16, 2015</b>	<b>Field Work at Gulela/Addis Abeba (1-6 km in AA)</b>				
7:00-8:30AM	Breakfast	Nexus Hotel			
8:30-9:30AM	Travel to MOLSA..... 6km from Nexus				
9:30-10:30AM	Meeting with MOLSA officials	MOLSA	State minister or his delegate	MOLSA	
10:30-11:15AM	Travel to Gulela area Dele Betegel school				
11:15-12:00PM	FGD with principals and teachers (Dele Betegel school)	D. Betegel School		WVE	S
12:00-12:30PM	FGD with CPC members and volunteers (Dele betegel school)	D. Betegel School		WVE	
12:30-1:45PM	FGD with targeted children (Dele Betegel school)			WVE	
1:45-2:30PM	Lunch				
2:30-3:00PM	Travel to Woreda 6 government officials				
3:00-4:30PM	Meeting with Woreda 6 government officials: <i>Community based child labor monitoring systems, reporting and referral structures/systems, awareness raising trainings and child trafficking protection</i>	Woreda 6 office	Woreda admin, education, WCYA, police, BOLSA desk		
4:30-5:15PM	Travel to WVE HO				
5:15-6:00PM	Meeting with WVE Child Protection and Advocacy Specialist	WVE HO			
6:00PM-	Process notes, dinner and overnight	Nexus Hotel			
<b>Day Six: Thur Sept 17, 2015</b>	<b>Field Work at Gulela/Addis Abeba</b>				
7:00-8:00AM	Breakfast	Nexus Hotel			
8:00-9:00 AM	Travel to OSH site; Woreda 6				
9:00-10:30AM	Visit and interview youths Building skills for Life Youth: <i>The project supported youth to gain skill development training and produce in government availed workspaces.</i>	Woreda 6	Mei	MEDA	S
10:30-11:15AM	Travel to youth savings groups (VSAY)				
11:15-12:00 PM	Interview youth savings groups (VSAY)	Woreda 6	Mei	MEDA	S
12:00-1:15PM	Visit & interview organized youth on Hair dressing: <i>Youth recruitment, trainings, start-up kits support, organization, license and income generation process</i>	Woreda 6	Mei	WVE	LS
1:15-2:30PM	Lunch				
2:30-3:30 PM	Interview youth savings groups (VSAY)	Wored 1	Mei	MEDA	

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
3:30-4:00PM	Travel to BO's work space				
4:00-5:00PM	Visit OSH/Keep Safe: improved work environment by home based weaver/BOs	Woreda 1	Mei	MEDA	SR
5:00-5:30PM	Back drive to Nexus hotel				
5:00 PM-	Process notes, dinner and overnight	Nexus hotel			
<b>Day Seven: Fri Sep 18, 2015</b>	<b>Travel Day to Arbaminch...510 km from AA</b>				
12:30-7:30AM	Breakfast	Nexus hotel	Mei		
7:30 AM- 11:00AM	Travel to Butajira town/on the way to AM		Mei, Ashenafi, Daniel		
11:00AM-1:00PM	Travel to Sodo Town/on the way to AM		Mei, Ashenafi, Daniel		
1:00PM-2:30PM	Lunch	Abebe Zeleke Hotel	Mei		
2:30 pm-5:00PM	Travel to Arbaminch town		Mei, Ashenafi, Daniel		
5:00PM----	Check in, dinner and over night	Paradise Lodge	Mei		
<b>Day eight: Sat Sep 19, 2015</b>	<b>Field work in GamoGofa Zone</b>				
7:00-8:15AM	Breakfast	Paradise loge	Mei		
8:15-8:30AM	Travel to Gero/Sikela second cycle school ...3 KM in town				
8:30-9:45AM	FGD with teachers and principals	Arbaminch town	Mei	WVE	S
9:45-10:10AM	Visit and learn about: <i>rehabilitated standard blocks with fence, talking school compound, ECCE class management, innovation centre, organized print rich classrooms and active child initiatives (Mini-media, Child clubs and library)</i>	Sikela school	Mei	WVE	
10:10-11:00AM	FGD with children	Sikela school	Mei	WVE	
11:00-12:15PM	FGD with CPCs and volunteers	Sikela school	Mei	WVE	
12:15-2:20PM	Lunch Break				
2:20-2:45PM	Travel to Households who have access to saving and loan in VSLAs and have also transitioned to a RuSACCO and/or are saving in a formal FSI. .... 4 km in town	Arbaminch town (Meneharia KA)	Mei	MEDA	S
2:45-3:50PM	FGD with VSLA Group		Mei	MEDA	
3:50-5:30PM	Discussion with Arba Minch Zuria Woreda government key stakeholders... in the town	AM Town council	Mei, WCYA, Woreda admin, Education, agriculture, cooperatives, police	Local Govern <sup>t</sup>	
5:30PM----	Process notes, dinner and over night	Paradise Lodge	Mei		
<b>Day Nine Sep20,2015</b>					
Sunday	<b>Process notes</b>				

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
4:00-6:30PM	Interview with WV E-FACE Project Director		Mei, Ashenafi		
<b>Day Ten: Mon Sep 21, 2015</b>	<b>Field work in Gamo Gofa Zone</b>				
7:00-8:30AM	Breakfast	Paradise Lodge	Mei		
8:00-9:45AM	Travel to Chencha Town then to Ditta....43 km from Arba Minch town				
9:45-10:30AM	Visit and learn interventions at Takalo school	Ditta/ Zada	Mei	MCDP	S
10:30-11:45AM	FGD with teachers and principals	Ditta/ Zada	Mei	MCDP	
11:45-12:45PM	FGD with children	Ditta/ Zada	Mei	MCDP	
12:45-1:45PM	FGD with CPCs and volunteers	Ditta/ Zada	Mei		
1:45- 2:45PM	Lunch (take away from Arba Minch)		Mei		
2:45-3:05 PM	Travel to Chencha town				
3:05-4:00PM	Visit Community level Structures (CPCs, Volunteers, Idirs, Kebele)... in Chencha town	Chencha town	Mei	MCDP	S
4:15-5:15PM	Discussion with Chencha Woreda government key stakeholders)... in Chencha town	Chencha Town	Mei, WCYA, Woreda admin, Education, agriculture, cooperatives, police		
5:15-6:00PM	Travel back to Arbaminch..... 25 km				
6:00PM-	Process notes, dinner and over night	Paradise Lodge	Mei		
<b>Day Eleven: Tus Sep 22, 2015</b>	<b>Field work in GamoGofa Zone &amp; travel to Town</b>				
7:00-9:00AM	Breakfast	Paradise Lodge	Mei		
9:00-10:05AM	Discussion with GG zone government officials... in town	Arbaminch Town	Mei	Govern <sup>t</sup>	
10:05-10:30AM	Travel to Dega Ocholo school.....21 km from Arba Minch town				
10:30-11:45AM	Visit Dega Ocholo school: Sex disaggregated latrine, talking school compound, active involvement & community participation and improved academic status-awarded	Arbaminch Zuria District	Mei	WVE	S
11:45-12:45PM	FGD with potato clients at Dega Ocholo		Mei	MEDA	S
12:45-2:00PM	Back drive to Arbaminch				
2:00-2:45 PM	Lunch	Arbaminch			
2:45-3:45PM	Travel to Ugayhu school... 50 km from Arba Minch town		Mei		
3:45-4:05:PM	Visit Ugayehu primary school: Attractive talking school compound & print rich classrooms management which attract children & retained in school, Separate innovation,	Ugayehu school	Mei	WVE	S
4:05-4:50PM	FGD with teachers & principal	Ugayehu school	Mei	WVE	
4:50-5:30PM	FGD with VSL group	Ugayehu school	Mei	WVE	
5:30-7:00PM	Travel to Sodo Town ....110km from		Mei		

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
	Ugayhu school				
7:00PM-	Process notes, check in, dinner & overnight	Abebe Zeleke Hotel	Mei		
<b>Day Twelve: Wed Sep 23, 2015</b>	<b>Field Work in Wolyta zone</b>				
7:00-8:00AM	Breakfast	Abebe Zeleke Hotel	Mei		
8:00-8:45AM	Travel to Humbo town... 23 km from Sodo Town				
8:45-10:00AM	FGD with Hidota members : <i>Community based child support system at district level</i>	Humbo	Mei	WVE	S
10:00–11:00AM	FGD with Model child parliament and school clubs: <i>Successfully working in to solve problems that affect children of the district</i>	Humbo	Mei	WVE	S
11:00-11:35AM	Travel to Abela Faricho KA.....				
11:35-12:30PM	FGD with Abala Faricho Kebele: <i>Households have access to saving and loan in VSLAs, linked with a formal FSI and accessed goats from the project.</i>	Humbo	Mei	MEDA	SR
12;30-1:00PM	Travel Back to Sodo Town				
1:00-2:15PM	Lunch	Abebe Zeleke Hotel	Mei		
2:15 -2:30PM	Travel to Giorgis school...in Sodo Town...0.5 km				
2:30 -3:15PM	Visit Giorgis primery school: <i>Organized pedagogical centre, organized and produced innovative materials, organized print rich class room with different subject corner, conducive teaching learning school compound and attractive rehabilitation are found there</i>	Giorgis school	Mei	WVE	S
3:15-4:20PM	FGD with CPCs and volunteers	Giorgis school	Mei	WVE	
4:20-5:00PM	FGD with children	Giorgis school	Mei	WVE	
5:00-6:30PM	FGD with teachers and principals	Giorgis school	Mei	WVE	
6:30PM-	Process notes, dinner & overnight	Abebe Zeleke Hotel			
<b>DayThirteen: Thur Sep 24, 2015</b>	<b>Field Work in Wolyta zone</b>				
7:00-8:00AM	Breakfast	Abebe Zeleke Hotel			
8:00-8:20AM	Travel to Sibayekorke School.....20 km from Sodo Town				
8:20-9:15AM	Sibayekorke School: <i>Latrine constructed for all school students &amp; 2 blocks rehabilitated.</i>	Sibayekorke School	20 Km	WVE	S
9:15-10:15AM	FGD with teachers and principals,	Sibayekorke School		WVE	
10:15-11:30AM	FGD with children	Sibayekorke School		WVE	
11:30-12:00PM	Travel to Sodo Town				
12:00-1:00PM	Interview with MEDA official organizing	Abebe Zeleke	Mei		

Date/Time	Event	Site	Participants/ Responsible Body	Organiz <sup>n</sup>	Activity status
	efforts in Wolayta Zone	Hotel			
1:30-2:30PM	Lunch	In Sodo Town			
2:30-3:00PM	Drive to textile weavers				
3:00-4:00PM	Visit Textile-Weavers shade: <i>Weaver households have accessed weaving inputs, tools, technologies, skill building trainings and workspaces, This has resulted in improved productivity of weavers and improved income</i>	Sodo Town	Mei	MEDA	S
4:00-5:00PM	FGD with weavers	Sodo Town		MEDA	
5:00PM-	Process notes, dinner & over night	Abebe Zeleke Hotel			
<b>Day Fourteen: Fri Sep 25 2015</b>	<b>Field Work in Wolyta zone</b>				
7:00-8:00AM	Breakfast	Abebe Zeleke Hotel			
8:00-8:40AM	Travel to Sodo Zuria KA..... 4 km from Sodo Town				
8:40-10:15 AM	FDG with Agri-youths: <i>Youths have accessed skill building trainings to engage actively in the market and become entrepreneurs.</i>	W/Zuria		MEDA	S
10:15-10:17 AM	Travel to Dalbo Wogane school... 200m from Agri-Youths meeting place				
10:17-11:30AM	Dalbo Wogane School: <i>Excellent implementation of school compound and print rich class room.</i>	Dalbo Wogane School	7 km from Soddo	WVE	S
11:30APM-12:30PM	Interview with teachers	Dalbo Wogane School			
12:30-1:05PM	Travel back to Sodo Town				
1:05 - 2:45PM	Lunch	Abebe Zeleke Hotel			
2:45-4:45PM	Discussion with Wolyta zone government officials. in Sodo Town	Admin-office		Govern <sup>t</sup>	
5:00PM-	Process notes, dinner & over night	Abebe Zeleke Hotel			
<b>Day Fifteen: Sat Sep 26, 2015</b>	<b>Back Travel day to Addis Abeba</b>				
7:00-8:00AM	Breakfast	Abebe Zeleke Hotel			
8:00-8:45AM	Drive to Boditi town				
8:45-10:00AM	Interview with TVET tailors group: <i>Rehoboth Tailors Association</i>	Boditi			LS
10:00AM -12:30PM	Travel to Butajira Town				
12:30 -2:00PM	Lunch	Butajira town			
2:00-4:30PM	Travel back to Addis Abeba				
430PM--	Check in, dinner, and over night in Addis Abeba	Nexus Hotel			
<b>Day Sixteen Sun Sep27,2015</b>					

<i>Date/Time</i>	<i>Event</i>	<i>Site</i>	<i>Participants/ Responsible Body</i>	<i>Organiz<sup>n</sup></i>	<i>Activity status</i>
Day Seventeen: Mon Sept 28, 2015	Preparation for stakeholders workshop		DR. Mei		
Day Eighteen: Tus Sep 29, 2015	National Stakeholders meeting & Mei's departure, Interview with WVE Head				

**Acronyms:** *AA-Addis Abeba, BO-Business Owner, E-FACE -Ethiopian Fighting Against Child Labor, FGD-Focus Group Discussion, HO-Head Office, KA-Kebele Administration, LS-Less Successful, MCDP-Mission for Community Development Program, MEDA-Mennonite Development Associates, MOLSA-Ministry of Labor and Social Affairs, OSH- Organizational Safety and Health, SLT-Senior Leadership, SR-Successful with Remark, S-Successful, TVET-Technical Vocation and Education Training, VSL-, VSLA- Village Saving and Lending Association, WCYA-Women Children and Youth Affairs, WVE-World Vision Ethiopia*

#### **Annex 4: Interviewees and Focus Group Member List**

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## **Annex 5: Stakeholder Workshop Agenda and Participants**

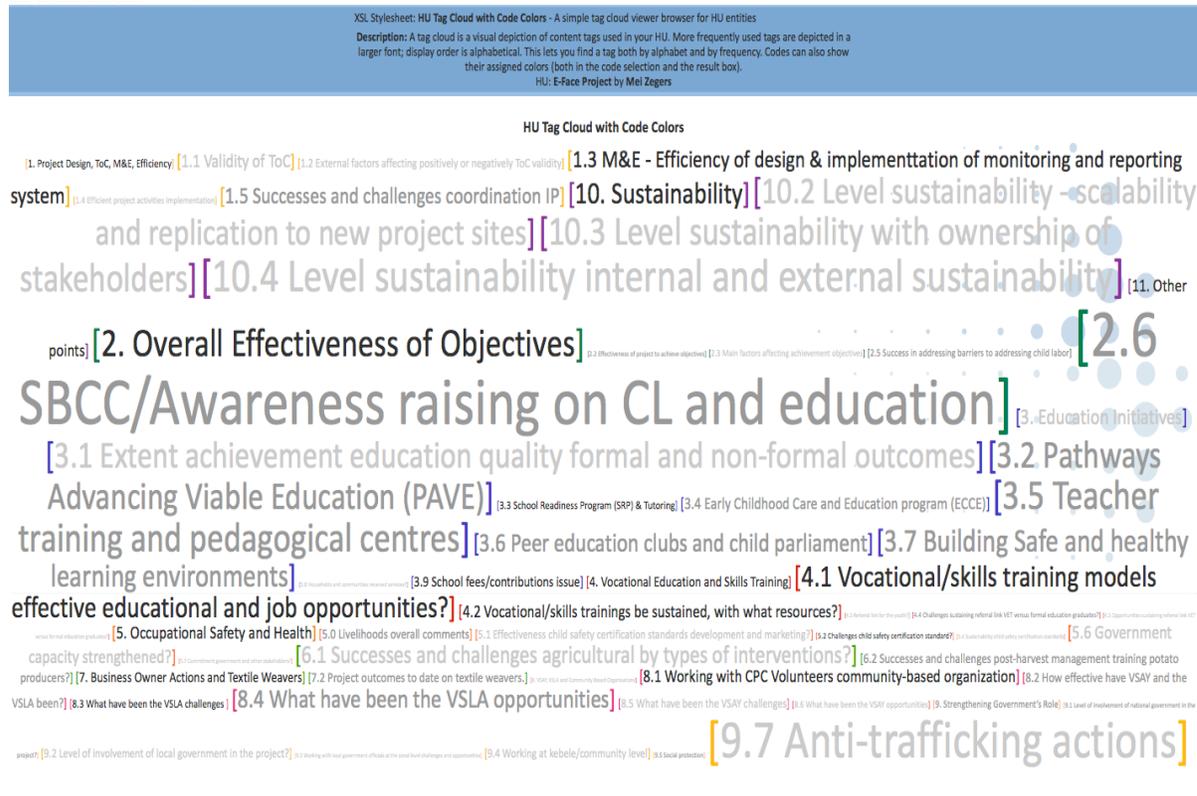
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## Annex 6: Tag Cloud of Stakeholders' Spontaneous Subjects Raised

Note: The tag cloud below is prepared from an analysis of the interview and focus group notes that was done using the qualitative data analysis tool, Atlas.ti. A tag cloud is a stylized way of visually representing the frequency of occurrences of words or sentences.<sup>59</sup> The most popular topics are normally highlighted in a larger, bolder font. This makes it easier to see the most popular topics covered in one quick look.

Although the tag cloud is not the primary means of analysis used, it does show the importance that stakeholders attached to the issue of awareness raising. As can be seen in the graphic, social behavior change communications or awareness raising is very prominent in the tag cloud. Stakeholders raised this subject spontaneously multiple times, that is, it was raised without prompting directly to answer a question on awareness.

atlasti XML



<sup>59</sup> Webopedia (2015) Tag Cloud Definition. Available from [http://www.webopedia.com/TERM/T/tag\\_cloud.html](http://www.webopedia.com/TERM/T/tag_cloud.html). Website accessed 10 October, 2015.

**Annex 7: Terms of Reference**

**An External Final Evaluation  
of the  
Ethiopians Fighting Against Child Exploitive Labor**

**July 2015**

## **I. Background and Justification**

### **A. OCFT**

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

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

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

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

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

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

## **B. Project Context**

Approximately 15 million children are estimated to work in Ethiopia. While the majority of children work in agriculture and domestic service, children also engaged in the traditional weaving industry, the second largest employer of rural households. Many children involved in this industry experience work-related illnesses and injuries as a result of working long hours and crouching while weaving on traditional looms. Major factors contributing to child labor in Ethiopia include household poverty, underemployment, the fragmentation of farming land and HIV/AIDS.<sup>60</sup>

## **C. Project Specific Information**

The Ethiopians Fighting Against Child Exploitive Labor (E-FACE) targets 20,000 children engaged in and at-risk of entering exploitative child labor in Ethiopia with a focus on the traditional weaving industry and child labor in rural areas. In addition, the project targets 7,000 households of targeted children to promote sustainable livelihoods. The project operates in Addis Ababa and the Gamo Gofa and Wolaita Zones. To reduce exploitative child labor in the traditional weaving industry and rural areas through the following intermediate objectives:

- Provide direct educational services to targeted children and sustainable livelihood services to members of their households.
- Support national institutions to improve policies, programs, and delivery of education, social protection, and sustainable livelihood services.
- Raise awareness of exploitative child labor and its root causes and the importance of education for all children.
- Mobilize stakeholders to improve and expand educational opportunities.

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<sup>60</sup> Ethiopians Fighting Against Child Exploitive Labor Project Document, World Vision International, 2012

- Support research and the collection of reliable data on child labor and its root causes, as well as effective strategies to address it.
- Ensure long-term sustainability of these efforts.
- E-FACE is designed to reach these objectives through the following activities:
- Expand and enhance formal schools and alternative learning opportunities, including vocational education, apprenticeship training and literacy programs for targeted children.
- Strengthen educational services, through teacher training, curriculum improvement and infrastructure repairs.
- Provide educational support services to help children succeed and stay in school, including tutoring and mentoring, provision of school supplies, establishment of peer education clubs and capacity building for child protection committees
- Offer livelihood support and social protection programs to working and at-risk children and targeted household members that will alleviate the root causes of child labor by increasing weaving productivity through equipment upgrades, building the capacity of cooperatives and linking beneficiaries to new markets and microfinance options.
- Provide occupational safety and health training to labor inspectors and conduct research on child labor, hazardous work and youth employment opportunities in collaboration with Gondar and Addis Ababa Universities,
- Provide technical support, advocacy, and capacity- building initiatives to governmental institutions to improve policies, legislation, and service delivery.
- Raise awareness on child labor and the importance of education throughout the target areas and across all levels of project stakeholders.
- Strengthen local capacity to combat child labor, including by working with traditional weaving industry entities and other stakeholders to develop a child-safe woven product certification standard.

## **II. Purpose and Scope of Evaluation**

### **A. Evaluation Purpose**

The main purpose of the final evaluation is to assess the degree to which the project has met its goals and objectives, as defined in the project document and Comprehensive Monitoring and Evaluation Plan. The final evaluation should also analyze the project's challenges and successes, assess the validity of the project's theory of change, analyze the sustainability of project efforts, identify good practices and lessons learned, and provide recommendations for future projects in Ethiopia or similar contexts.

In addition, the evaluation will address the following:

- Assess the effectiveness of all project interventions.
- Assess the efficiency of project interventions and use of resources.

- Analyze the potential sustainability of project efforts.
- Determine whether the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way.
- Document lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies in Ethiopia and elsewhere.

## **B. Intended Users**

The evaluation will provide OCFT, the grantee, other project stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project's experience in implementation and its effects on project beneficiaries. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

## **C. Evaluation Questions**

1. How effective has the project been in achieving its objectives? What have been the main factors influencing the achievement or non-achievement of the objectives?
2. Were the project activities implemented efficiently? (This question will be limited to an estimate of how balanced overall resource inputs into project were as compared to results and a review of any steps undertaken to increase cost savings while implementing actions)
3. What difference has the project made to the targeted beneficiaries? Specifically, children, parents, teachers, textile weavers, potato producers, business owners in the implementing zones).
4. How many benefited from the project interventions?
5. Has the project been successful in addressing the main obstacles or barriers that it identified as important to addressing child labor in Ethiopia? (Please refer to problem analysis section of CMEP).
6. Was the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), valid? Were there external factors that affected its validity in a positive and/or challenging way during project implementation?
7. What are the lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies/programs in Ethiopia and elsewhere?

8. How effective has the child safety certification standards been in developing and marketing traditional textile products. What have been the challenges and opportunities? Is it sustainable and can it be replicable to other sectors?
9. How effective has the vocational/skills training models been in increasing educational and job opportunities? Can these trainings be sustained and if so with what resources?
10. Did the referral link for the youth work? What were the challenges and opportunities to sustain the referral link for youth that received vocational/skills training versus those who received formal education?
11. Are there any agricultural intervention lessons learned regarding the types and effectiveness of the post-harvest training services provided?
12. Were the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?
13. To what extent has the project achieved the outcomes relating to education quality (both formal and non-formal interventions)?
14. What have been some of the challenges and opportunities in working with the various project stakeholders (e.g., potato producers who received post-harvest management training, local government officials at the zonal levels, business owner recipients of business development training, textile industry development institute, and/or community-based organizations present in Ethiopia)?
15. How effective have VSAY and the VSLA been? What have been the challenges and opportunities for VSAY as compared to VSLA? What have been the savings rates of VSAY compared to VSLA?
16. Did management training improve services provided by VSLA to producer groups like business owners and agricultural farmers?
17. What was the level of involvement of local/national government in the project and has this involvement strengthened government capacity and commitment to addressing child labor elimination and OSH-related activities?

### **III. Evaluation Methodology and Timeframe**

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

#### **A. Approach**

The evaluation approach will be qualitative and participatory in nature, and use project documents including CMEP data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from the CMEP and project reports to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent

in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

- Data reported by the project in Annex C of the Technical Progress (Status of Project Performance against Indicators) should be used in its analysis of project progress to date.
- Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
- Site visits should be based on sites experiencing success as well as those experiencing challenges. The sites to be visited will be chosen with input from the project but that the final decision on sites to visit will be made by the evaluator and her team.
- Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
- Gender and cultural sensitivity will be integrated in the evaluation approach.
- Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
- As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

## **B. Lead Evaluator**

Dr. Mei Zegers is an organizational development professional that works on gender as well as labour issues including in the context of entrepreneurship, formalizing the informal economy, child labour, HIV in the world of work; trafficking/migration, community development, socio-economic analysis. She has led groups of up to 30 members in research, design, monitoring and evaluation. Mei has more than 34 years of experience including several large thematic, multi-country and multi-project analyses. She has carried out country analyses, assessments and development of project concepts and documents, monitoring systems, research. Mei has conducted more than 16 evaluations of child labor prevention projects for USDOL and the ILO. She conducted the E-FACE interim evaluation in 2013.

## **C. Data Collection Methodology**

### 1. Document Review

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

### 2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from. If planning and preparation time in advance of the evaluation permits, the Contractor will share the question matrix with USDOL.

### 3. Interviews with stakeholders

Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and program staff regarding the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- U.S. Embassy staff member

#### 4. Field Visits

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted CL sectors. During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

#### **D. Ethical Considerations and Confidentiality**

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

#### **E. Stakeholder Meeting**

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

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

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

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

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

**F. Limitations**

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

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

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

**G. Timetable**

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

Task	Date
Evaluation purpose and questions submitted to Contractor	Jul. 10

Draft TOR sent to OCFT and WVI	Jul. 20
Final TOR sent to OCFT and WVI	Jul. 24
Logistics call-Discuss logistics and field itinerary	Jul. 30
Identify a list of stakeholders	Sep. 10
Finalize field itinerary and stakeholder list for workshop	Sep. 11
Cable clearance information submitted to USDOL	TBD
Interview call with OCFT	TBD
Fieldwork	Sep. 14-28
Post-fieldwork debrief call	Sep. 30
Draft report to contractor for Quality Control review	Oct. 19
Draft report to USDOL & Grantee for 48 hour review	Oct. 23
Comments due to Contractor	Oct. 25
Report revised and sent to Contractor	Oct. 27
Revised report to OCFT	Oct. 28
USDOL and stakeholder comments after full 2-week review	Nov .11
Final report to OCFT	Nov. 18
Final approval of report	Nov. 25
Final edited report to COR	Nov. 30
Final edited report to grantee and stakeholders	Dec. 2

#### **IV. Expected Outputs/Deliverables**

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

- Table of Contents
- List of Acronyms
- Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- Evaluation Objectives and Methodology
- Project Description
- Evaluation Questions and answers to each of the evaluation questions, with supporting evidence included
- Findings, Recommendations, and Conclusions
- Findings – the facts, with supporting evidence
- Conclusions – interpretation of the facts, including criteria for judgments
- Key Recommendations - critical for successfully meeting project objectives – judgments on what changes need to be made for future programming

- Other Recommendations – as needed
- Lessons Learned and Best Practices
- Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

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

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

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

## **V. Evaluation Management and Support**

The Contractor will be responsible for Evaluation Management and Support.

## Annex 8: Evaluation Questions- Data Collection Matrix E-FACE Project

	<u>DOC.</u>	<u>USDOL, World Vision</u>	<u>Project Staff and Partners</u>	<u>Gov.</u>	<u>Education, other</u>	<u>Comm, ben. HH</u>	<u>Other</u>
1.1 How effective has the project been in achieving its objectives?	x	x	x	x	x	x	x
1.2 What have been the main factors influencing the: - achievement - non-achievement of the objectives?	x		x	x	x	x	x
2. Were the project activities implemented: - efficiently and - according to the workplan schedule?	x	x	x	x			
3.1 What difference has the project made to the targeted beneficiaries?	x		x	x	x	x	
3. 2 How many benefited from the project interventions?	x		x	(cross check)	(cross check)	(cross check)	
4. Has the project been successful in addressing the main obstacles or barriers that it identified as important to addressing child labor in Ethiopia? (refer to problem analysis section of CMEP).	<u>x</u>		<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	
5.1 Was the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), valid?	x	x	x				
5.2 Were there external factors that affected the validity of the ToC in a positive and/or challenging way during project implementation? (Note: views of other stakeholders not marked here will be incorporated from the analysis of their answers to 1.2 and other questions during the evaluation)	x	x	x				
6. What are the: - lessons learned - good or promising practices - models of intervention that will serve to inform future <i>child labor projects</i> and <i>policies/programs</i> in Ethiopia and elsewhere?	x	x	x	x	x	x	x
7.1 How effective have the child safety certification standards been in developing and marketing traditional textile products.	x		x			x	x

What have been the: - challenges - opportunities?							
7.2 Are the child safety certification standards: - sustainable - can they be replicable to other sectors?	x		x			x	
8.1 How effective has the vocational/skills training models been in increasing educational and job opportunities?	x		x	x	x	x	
8.2 Can these vocational/skills trainings: - be sustained - if so with what resources?	x		x	x	x	x	
9. Did the referral link for the youth work? What were the: - challenges - opportunities to sustain the referral link for youth that received vocational/skills training versus those who received formal education?	x		x	x	x	x	x
10. Are there any agricultural intervention lessons learned regarding the: - types - effectiveness of the post-harvest training services provided?	x		x	x	x	x	x
11. Were the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?	x		x	x			
12. Describe notable project outcomes to date, if any, on individual beneficiaries: - children - parents - teachers - textile weavers - potato producers - business owners in the implementing zones	x		x	x	x	x	x
13. To what extent has the project achieved the outcomes relating to education quality: - formal - non-formal interventions	x		x	x	x	x	
14. What have been some of the challenges and opportunities in working with the various project stakeholders: - potato producers who received post-harvest management training - local government officials at the zonal levels - business owner recipients of business development training - textile industry development institute, community-based organizations	x		x	x			

<p>15.1 How effective have VSAY and the VSLA been?</p> <p>15.1.1 What have been the VSAY:</p> <ul style="list-style-type: none"> <li>- challenges</li> <li>- opportunities</li> </ul> <p>15.1.2 What have been the VSLA:</p> <ul style="list-style-type: none"> <li>- challenges</li> <li>- opportunities</li> </ul>	x	x	x	x	x	x	
15.2 What have been the savings rates of VSAY compared to VSLA?	x						
<p>15.3 Did management training improve services provided by VSLA to producer groups like:</p> <ul style="list-style-type: none"> <li>- business owners</li> <li>- agricultural farmers?</li> </ul>	x		x	x	x	x	
16.1 What was the level of involvement of local/national government in the project?	x						
<p>16.2 Has the project improved <i>child labor elimination</i> and <i>OSH-related activities</i> by:</p> <ul style="list-style-type: none"> <li>- strengthening government capacity</li> <li>- commitment of government and other institutional stakeholders?</li> </ul>	x		x	x	x	x	
<p>17. What is the level of <i>overall</i> sustainability of the project actions with respect to:</p> <ul style="list-style-type: none"> <li>- internal and external sustainability—that is of children currently in the program and those who are supposed to benefit in the future from initiatives launched in the project sites</li> <li>- scalability and replication to new project sites</li> <li>- ownership of stakeholders</li> </ul>	x		x	x	x	x	