



BUREAU OF INTERNATIONAL LABOR AFFAIRS  
UNITED STATES DEPARTMENT OF LABOR



*Photo provided by Better Work Ethiopia project team.*

# INTERIM EVALUATION

## BETTER WORK ETHIOPIA

August 2023

**Grantee:** International Labour Organization  
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**Evaluation Period Coverage:** FY2021 – FY2023  
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## ACKNOWLEDGEMENT

This report describes the interim evaluation of the Better Work Ethiopia project's gender component. Fieldwork for this evaluation was conducted in May and June of 2023 in Ethiopia. Integra Government Services LLC (Integra) partnered with Dexis Consulting Group to conduct this independent evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the terms specified in Integra's contract with the United States Department of Labor (USDOL). The evaluation team would like to express sincere thanks to all the parties involved for their support and valuable contributions.

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## LIST OF ACRONYMS

|                |                                                                                              |
|----------------|----------------------------------------------------------------------------------------------|
| AGOA           | African Growth and Opportunity Act                                                           |
| BWE            | Better Work Ethiopia                                                                         |
| BWG            | Better Work Global                                                                           |
| CETU           | Confederation of Ethiopian Trade Unions                                                      |
| CSO            | Civil Society Organization                                                                   |
| EIC            | Ethiopian Investment Commission                                                              |
| EQ             | Evaluation Question                                                                          |
| ET             | Evaluation Team                                                                              |
| EWLA           | Ethiopian Women Lawyers Association                                                          |
| FGD            | Focus Group Discussion                                                                       |
| FOA            | Freedom of Association                                                                       |
| GBV            | Gender-based Violence                                                                        |
| GOE            | Government of Ethiopia                                                                       |
| HR             | Human Resources                                                                              |
| IFC            | International Finance Corporation                                                            |
| ILAB           | Bureau of International Labor Affairs                                                        |
| ILO            | International Labour Organization                                                            |
| IPTT           | Indicator Performance Tracking Table                                                         |
| KII            | Key Informant Interview                                                                      |
| LC             | Local Coordinator                                                                            |
| LE             | Lead Evaluator                                                                               |
| LEE            | Local Evaluation Expert                                                                      |
| LTO            | Long-term Outcome                                                                            |
| M&E            | Monitoring and Evaluation                                                                    |
| MoLSA          | Ministry of Labor and Social Affairs                                                         |
| MTO            | Mid-term Outcome                                                                             |
| NGO            | Non-governmental Organization                                                                |
| OECD-DAC       | Organization for Economic Co-operation and Development's<br>Development Assistance Committee |
| ONE ILO-SIRAYE | Advancing Decent Work and Inclusive Industrialization Program                                |
| OSH            | Occupational Safety and Health                                                               |
| OTLA           | Office of Trade and Labor Affairs                                                            |
| SDA            | Senior Data Analyst                                                                          |
| STO            | Short-term Outcome                                                                           |
| TOR            | Terms of Reference                                                                           |
| ToT            | Training of Trainers                                                                         |
| TPR            | Technical Progress Report                                                                    |
| USDOL          | United States Department of Labor                                                            |
| USG            | United States Government                                                                     |
| WLDP           | Women Leadership Development Programme                                                       |

## EXECUTIVE SUMMARY

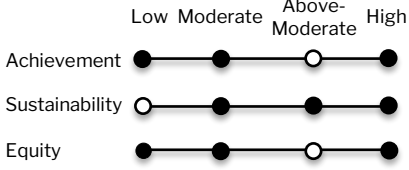
### BACKGROUND AND CONTEXT

The U.S. Department of Labor’s (USDOL) Bureau of International Labor Affairs (ILAB) contracted Integra Government Services International, LLC to conduct an interim performance evaluation of the Better Work Ethiopia (BWE) project. USDOL/ILAB’s Office of Trade and Labor Affairs (OTLA) manages the award, and the International Labour Organization (ILO) implements the gender component of the project as part of the Better Work Global (BWG) partnership with the International Finance Corporation (IFC). This interim evaluation generates results, conclusions, and recommendations to guide ILAB and ILO on project implementation and future design considerations.

Implementation for BWE began in 2020 and USDOL has funded \$1,477,095 for the gender component for the period of performance November 2020 through December 2025<sup>1</sup>. BWE’s gender component focuses on women’s empowerment and gender equality by training women factory workers on leadership and technical skills to prepare them for supervisory positions. The overall BWE project provides core services to registered factories that meet the Better Work selection criteria: advisory, assessment, and training. BWE currently operates in 47 factories and benefits over 53,000 workers.

### KEY EVALUATION RESULTS

**Table 1: BWE Gender Component Results and Performance Summary<sup>2</sup>**

| Performance Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rating                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Long-term Outcome (LTO) 1: More women workers advance in their jobs with higher positions and/or salary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                         |
| <p>BWE has either met or is on track to achieve LTO 1 indicator targets, so we rate the achievements to date as ‘above-moderate.’ The project is reaching underrepresented groups who are typically employed in apparel factories in industrial parks. Although limited baseline data on gender equity and empowerment conditions were used to inform targeted BWE activities at different levels of stakeholders, there are several persistent factors that prevent women workers’ advancement. These factors include the high turnover of workers and the level of commitment and readiness of factory managers to ensure gender equity and equality. There are also inherent cultural and language barriers that are challenging for the workers, as well as workers’ reported experiences with harassment and unsafe working conditions. Factory management and the Government of Ethiopia (GOE) stakeholders are not reported to be uniformly committed to BWE’s objectives of increasing the capacity of workers’ organizations. Thus, the extent to which BWE’s achievements are sustainable is uncertain, but still promising at this stage of performance. BWE’s results are equitable with regards to this LTO 1 at the above-moderate level due to the vast majority of women factory workers who have been promoted after completing the gender-specific training.</p> |  <p>Low Moderate Above-Moderate High</p> <p>Achievement ●————●————○————●</p> <p>Sustainability ○————●————●————●</p> <p>Equity ●————●————○————●</p> |

<sup>1</sup> <https://www.dol.gov/agencies/ilab/better-work-ethiopia>

<sup>2</sup> See section on methodology for a description of the selection criteria that determines the 1-4 ranking.

| Performance Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rating                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LTO 2: Workplaces provide a safer and less discriminatory environment for women</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |
| <p>BWE provided training to both men and women in targeted factories to explain workers’ rights, the importance of workers’ safety, what types of actions constitute sexual harassment, gender-based violence (GBV), and occupational hazards. The training also explained the roles and responsibilities of employers and workers’ organizations. Factory workers believe that workplace safety, welfare provisions and services, awareness of workers’ rights, and fair treatment have improved over the last two to three years. According to the same factory worker respondents, however, there remains a high risk of backsliding on gains made in these areas once BWE ends its operations. Capacity constraints limited the number of workers that could be reached through BWE interventions, especially when considering the numerous challenges and risks present within Ethiopia’s broader apparel industry. For these reasons, the achievements and sustainability are assessed as moderate. Due to the concern about backsliding and insufficient data, it is too early to assess LTO 2 results for gains in equity.</p> | <p>A horizontal rating scale with four points: Low, Moderate, Above-Moderate, and High. For Achievement, the marker is at Moderate. For Sustainability, the marker is at Moderate. For Equity (N/A), there is no marker.</p> |
| <b>LTO 3: Women workers’ representation is augmented on labor issues in the workplace</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
| <p>BWE launched the Women’s Leadership and Development Programme (WLDP) to develop leadership skills and technical expertise of women workers to be better equipped for supervisory positions. The WLDP program also works to change prevailing cultural and social norms regarding perceptions of women in higher-level positions. Women’s committees, which operate as a sub-group of workers’ organizations in factories, often do not have adequate time and resources to advocate for gender equity and other workers’ rights issues in the workplace. This LTO 3 achievement rating would be higher if women representatives were consistently consulted in management decisions related to workers’ rights. BWE training and advocacy must continue emphasizing the importance of gender equity with employers, managers, and workers’ organizations to ensure these significant results are sustainable. Data on the equity of women workers’ representation on labor issues was inconclusive because any early equity gains in this area have not had time to realize (i.e., it is too soon to tell).</p>                     | <p>A horizontal rating scale with four points: Low, Moderate, Above-Moderate, and High. For Achievement, the marker is at Moderate. For Sustainability, the marker is at Moderate. For Equity (N/A), there is no marker.</p> |

**LESSONS LEARNED FROM BWE**

- Factory managers need to be convinced of the value proposition of what BWE is doing. This extends not only to support for labor unions, but also to ensure that BWE participants do not face backlash in the workplace for speaking up for their rights.
- Factory management needs to be consulted and made aware of the importance of allocating time and resources so that women’s committees can conduct meetings at work sites. An important constraint is that time allocation for women’s committees has to be designed in an equitable way such that male employees also have time allocated for analogous activities.

- BWE should engage more directly in strengthening referral linkages between grievance redressal mechanisms to ensure comprehensive responses to allegations of sexual harassment. The current approaches used by some managers and workers' representatives in responding to sexual harassment charges may not be addressing the underlying dynamics.
- Absenteeism and staff turnover are ongoing concerns for employers, and factory leadership indicated sustained rates will impede BWE's success. It is important to acknowledge these challenges when designing BWE training and to collaborate with employers to mitigate these issues.

### PROMISING PRACTICES AND CROSS-CUTTING APPROACHES

- BWE, in collaboration with partners, established a call center to handle workers' grievances such as unlawful termination, discrimination, harassment, and violation of rights. Issues are coordinated via the workers' union, factory management, and human resources (HR) managers; they are further addressed by the Ethiopian Women Lawyers' Association (EWLA) and Hawassa University Legal Aid Center, which provide pro bono legal aid services to workers. These resources provide workers with new resources to raise issues and be treated more fairly in the workplace.
- The COVID-19 pandemic, Ethiopia's removal from the African Growth and Opportunity Act (AGOA),<sup>3</sup> and the conflict in Tigray contributed to project delays, but BWE's adaptive management techniques worked well. BWE staff pivoted to identify suitable factories and establish COVID-19 prevention and work safety measures.
- BWE's planned sustainability activities include establishing an alumni network to encourage peer-to-peer learning. Though a "buddy system" exists informally, BWE plans to formalize this initiative. The new structure would include training of trainers (ToT) for the factory to build expertise with HR personnel and other internal capacity efforts to support factory workers.

### CONCLUSIONS

#### RELEVANCE

BWE is **relevant** and responsive to the needs and priorities of workers and key stakeholders in the textile and garment sector. Workplace safety, welfare provisions and services, awareness of workers' rights and responsibilities, and fair treatment were perceived by workers as having improved over the course of BWE's project activities in the last two to three years. BWE training was particularly instrumental in fast-tracking promotions for factory workers who would have otherwise remained in their previous roles and dispelling the idea that only university graduates could be promoted to executive

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<sup>3</sup> AGOA provides eligible sub-Saharan African countries with duty-free access to the U.S. market for over 1,800 products. The United States terminated Ethiopia, Mali and Guinea from the AGOA trade preference program in January 2022 due to actions taken by each of their governments in violation of the AGOA Statute.



positions. BWE's mechanism for approaching factories for further engagement was comprehensive and worked well within the hierarchical factory structure.

### COHERENCE

There is not full alignment between BWE, GOE, workers' organizations, and the private sector, which indicates that BWE's programmatic **coherence or compatibility of its interventions in the apparel sector** is varied. For one, GOE and BWE have similar priorities, but in varying order of importance, while alignment between BWE and workers' organization priorities is stronger. Some private sector respondents were unfamiliar with BWE's objectives and would benefit from more ongoing communication and outreach efforts.

### EFFECTIVENESS

BWE interventions are **effective** to date in being able to meet or exceed intended results of Short-term Outcomes (STOs) 1-3 that improve working conditions and representation of women workers. Prevailing circumstances in Ethiopia, including civil war and ineligibility of duty-free exports to the U.S., pose challenges for all local partners in BWE.

### EFFICIENCY

BWE achieved most targets and was responsible with ILAB resources, including budget, staffing, and activities. More flexibility and adaptation in BWE's monitoring and evaluation (M&E) systems would allow the system to better reflect the fluid nature of BWE's work and become more **efficient**. Efficiency in terms of project design was positive in that the gender component training was not only well-received and had short-term positive impact, but also produced positive ripple effects that may support BWE participants in the future.

### SUSTAINABILITY

Long-term **sustainability** of BWE activities is largely dependent upon the capacity of workers' organizations to represent workers across the apparel sector and use convening power to find approaches for engaging private sector partners. Larger sustainability efforts will also rely on the coordinated effort of national-level stakeholders at the ministry level.

## KEY RECOMMENDATIONS

### RECOMMENDATIONS TO BWE

1. Expand and standardize BWE gender component activities such as allocate time and resources for women's committees to meet, strengthen mechanisms for addressing workers' grievances collaborate with local legal partners, and create an alumni network. Follow-up on actions through strong communication in factories across all levels.
2. Accelerate BWE engagement with the owners of garment factories located in the industrial parks to replicate and scale the gender-based empowerment approach.

3. Engage local gender specialists to inform and guide baseline assessment, indicator targets, reporting results, and improving monitoring and evaluation processes.

#### RECOMMENDATIONS ILO GENEVA/HEADQUARTERS

1. Monitor and report on contextual factors such as conflict and economic disruptions that affect progress and reporting at the outcome level.
2. Seek opportunities to collaborate and build trust with the GOE to advise on labor policy and resource allocation.

#### RECOMMENDATIONS TO ILAB

1. Monitor and report on contextual factors such as conflict and economic disruptions that affect progress and reporting at the outcome level.
2. Encourage ILO and local partners to engage in pause and reflect sessions and other learning events regularly to exchange idea and feedback regarding work plans, milestones and results, and sustainability activities with local partners.

#### RECOMMENDATIONS TO GOE

1. Promote the positive gender equity results and outcomes as a result of BWE to encourage other employers to replicate and scale the promising practices.
2. Collaborate with ILO and BWE in developing an Ethiopia-appropriate minimum wage law (under the assumption that setting wage standards will improve work conditions for all factory workers, including women and other underserved communities).

## 1. EVALUATION PURPOSE, PROJECT CONTEXT, AND DESCRIPTION

This section summarizes the purpose of the evaluation, intended audience of the report, evaluation questions, methodology, and the project description and goals. Annex D presents the detailed methodology with sampling approach, sample description, methods used, challenges encountered during data collection, and limitations.

The United States Department of Labor (USDOL)'s Bureau of International Labor Affairs (ILAB) funds the Better Work Ethiopia (BWE) gender component as part of the Better Work Global (BWG) partnership program between the International Labour Organization (ILO) and the International Finance Corporation (IFC). In all countries of operation, the BWG program aims to enhance compliance with labor standards and laws, improve working conditions, and increase the productivity, quality, and competitiveness of enterprises within global apparel manufacturing supply chains. USDOL/ILAB contracted Integra Government Services International to conduct an interim performance evaluation of the BWE project.

### 1.1 EVALUATION PURPOSE

The purpose of the interim performance evaluation was to:

- Assess the relevance of the USDOL-funded gender component of the BWE project design and the extent to which it is suited to the priorities and needs of female workers in this sector given cultural, economic, and political context, as well as the validity of the project design;
- Determine whether the USDOL-funded gender component of the BWE project is on track toward achieving its overall project objective and project outcomes, identifying the challenges and opportunities encountered in doing so, and analyzing the driving factors for these challenges and opportunities;
- Assess the effectiveness of the USDOL-funded gender component of the BWE project's strategies (including equity and inclusion or underserved groups), strengths and weaknesses in BWE project implementation, and areas in need of improvement. In this context, underserved group may mean different types of laborers, such as the workers who are involved directly in the production process, women workers in the factory, workers with disabilities, and other traditionally marginalized groups.
- Provide conclusions, lessons learned, and recommendations; and
- Assess the BWE project's plans for sustainability of the USDOL-funded gender component's outputs and outcomes, and identify steps to enhance the likelihood of sustainability at all levels, ranging from local factories to global supply chains.

#### 1.1.1. INTENDED USERS

The BWE interim evaluation provides an assessment of the project's performance, effects on project participants, and an understanding of the factors driving the project results to ILAB, ILO, the Government of Ethiopia (GOE), project stakeholders, and actors who have a concern, interest, and/or influence on labor rights challenges. The BWE interim evaluation results, conclusions, and recommendations 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 labor rights projects, as appropriate. This BWE interim evaluation report will be published on the USDOL website, providing the necessary background information for readers who are unfamiliar with the details of the project. This report will also be disseminated to targeted stakeholders as described in the *Communications and Dissemination Plan* prepared for ILAB by Integra.

### 1.1.2 EVALUATION METHODS AND LIMITATIONS

This section provides the abbreviated methodology and limitations for the interim project evaluation. Annex D presents the detailed methodology with sampling approach, sample description, methods used, challenges encountered during data collection, and limitations.

An independent, unaffiliated local Evaluation Team (ET) conducted the evaluation, guided by the U.S.-based Integra team and a senior labor advisor (SLA) providing technical support and quality assurance. The ET, based in Addis Ababa, consisted of a Lead Evaluator (LE), Local Evaluation Expert (LEE), and Local Coordinator (LC). The ET maintained regular communication with the BWE/ILO team to obtain relevant background materials and secondary data sources and conducted primary data collection in-person and remotely in Addis Ababa, Sidama, and Oromia.

The ET used a mixed-methods approach to triangulate information obtained by primary/secondary quantitative and qualitative data sources. Methods included:

**Desk Review and Performance Monitoring Data:** The ET conducted a comprehensive desk review of BWE-related documents, including program and expenditure reports, evaluation reports, and USDOL project frameworks. The ET also analyzed secondary performance monitoring data provided by ILO through March of 2023. See Annex A for a full list of documents and Technical Progress Reports (TPRs) included in the desk review and analysis.

**Qualitative Interviews:** The ET conducted key informant interviews (KIIs) and Focus Group Discussions (FGDs) with 35 stakeholders across targeted categories identified by the ET, with input from ILAB and ILO. See Annex B for the full interview data collection itinerary. The ET attempted to reach factory managers and private sector brand representatives for inclusion in KIIs/FGDs but was not able to conduct interviews with either stakeholder group (see limitations section for more details).

**Quantitative Surveys:** The ET administered brief surveys to factory workers and managers in-person using smartphones, tablets, or paper. Each survey consisted of eleven questions designed to capture perceptions regarding worker representation, workplace safety, awareness of rights, recruitment/hiring of underrepresented workers, equity, and workers' empowerment. The ET reached a total of 31 managers and 53 factory workers.

**Stakeholder Validation Workshops:** Following the data collection period, the ET coordinated with the BWE ILO team to schedule stakeholder validation workshops to bring together a wide range of stakeholders, including implementing partners and other interested parties, to discuss and validate the evaluation results. The LE facilitated a

stakeholder validation session on July 6 with the ILO team and took detailed notes on the implementing partner feedback and comments. The LE then attempted to hold multiple sessions with other stakeholders to solicit feedback and discuss questions, however, persistent internet connectivity issues posed challenges for participants to connect to each rescheduled session. The ET adapted by sharing the slides for the presentation with stakeholders invited to the workshops and following up to solicit feedback and comments via phone and email. Finally, the ET held the first half of its virtual out brief with USDOL/ILAB on July 17, 2023, which was interrupted after the LE dropped off due to internet connectivity challenges in Ethiopia. The ET adapted by sharing a recording of the LE reviewing the other half of the presentation and holding a follow-up discussion and question session with USDOL/ILAB on August 4, 2023. See Annex C for the Stakeholder Workshop Agenda and Participants.

Several factors impacted the collection of data. Listed below are the main limitations the ET encountered and the mitigation approach for each:

- **Small sample size, selection bias, and skewed representation of stakeholder groups:** A limited number of workers and managers were available to fully complete FGDs and surveys because their payment is based on product outputs. Many participants only partially completed the questionnaires and discussion questions. The ET used a wide variety of stakeholder lists provided by ILO to randomly select respondents for FGDs, KIIs, and surveys but many stakeholders were unavailable or did not respond to multiple invitations. A non-probability sampling technique was selected by the ET based on known variables of target respondent categories for KIIs and as a cost-effective method that ensures only critical respondents are engaged. As a result, some stakeholder groups were overrepresented in the data collected in this evaluation. The ET worked to address this bias by triangulating data sources and weighing their findings against other sources such as project records.
- **No scorecard data:** The ET developed rapid score cards to supplement interviews; the ET attempted to collect quantitative data through a series of brief questions asking participants to provide ratings (Low=1, Moderate=2, Above=3, and High=4) to the respective project's performance for three separate questions. The ET unfortunately encountered difficulty with getting responses, as most participants in the interviews either did not want to participate or noted they were not knowledgeable enough about the project to provide ratings. The small number of responses meant that the team could not get a meaningful sample of rapid scorecards to include in the data analysis.
- **Response bias:** All data collected in this interim evaluation was self-reported and therefore is prone to response bias. The ET worked to minimize social desirability bias by providing a clear explanation of the purpose of each survey or interview and obtaining informed consent. The ET also worked to ensure all survey questions were formulated properly and understood uniformly by pre-testing the data collection tools. To minimize response bias in the analysis phase, the ET compared data sources to ensure coherence, noting areas where respondents did not agree.

- **Poor internet connectivity:** The ET experienced frequent mobile service shutdowns, causing interviews to be rescheduled, presentations to be interrupted, and communication between the ET and stakeholders to be consistently challenging. The ET worked to mitigate this by rescheduling interviews and meetings as needed and finding alternative methods of communication to connect with stakeholders, ILO, and the Integra team, including WhatsApp.
- **Variable security and transport environment:** Due to the variable nature of the Ethiopian security context, not all BWE factories were included in the sampling. The ET also worked through transportation shutdowns by rescheduling interviews and meetings as needed. The ET followed ILO's recommendations and respondent lists to collect all available data.

Results for this evaluation are triangulated from background documents, stakeholder interviews, worker-manager surveys, and performance monitoring data. The accuracy of the evaluation results relies on the integrity of the information provided to the ET from these sources.

### 1.1.3 EVALUATION QUESTIONS (EQS)

With the support and input of both ILAB and ILO, the ET refined the evaluation questions (EQs) to fit the evaluation scope, reflect OECD-DAC criteria<sup>4</sup>, and be adapted for the specific learning purposes of this evaluation. The ET applied consideration of workers' rights perspectives and an equity and inclusion lens to all EQs. Table 2 presents the five main EQs (see Annex D for full list of main and sub-evaluation questions).

**Table 2: BWE Evaluation Questions (EQs)**

| Evaluation Criteria   | Question Number | Main EQs                                                                                                                                                                                                                                                                                                            |
|-----------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relevance</b>      | EQ1             | 1. To what extent did the BWE project activities respond to the needs and priorities of diverse stakeholders, including those from underserved populations (focusing primarily on female workers)?                                                                                                                  |
| <b>Coherence</b>      | EQ2             | 2. To what extent are BWE project activities aligned with government priorities to increase growth in the apparel industry and empower female workers? To what extent are BWE project activities aligned with worker organization priorities to increase growth in the apparel industry and empower female workers? |
| <b>Effectiveness</b>  | EQ3             | 3. To what extent are project interventions progressing toward meeting the desired project outcomes of improving gender equity and empowerment for female workers in the workplace?                                                                                                                                 |
| <b>Efficiency</b>     | EQ4             | 4. To what extent has BWE been efficient (able to achieve its goals in a timely manner) in reaching target populations in intervention approaches? Consider the timeline, resources, and operating context.                                                                                                         |
| <b>Sustainability</b> | EQ5             | 5. To what extent are the -interventions likely to yield sustained results?                                                                                                                                                                                                                                         |

<sup>4</sup> The Organization for Economic Co-operation and Development's Development Assistance Committee (OECD-DAC) Network on Development Evaluation defines six evaluation criteria — relevance, coherence, effectiveness, efficiency, impact, and sustainability — to provide a normative framework to measure an intervention. <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

## 1.2 PROJECT CONTEXT AND DESCRIPTION

### 1.2.1 BWE PROJECT DESCRIPTION

BWE is a five-year project implemented by ILO as part of the BWG partnership program with the IFC. BWE operates under the umbrella ILO program -Advancing Decent Work and Inclusive Industrialization (ONE ILO-SIRAYE) - which coordinates across several projects to promote decent and inclusive manufacturing in Ethiopia.

USDOL/ILAB funds the \$1.45 million (\$1,447,095) gender-focused component of the BWE project that has a period of performance from 2020 through 2025. The scope of the USDOL-funded component focuses on gender equality and women's economic empowerment, aiming to improve women workers' status in terms of career advancement, work environment, and representation in the apparel sector.

Some key intervention objectives of the project include addressing gender-based discrimination and violence, advocating for fair and equal treatment, increasing access to skills training and development, promoting equal opportunities for women in the workplace, and increasing women's representation in leadership positions.

The BWE gender component collaborates with multiple stakeholders across sectors to promote gender equality and women's economic empowerment in the apparel industry. The project aims to strengthen institutional capacity of and advise key partners like government agencies, factories, employers' and workers' organizations, non-governmental organizations (NGOs), and civil society organizations (CSOs). Key stakeholders include factory workers and managers, government agencies and offices, employers' associations, workers' associations and unions, brands and retailers, NGOs and CSOs, ILO/BWE, BWG, and USDOL/ILAB.

Ethiopia's apparel industry is a growing sector powered largely by exports and industrial parks primarily in the Sidama region, according to a 2022 World Bank review.<sup>5</sup> Garment manufacturing established in these industrial parks is nascent but promising, making up less than five percent of Ethiopia's annual labor force growth but having already created nearly 90,000 jobs in the course of a decade. Per the World Bank, industrial parks (comprising predominantly garment factories and employing mainly women aged 18-25) would soon become Ethiopia's largest source of merchandise exports and a large share of formal private sector jobs if current trends continue. At the same time, the industry is highly prone to shocks and stressors, such as COVID-19, after which many factories shuttered, as well as the United States Government (USG) suspension of the African Growth and Opportunity Act (AGOA) which ended Ethiopia's duty-free market access and continues to present challenges.<sup>6</sup>

In 2019, BWE provided core services to 30 registered factories<sup>7</sup> that met the BWG selection criteria: Advisory, Assessment and Training. These numbers have increased to

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<sup>5</sup> Fanuel, Senidu; Butler, Matthew; Grinstead, Philip. *On the Path to Industrialization: A Review of Industrial Parks in Ethiopia - Policy Report* (English). Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/099350011132228872/P1741950a12ef10560af5008750d1393b7c>

<sup>6</sup> Prior to AGOA's suspension, Ethiopian textile exports to the U.S. increased from 10 percent in 2014 to 69 percent in 2019.

<sup>7</sup> Of which 22 were established via foreign direct investment and eight were local.

47 factories where BWE operates, benefitting 53,883 workers.<sup>8</sup> Looking at the number available from 2019, after registration, factories receive these services for one year, in addition to an initial advisory for the first 100 days.<sup>9</sup> In line with the service model, 20 factories<sup>10</sup> that completed 100 days of the advisory program were visited during an unannounced assessment. These assessment visits revealed baseline information on key decent work deficits (such as verbal abuse, absence of contract for daily laborers, excessive overtime, non-functional alarm systems, less annual leave), and non-compliance with Occupational Safety and Health (OSH) directives – including medical check-ups, on-site medical facilities, OSH committees and chemical handling and labeling.

Due to the elevated level of non-compliance with the OSH directives prior to the implementation of BWE activities, the BWE project conducted an assessment of the drivers and constraints of OSH in selected factories. This assessment highlighted key OSH issues and challenges that required improvement at the factory level, including OSH management and fire, boiler, and chemical safety.

As one of several BWE interventions, a women’s committee mapping activity, conducted by the Textile Federation, found that most factories do not have women’s committees or those that exist are inactive. BWE then used the mapping exercise to revert to the inactive committees and identify root causes and sustainable interventions. The mapping found that most of the women workers at the time of the mapping were new hires (through formal employment directly with firms but also formal employment via the industrial park regions). This emphasized the need to provide additional assistance beyond increasing wages, focusing on issues that affect women workers in particular: gender-based discrimination and underrepresentation in leadership structures and management of garment factories. Thus, the Women’s Leadership Development Programme (WLDP) was designed to equip women workers with leadership and technical skills to take up supervisory positions, which were perceived to have positive initial effects as indicated by more available opportunities for women to advance their careers in the targeted factories.

### 1.2.2 BWE PROJECT OUTCOMES

The ILO BWE project aims to improve compliance with global labor standards, and to increase competitiveness of entities in apparel manufacturing supply chains by enhancing respect of workers’ rights and responsibilities, safety, equality, voice, and representation. Table 3 presents the BWE results framework for how the project intends to fulfill this strategy, highlighting the overall project objective, long-term outcomes (LTOs), mid-term outcomes (MTOs), and short-term outcomes (STOs).

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<sup>8</sup> Note that these figures may have changed since the writing of this report. For more information, visit: <https://www.dol.gov/agencies/ilab/better-work-ethiopia>.

<sup>9</sup> The ET assumes there was an initial advisory period followed by an extended advisory period.

<sup>10</sup> The ET assumes that only 20 of the initial 30 registered factories completed the 100-day advisory program.



**Table 3: BWE Gender Project Results Framework**

|                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BWE Project Objective: Improved status of women workers in terms of career advancement, work environment, and representation in the textile and garment sector of Ethiopia.</b></p>                                                                                                                                                                                                           |
| <p><b>LT01: More women workers advance in their jobs with higher positions and/or salary.</b></p>                                                                                                                                                                                                                                                                                                   |
| <p>MTO 1.1: Local community and women workers have positive attitudinal change regarding gender quality.<br/>STO 1.1.1: Women workers and local community have increased knowledge on gender equality.</p>                                                                                                                                                                                          |
| <p>MTO 1.2: More women workers succeed in exams and interviews needed for higher positions.<br/>STO 1.2.1: Women works in Better Work factories acquire necessary skills to advance their careers.</p>                                                                                                                                                                                              |
| <p><b>LT02: Workplaces provide a safer and less discriminatory environment for women.</b></p>                                                                                                                                                                                                                                                                                                       |
| <p>MTO 2.1: Workplace policies and HR practices improve due to gender sensitive approach of the management.<br/>STO 2.1.1: Managerial level knowledge and systems improved to prevent, address, and resolve grievances in the workplace.</p>                                                                                                                                                        |
| <p>MTO 2.2: More male and female workers use the new grievance system to report inappropriate behavior to management.<br/>STO 2.2.1: Workers (male and female) have increased knowledge of workplace safety, gender-based discrimination and harassment, maternity issues, and workplace grievance mechanisms.</p>                                                                                  |
| <p>MTO 2.3: BWE factories provide more effective gender sensitive interventions.<br/>STO 2.3.1: BWE factories have the necessary tools and skills to address gender issues at the factory and sectoral levels.</p>                                                                                                                                                                                  |
| <p><b>LT03: Women workers' representation is augmented on labor issues in the workplace.</b></p>                                                                                                                                                                                                                                                                                                    |
| <p>MTO 3.1: Sectoral-level key stakeholders improve their gender-sensitive services (e.g., om employment, advocacy, unionization, and industrial relations) provided to workers in the industrial parks.<br/>STO 3.1.1: Technical ability of key sectoral-level stakeholders on gender mainstreaming strengthened.</p>                                                                              |
| <p>MTO 3.2: More women workers participate in decision making in the workplace.<br/>STO 3.2.1: Women workers have additional or strengthened platforms to raise gender issues in the workplace.<br/>STO 3.2.2: More women workers become members in workplace unions.<br/>STO 3.2.3: Women workers have increased skills to advocate regarding gender-based rights and issues in the workplace.</p> |

## 2. EVALUATION RESULTS

In this section, we present the evaluation results, organized around five criteria (relevance, coherence, effectiveness, efficiency, and sustainability) recommended by the OECD-DAC. This evaluation synthesized 14 results for BWE, further detailed below. The ET used a four-point ranking to ascribe a score to the achievement and sustainability of each project's main outcomes. Ranking involved triangulating all data collected for this evaluation. The four ranking options were: 1 (low), 2 (moderate), 3 (above-moderate) and 4 (high), with points in between. These results are based on achievements through March 2023; which means that a ranking of "moderate" reflects adequate progress at this mid-term in the period of performance. Selected quotes taken from KIIIs are used to illustrate and amplify the results.

### 2.1 RELEVANCE RESULTS

This section addresses the EQs related to relevance.

1. To what extent did the BWE project activities respond to the needs and priorities of diverse stakeholders, including those from underserved populations (focusing primarily on female workers)?
  - 1.1 What factors limited or facilitated these results?
  - 1.2 To what extent did the BWE design and implementation address issues of gender equity in the factories?

BWE project activities were designed to target factory workers in the apparel industry, of whom a majority are women. The two-part training series (the general training and the women-specific training) brought awareness of workers' rights and fair treatment to both factory workers and managers. Over the time that BWE was actively working with factories, both workers and managers indicated a perception of improved work conditions and treatment. Improvement in these areas was attributed back to BWE assessments, training, and follow-up. While instances of harassment and poor treatment exist, survey respondents (consisting of both workers and managers) believe that those behaviors are less frequent now. Factors that helped produce these results were the demand-driven model for factories to opt into needful training and BWE's checklists that enhanced compliance with international and national standards. Opinions about the role and utility of labor unions were not aligned among the key stakeholders (GOE, factory management, and factory workers), which are a key part of the BW implementation model. The lack of a minimum wage law in Ethiopia is another limitation that negatively affects factory workers. The ET could not determine whether BWE was successful in addressing issues of gender equity in factories, but (perceived) better treatment and safer work conditions point to progress on gender equity issues. The five results supporting this EQ response for relevance are below.

### Result 1. Factory workers perceived that work conditions and treatment improved in the past two to three years, and linked progress to services offered through BWE.

This evaluation measured perceptions around different facets of workers' needs and priorities, aligned with BWE objectives. Those included safety in the workplace, welfare provisions and services, awareness of workers' rights, and fair treatment. Survey results provided a snapshot of factory workers' perceptions based on their experience, particularly over the last two to three years that BWE has been operating (Table 4). On the topics of workplace safety, welfare provisions and services, and fair treatment, 83 percent of respondents agreed or strongly agreed that conditions had improved in the last two to three years. Awareness of workers' rights was perceived as having improved by 92 percent of respondents. There were no meaningful differences in the way men and women responded to these questions. While these results are positive, they do not indicate a true measurement of impact.

**Table 4. Workers' Survey Responses, Questions 6-9 (n=53, 11 men, 42 women)**

| "How Much Do You Agree with the Following Statements?"                                                     | % Agree or Strongly Agree | % Disagree or Strongly Disagree | % Don't Know or Not sure |
|------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------|--------------------------|
| Q6. In the past two to three years, <b>safety</b> has improved and been prioritized in my workplace.       | 83<br>(34 women   10 men) | 13<br>(6 women   1 man)         | 4<br>(2 women)           |
| Q7. Over the past two to three years, my workplace's <b>welfare provisions/services</b> have improved.     | 83<br>(33 women   11 men) | 15<br>(8 women)                 | 2<br>(1 woman)           |
| Q8. Compared to two to three years ago, I am more <b>aware of my work rights</b> .                         | 92<br>(39 women   10 men) | 6<br>(2 women   1 man)          | 2<br>(1 woman)           |
| Q9. Comparing now to two to three years ago, employees sense changes that they are <b>treated fairer</b> . | 83<br>(34 women   10 men) | 17<br>(8 women   1 man)         | --                       |

Approximately 90 percent of factory managers agreed or strongly agreed that safety improved and was prioritized at their facility in the past two to three years (Q10). Likewise, 93 percent of factory managers agreed that the factory's welfare provisions and services to workers improved over the past two to three years (Q11).

A participant from a workers' organization shared a specific circumstance from her factory and what has changed since BWE's training:

“...a year ago, women employees used to be harassed a lot. The harassment was rampant. It starts from yelling, hitting, pushing, psychological harassment, and sexual favor requests. It was like if they do sexual favors, they will get something at their job...After the [factory] operators take the training, when a man started posing demands [in exchange for] a promotion, they make them sign a document and hold it. If they are not given the promised promotion, they submit harassment complaints to compliance. For example, in our company, one worker was being harassed by a manager. He sent her a text saying if you don’t meet me outside, I don’t want to see you at your workstation. He also used to send her emojis and pictures. She saved all of these and submitted them to compliance. He was then quietly fired. This is brought by the training. If you see the data, the number of harassment cases before two years ago is totally different i.e., there is a decrease.”

- Worker’s organization Representative

At the time of data collection, inequities in the workplace were reported to occur at least every month by only 13 percent of respondents (Q10), whereas about half (53 percent) said that inequities never occur. When probed about experiencing poor treatment due to gender, age, race/ethnicity, or religion, almost all factory worker respondents said they did not feel that way in the last 12 months (Q12). There were no notable trends in these responses based on gender or other demographic category. Table 5 provides an overview of responses to a survey question about perceived discrimination according to respondent’s gender. Note that a lower value indicates a lower frequency.

**Table 5. Percent of Survey Responses to Q12 “In the last 12 months, how often have you felt that people treated you badly at work because of...[reason]” (n=42 women, 11 men)<sup>11</sup>**

| Reason (respondent gender) | Percentage Respondents Answering |   |   |   |   |   |   |
|----------------------------|----------------------------------|---|---|---|---|---|---|
|                            | 0 (never)                        | 1 | 2 | 3 | 4 | 5 | 6 |
| Gender (women)             | 95                               | 2 | 2 | 0 | 0 | 0 | 0 |
| Gender (men)               | 100                              | 0 | 0 | 0 | 0 | 0 | 0 |
| Age (women)                | 100                              | 0 | 0 | 0 | 0 | 0 | 0 |
| Age (men)                  | 91                               | 0 | 9 | 0 | 0 | 0 | 0 |
| Race/ethnicity (women)     | 95                               | 0 | 0 | 5 | 0 | 0 | 0 |
| Race/ethnicity (men)       | 100                              | 0 | 0 | 0 | 0 | 0 | 0 |
| Religion (women)           | 95                               | 2 | 2 | 0 | 0 | 0 | 0 |

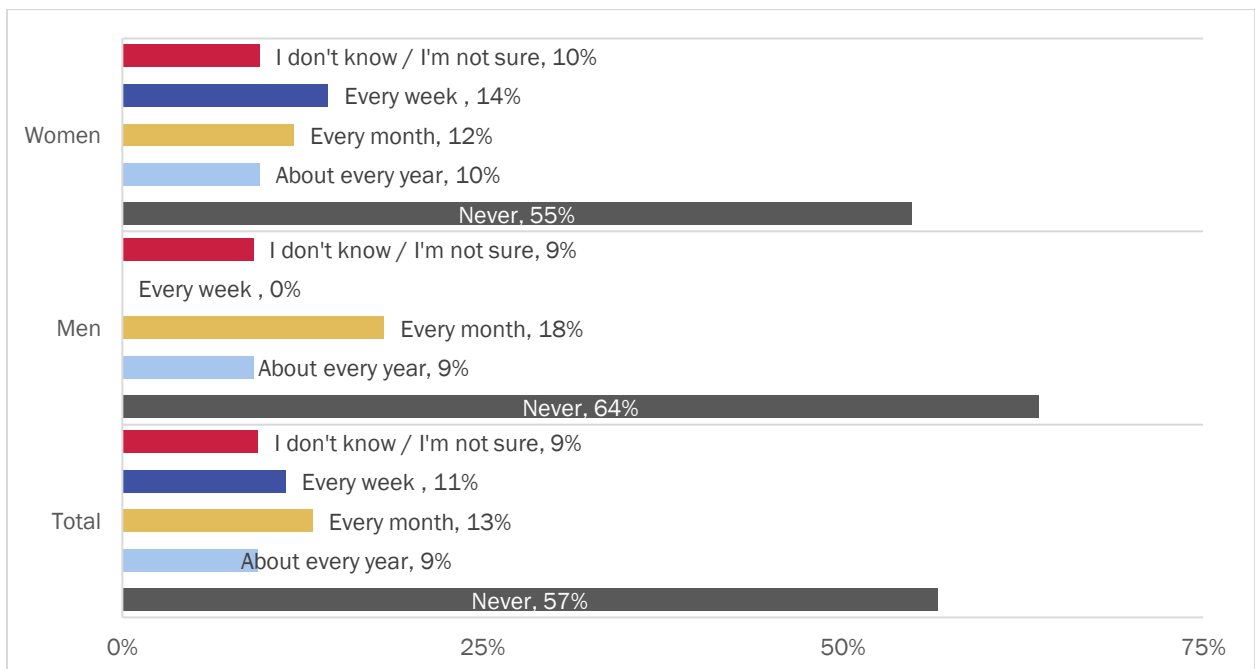
<sup>11</sup> The response option “0” corresponds with “I do not feel this at all” and “6” corresponds with “I feel like this all the time.”

|                |     |   |   |   |   |   |   |
|----------------|-----|---|---|---|---|---|---|
| Religion (men) | 100 | 0 | 0 | 0 | 0 | 0 | 0 |
|----------------|-----|---|---|---|---|---|---|

Respondents had vague definitions of what it means to be disadvantaged, marginalized, underserved, or underrepresented. In fact, an interviewee from an international NGO noted that they do not have a specific classification of marginalized and underserved groups. However, an ILO representative noted that most factory workers fall into this group, given that 70 percent of all apparel sector workers are young women. Indeed, ILO terminology typically posits that all workers who are outside the traditional power hierarchy in work settings are considered marginalized or underserved. A contextual challenge BWE may have had to navigate was the initial USG priority on gender equality and women’s empowerment at the start of BWE’s implementation. At the time of this interim evaluation, USG priorities have expanded to include a broader base of underserved or underrepresented people, including persons with disabilities.

In addition to fair treatment, accessing benefits and services in factory settings is another key aspect of BWE interventions. Slightly over half of the factory worker respondents (57 percent) believed that workers never have difficulty accessing their benefits and services at work compared to two years ago (Q11). This response suggests that there may not have been concerns about access previously, but women responded more negatively overall (meaning that accessing benefits and services was difficult at least once in the last two years). See Figure 1 for the full breakdown of responses by gender.

**Figure 1. “Comparing now to two years ago, how often do workers have difficulty accessing benefits and services?” (n=11 men, 42 women)**



**Result 2. BWE training provided factory workers’ the skills and opportunities for most targeted female workers to obtain promotions.**

Qualitative data from KIIs and FGDs validated the survey findings above under Result 1, but elaborated on how things could improve. According to FGDs with factory workers,

BWE women's leadership training was a critical element in workers' promotions but could go further.

“Prior to the training, only university graduates used to get executive positions. After BWE training, we started to get promoted. It also helped me to better support my workers. It also inspired the operators. If it was expanded to others, the benefit would have been more. The three or four of us who took the training are [now]<sup>12</sup> able to get promoted to executive positions. The positions we have now used to be given to university graduates, but it is now open for us as well.”

#### - Factory Worker

However, expectations regarding the training were mixed. Some factory worker respondents reported that BWE trainings met their expectations, while others attended trainings for monetary reward (i.e., a stipend).<sup>13</sup> Despite this difference in expectations, the training sessions were well-received:

“...we expected to get per diem, but when we got to the training and they explained to us about the aim of the training along with the soft skill training, my expectation changed. They gave us airtime for our phones as an incentive.”

#### - Factory Worker

An employer representative in Sidama noted that the leadership training sessions prioritizing women were effective in meeting their objectives, as almost all women who were trained in two cohorts were promoted and received position and salary adjustments, resulting in more efficiency at work.

“They also prioritize empowering women in the workforce and provide necessary follow-up until this is achieved. Through the BWE women leadership program, we were able to train 10 women in two rounds. With only one resignation, all women were promoted and received position and salary adjustments. As a result, they have become more efficient in their work.”

#### - Employer Representative

According to another employers' representative, another key factor in the success was the ability of the factory to meet international and national compliance standards, a result of BWE's physical checklists to monitor progress and ensure compliance with ethics, workplace, and communication protocols. The same respondent believed that there

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<sup>12</sup> Note that a possible transcription error may have occurred here.

<sup>13</sup> According to ILO staff, there is no monetary reward or stipend given to factory workers for attending BWE training.

was more that can and should be done to build on BWE's progress but did not provide further details.

As noted in the TPR covering October 2021 – March 2022, 66.7 percent of the forty-six women who participated in the WLDP program were promoted to supervisory positions, and over 20 percent of others are in line for promotion. BWE TPRs suggest that the project's impact increased efficiency, reduced rates of rework, rejection, and absenteeism, and subsequently increased women leaders' leadership and technical skills, improved communication skills and time management, and enhanced working relationships. The women workers who were trained in technical and soft skills were included in a three-month mentoring and coaching program to enable them to put into action the knowledge and skills acquired during the training. The factories selected senior supervisors/ industrial engineers to mentor and coach the trained women workers and prepare them for supervisory roles. The selected mentors were also trained for four days in supervisory and technical skills. A total of 42 participants (26 women) took part in the coaching training. A group was created using the platform Telegram to provide a forum for trained workers and mentors to share experiences, learning, and updates on emerging developments in the industry.

**Result 3. Women's training cohorts particularly benefited from BWE demand-driven training as BWE strengthened their skills and the enabling environment to attain a promotion.**

Empowerment of female workers is strongly emphasized throughout the BWE programming approach, according to available project documentation. As one ILO respondent noted, especially at the factory input level, BWE is focused on delivering training on respectful workplaces and the international standards on decent work. Almost all KII respondents agreed that BWE is well-designed to address the needs of factory workers due to the nature of the project and the type of workers (women from disadvantaged communities) employed in Ethiopia's apparel sector.

“...there are several groups that are marginalized and underserved in the garment sector. One such group is people with disabilities, who face barriers such as inaccessible workplaces, discrimination, etc. These barriers limit their opportunities for employment and advancement in the industry...Another group that is underserved is the majority of factory women workers who come from rural areas. These women face challenges such as language barriers, limited education and skills, and cultural biases that prevent them from accessing training and advancement opportunities. As a result, they may be stuck in low-paying, low-skilled jobs with limited prospects for upward mobility just like the industry zones in Ethiopia.”

- Factory Employer

BWE's demand-driven approach to training, in which factories use BWE assessments to identify their training needs, was a key factor in deepening engagement with firms. BWE's direct engagement with factories includes a "menu" of approximately eight training options focused on workers' rights and working conditions that are shared via annual plans, according to an interviewed employer representative. Factories then work to identify their capacity needs and communicate back to BWE their priorities.

As one factory worker recounted, she was selected for training by her supervisor as a requirement before becoming team leader. The training provided knowledge about managing people's behavior and provided technical skills on how to meet targets and report out to management.

"...I was appreciated for my improvement by management. The change came after the training."

- **Factory Worker**

BWE's stepwise approach for engaging factories started with an orientation to ensure buy-in, moved through recruitment and training, and ended with evaluation and a close-out event (see text box below for specific steps described in a KII).

**BWE's Approach for Engaging Factories (per ILO representative)**

1. Orientation for factory management to get their buy-in (conducted virtually to increase participation), during which BWE introduces the project, plan, and timeframe.
2. Recruitment of trainees based on recommended BWE criteria (e.g., numeracy, experience, discipline, willingness). HR teams may provide additional criteria.
3. Five-day continuous training commences, starting with supervisors' skills training, which includes a gender component and a two-day technical training.
4. Trainees become mentors and are assigned a trainee under their supervisory title. BWE selects mentees for each mentor based on skills, with preference for women mentors.
5. Four-day mentor training commences, which has advanced leadership skills and technical skills components.
6. Mentors and mentees sign a mentorship agreement in which they agree to a three-month mentorship arrangement (at minimum meeting once a week and documenting anticipated changes).
7. Evaluation conducted by BWE after mentorship ends.
8. Experience-sharing workshop and graduation, where trainees and mentors are presented with certificates.

**Result 4. Workers from underrepresented groups reported inconsistent and unreliable support in factories.**

Other than the focus on women, KII and FGD respondents did not agree to a mutual definition or classification of what it means to be from a marginalized and/or underserved group, but instead used terms like "rural" "low-skilled" or "basic literacy level."



As one worker's organization representative elaborated, there are specific ways in which factory workers can be considered underrepresented:

“...In my opinion for the industrial park purpose, the operators who are mostly women should be considered as an underserved group. Due to the low wage, they receive, their living conditions (four to five women live in one room). In addition, how they see and think of themselves also makes them vulnerable. Their salary is 1000-1500 birr per month. Since they don't get enough food, it is common for the operators to faint during work. They face so much harassment. These women also carry lots of burdens like having to take care of their families financially, which in some instances force them to engage in societally tabooed activities to earn extra money. There are some who separate themselves from society or end up being drug addicts. So, by taking these facts into consideration, these women should be included under the underserved category.”

- Workers' Organization Representative

ILO representatives noted that youth status is a consideration in the BWE project and treated as a cross-cutting priority alongside gender and disability status. Available BWE project documentation did not elaborate further on this point.

**Result 5. GOE, factory management, and factory workers are not in agreement on the benefits of labor unions.**

As part of BWE's theory of change, per the ONE ILO-SIRAYE monitoring and evaluation (M&E) package, labor unions are an integral part of sustained change to improve working conditions and address workers' concerns. Almost all survey respondents indicated that there is a formal group (union or equivalent) at their factory for managers and workers to discuss problems in the workplace and jointly find solutions. However, fifteen percent of factory workers stated there was no labor union at their factory.

Opinions about labor union effectiveness were mixed, given that 60 percent of factory workers and 52 percent of managers believe that labor unions are effective in helping improve workers' rights. About a quarter of factory workers (23 percent) and half the managers surveyed (45 percent) reported that labor unions are not effective. Factory worker respondents also provided input on what their factory management thinks about labor unions. About half of each respondent group thought their management was in favor of labor unions, while between 16-30 percent of respondents did not know or were not sure what their management thought about unions.

**Table 6. Survey Responses Related to Labor Unions**

| Survey Respondent Type | Labor Union Exists at Factory | Related Survey Findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Factory Workers (n=53) | 85 percent answered “yes”     | <ul style="list-style-type: none"> <li>• 60 percent believe that labor unions are somewhat or very effective in helping improve workers’ rights (Q14)</li> <li>• 23 percent believe that labor unions are somewhat or very ineffective (Q14)</li> <li>• 40 percent note that management is in favor of labor unions (Q15)</li> <li>• 25 percent note that management is NOT in favor (older, more experienced workers tended to say this) (Q15)</li> <li>• 30 percent were not sure if management was in favor of labor unions (Q15)</li> </ul> |
| Managers (n=31)        | 97 percent answered “yes”     | <ul style="list-style-type: none"> <li>• 52 percent believe that labor unions are somewhat or very effective in helping improve workers’ rights (Q8)</li> <li>• 45 percent believe that labor unions are somewhat or very ineffective (Q8)</li> <li>• 55 percent note that management is in favor of labor unions (Q9)</li> <li>• 23 percent note that management is NOT in favor of labor unions (Q9)</li> <li>• 16 percent were not sure if management was in favor of labor unions (Q9)</li> </ul>                                           |

Per an interviewee from ILO, the underlying reasons that factory managers are skeptical of workers’ organizations or unions are a lack of trust, holding views of labor unions as agitators, and managers viewing demands from workers only in the context of strikes (meaning factory managers have a narrow understanding of or experience with how unions work to advocate for worker rights). This sentiment could mean that unions rely on strikes to open discussions with management about work conditions, or that productive, ongoing channels of communication are not the norm between factory management and workers’ organizations at this particular factory. Given these perspectives, BWE may need to consider how to raise awareness and bring a more balanced perspective on labor unions as a part of the groundwork for implementing the gender component effectively.

Perceptions of GOE engagement and influence on worker and employer relations are more consistent than those of unions. An ILO respondent noted that the GOE is laser-focused on encouraging investors, going as far as disallowing labor inspections in industry zones so as not to scare off investors.

As a workers’ organization representative noted, “...the private sector is totally ignored by the government,” that unions are viewed as destabilizing forces, and that without a national minimum wage, wages will remain low and poor working conditions will persist. The same respondent indicated that the GOE is threatening their organization for

exposing workers' rights violations, such as "the salary they are getting is not enough for them to eat one meal a day" and "factories expose these youth to chemicals that are banned in other countries."

A GOE representative tied the lack of progress directly to the lack of a minimum wage standard in Ethiopia:

"...the absence of a minimum wage also hinders the promotion of workers' rights, particularly in terms of ensuring that workers receive fair pay and benefits. Given that the program aims to promote the rights of factory workers, this could potentially impact the success of the program."

- GOE Representative

## 2.2 COHERENCE RESULTS

This section addresses EQs related to coherence. Note that the ET assumes the terms "growth" refers to financial growth or monetary gain, but in some cases "growth" could imply professional growth for workers or other types of growth (or potential for growth).

2. To what extent are BWE project activities aligned with government priorities to increase growth in the apparel industry and empower female workers? To what extent are BWE project activities aligned with worker organization priorities to increase growth in the apparel industry and empower female workers?

Market forces and external factors affected BWE project activities from increasing growth in the apparel industry. Empowering female workers was an embedded BWE priority but was not always aligned with other stakeholders' needs (particularly GOE and factories).<sup>14</sup> Three results related to this EQ are presented below.

### **Result 6. Mutual, high-level objectives among BWE, GOE, factories and workers, and workers' organizations are well-aligned.**

GOE stakeholders noted that leadership and capacity development training targeting women factory workers are working well to specifically target underrepresented groups. A FGD with factory workers validated this point, noting that BWE worked directly with the company's managers to affect change. A focus group participant from a factory noted that their company approached BWE directly, requesting supervisor skills training to be given to employees. In their own experience with a three-day training provided by BWE, the trainings were appropriate for the needs of the company and attuned to how a worker would practically apply those skills in their day-to-day work.

<sup>14</sup> ILO staff provided additional input regarding the challenging political dynamics of BWE that affected strong alignment of goals. The primary challenges surrounded frequent restructuring and reassignment of officials in government offices, due to which the government priorities changed. Note that these external factors were not documented in BWE TPRs.

“The company wanted the employees who were recently promoted from operator position to supervisor position to get the training before they start working in their new position. Accordingly, a three-day training was given to us by BWE staff. I was asked to be in the training. The training was designed to be more relatable to the trainees hence it raised a lot of questions among the trainees. For example, when she was teaching them about their rights, they were saying they didn’t know they had those rights. She also explained to them what it means to be a supervisor, duties, responsibilities, and characteristics of a supervisor. For example, she was teaching them about leading by example and all the examples she used were practical to our company, which made it easier for them to understand and to later implement it.”

- Factory Worker

Importantly, all stakeholders had positive feedback about BWE’s achievements and approach. Several such quotes from KII and FGD respondents emphasized the improvements in compliance, safety, and collaboration through capacity development:

“The capacity building on compliance, safety, and women’s empowerment interventions are working well so far. Positive changes [include] an increase in leadership, conflict management, and decision-making skills among women workers. The program has also successfully created a platform for women to discuss and realize their rights and provided training for managers on worker’s rights.”

- Employer Representative

“From my point of view; all proposed approaches designed for the intervention are working well. The capacity building provided under this intervention brought remarkable impacts in the area of stakeholder collaboration and networking. Our pre-and post-assessment result indicates that there are good progresses and improvements.”<sup>15</sup>

- International NGO Representative

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<sup>15</sup> The ET did not have access to the pre/post assessments referenced in this interview.

The GOE representatives agreed that BWE interventions were working as intended.

“The implementation of various programs and trainings shows a commitment to improving the working conditions and opportunities for women in the workplace and this perfectly aligns to our objective/needs...The annual compliance audits, capacity gap identification and developments further reinforce our and other stakeholder’s commitment to national and international standards. Overall, the project is meeting our needs as a key stakeholder.”

- GOE Representative

**Result 7. BWE local partners have varying degrees of commitment to improve working conditions in the country.**

Among three key stakeholder groups, the factory managers’ survey asked whether they believed that the GOE, the private sector, and the Ethiopian Industry Association supported change to improve working conditions in Ethiopia. Of the three, more factory managers (61 percent) reported the private sector supported change at least sometimes. Fewer factory managers perceived the GOE and the Ethiopian Industry Association to be supporting change – just 10 percent of managers said that these two groups sometimes or inconsistently do so, and over 50 percent did not know or were not sure. See additional information in Table 7.

**Table 7. Percent Responses Managers’ Survey Questions Q14-Q16: “To what extent does \_\_\_ support change to improve working conditions in the country?” (n=31)**

| Frequency                | Percent of Respondents |                |                                |
|--------------------------|------------------------|----------------|--------------------------------|
|                          | GOE                    | Private Sector | Ethiopian Industry Association |
| Never                    | 32                     | 23             | 26                             |
| Sometimes/inconsistently | 10                     | 45             | 10                             |
| Frequently/consistently  | 3                      | 10             | 3                              |
| All the time             | 0                      | 6              | 0                              |
| Don't know/Not sure      | 55                     | 16             | 61                             |

**Result 8. BWE objectives, project design, and general approaches are not well-known to all external stakeholders.**

Stakeholders from employer representatives, GOE, and international NGOs did not have a clear conception of what BWE was designed to do, other than targeting women factory workers. Those stakeholder respondents who commented on BWE project design did not provide additional details about whether the intervention(s) or activity inputs could be improved, nor did they elaborate on their understanding of BWE.

In fact, as one employer representative suggested, BWE “[...] [should] focus on raising awareness among companies about disability inclusion. There are organizations in our town that work with people with disabilities and BWE should work closely with them to create linkages with all stakeholders. BWE’s credibility can help ensure and influence others to promote the inclusion of marginalized groups. If BWE discusses inclusion issues at the factory level, the top-level management is less likely to be against it and may even respond positively...”

- Employer Representative

And, as an employer representative succinctly noted:

“I don’t know what BWE is working on [in] these groups. If BWE recommends, the top management will be willing to accept.”

- Employer Representative

The same respondent recommended BWE’s work to expand its scope or scale, in an effort to reach mid- and senior-level managers in the factories with awareness raising and capacity development for women’s empowerment and workers’ rights. This idea tracks with other respondents’ (particularly factory managers and workers), who noted that more work can be done with middle managers.

Further engagement with factory managers and owners is critical to this effort, but both survey and interview respondents had mixed feedback on whether BWE engagement was adequate. In some cases, BWE reached out directly to factories to engage them in developing training material and training their workers. In other cases, factory managers seemed to lack a comprehensive understanding of BWE’s scope and activities.

### 2.3 EFFECTIVENESS RESULTS

This section addresses the EQs related to effectiveness.

3. To what extent are project interventions progressing toward meeting the desired project outcomes of improving gender equity and empowerment for female workers in the workplace?

3.1 Is there evidence that ILAB’s technical assistance or other forms of engagement have contributed to women’s economic empowerment in the Ethiopian garment and textile sector? What approaches are perceived to be effective (particularly by workers and worker organization representatives)?

3.2 Which institutional actors, leverage points or structures were most critical/influential? What factors facilitated or limited their influence?

BWE interventions are progressing toward improving gender equity and empowerment for female workers in the workplace, though progress is slower than some stakeholders would like to see. The primary form of empowerment the ET was able to ascertain was that female factory workers who participated in BWE training attained promotions; sampled survey respondents, BWE document reviews, and KII responses agreed on the upward trajectory of BWE participants. Factors that limited BWE's influence are the relatively small project footprint in large factory settings, underlying equity issues that could not be addressed by BWE and distrust of labor unions by factory owners/ managers.

The three results supporting the ET's findings to address this EQ are below.

**Result 9. BWE's programming design and theory of change work mostly aligns with stakeholders' needs.**

All interviewed stakeholders agreed that by design, BWE is supposed to reach underrepresented groups that are typically employed in apparel factories in industrial parks. Among respondents, there was a mutual agreement that “of course” BWE was empowering women because it was designed to do so from the beginning. Respondents were not able to elaborate further on how specifically gender equity and empowerment were being strengthened through BWE. As of the writing of this report, baseline data on gender equity and empowerment conditions in BWE intervention factories were not available. ILO documents and KIIs with ILO representatives revealed that the gender assessment for baseline conditions was delayed due to external contracting challenges.

Discussions via KIIs and FGDs illustrated the “how” and “so what” of BWE's achievements with more detail. As discussed in a FGD with factory workers, a male BWE participant indicated that a fellow factory worker benefitted from the training provided by BWE/ILO to help them understand sexual harassment and gender-based violence (GBV), occupational health and safety, workplace rights, and roles and responsibilities. One factory worker FGD respondent shared that the capacity development training made him a more sociable and disciplined worker, changing his negative attitudes and rigid gender norms. In turn, those perceptions helped the factory worker understand the benefits for men of gender equity, work distribution, and moving away from a polarized viewpoint in which either men or women can “hold all the roles.”

“I can say that the women's leadership approaches have been effective in benefiting more women in the industry. For example, one approach that has worked well is providing targeted training and development opportunities for women to prepare them for leadership roles. This has helped to build their skills and confidence and has enabled them to take on more challenging and rewarding positions in the factory.”

- Employer Representative

At the same time, both employer representatives and workers' organization representatives shared that training sessions targeted toward those in line for promotion do not reach a wide enough audience. Employer representatives expressed the need for more persons trained overall, reaching both supervisors and workers, while a workers' organization representative noted that workers' larger circumstances should be considered in the design of BWE interventions.<sup>16</sup>

“...The intervention by BWE to support underserved groups is done within the park and outside of the park. [O]utside the park interventions aim to create a hospitable environment for the workers outside of work. But there is no work that is being done in this regard. BWE should incorporate this in its project. BWE should strengthen its inspection/monitoring in this regard. If there are repeated cases of operators fainting at their workstation, BWE must investigate the cause. Is it because they are overburdened with work? Is the job difficult for them? Is it because the workplace is not comfortable? Or is it because of hunger caused by their small wage?”

- Workers' Organization Representative

More than one employer representative noted that BWE capacity constraints were a severe limitation of the project, indicating that the percentage of those trained is relatively small compared to the large number of workers employed in factories and industrial parks.

“...compared to the number of issues we would like to address, the projects we implemented with BWE's support [are] nothing.”

- Workers' Organization Representative

KIIs and FGDs identified other factors that limit BWE's ability to address equity issues. They include:

- Factory worker turnover, which is typically high in the apparel sector; this challenge has important implications for BWE sustainability (discussed below).
- Management's commitment and readiness to ensure gender equity and equality in the workplace.
- Rural vs. urban cultural divide between workers and managers (i.e., factory workers from rural areas are also of a lower education level and relatively unskilled).
- Ethnic and/or cultural differences between Ethiopian factory workers and expat lead engineers.

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<sup>16</sup> While labor inspections are not part of BWE's scope, we find that this respondent's point of view illustrates BWE's efficacy and the trust the respondent places in BWE.



- Fear of retaliation and low self-esteem: workers are afraid of speaking out about rights violations for fear of reprisal. Low self-esteem makes workers feel their concerns will not be taken seriously.
- Language barriers among workers, and between workers and managers (where English is typically spoken), making it challenging to understand workers' rights and communicate with coworkers and employers.

A GOE representative the ET interviewed believes that BWE should do more to engage employers and focus more on OSH:

“...We have identified some interventions or approaches that are not meeting our needs. Firstly, we expected the program to have increased interactions with employers, but this has been very minimal and needs strengthening. We believe that the program should increase its engagement with factory managers and owners, as they have their own role and interests when it comes to promoting worker's rights. Secondly, we have identified a limitation regarding OSH. While some factories have received capacity building on OSH, it is very limited. We believe that more work needs to be done in this area to ensure that workers are safe and healthy in their workplace.”

- GOE Representative

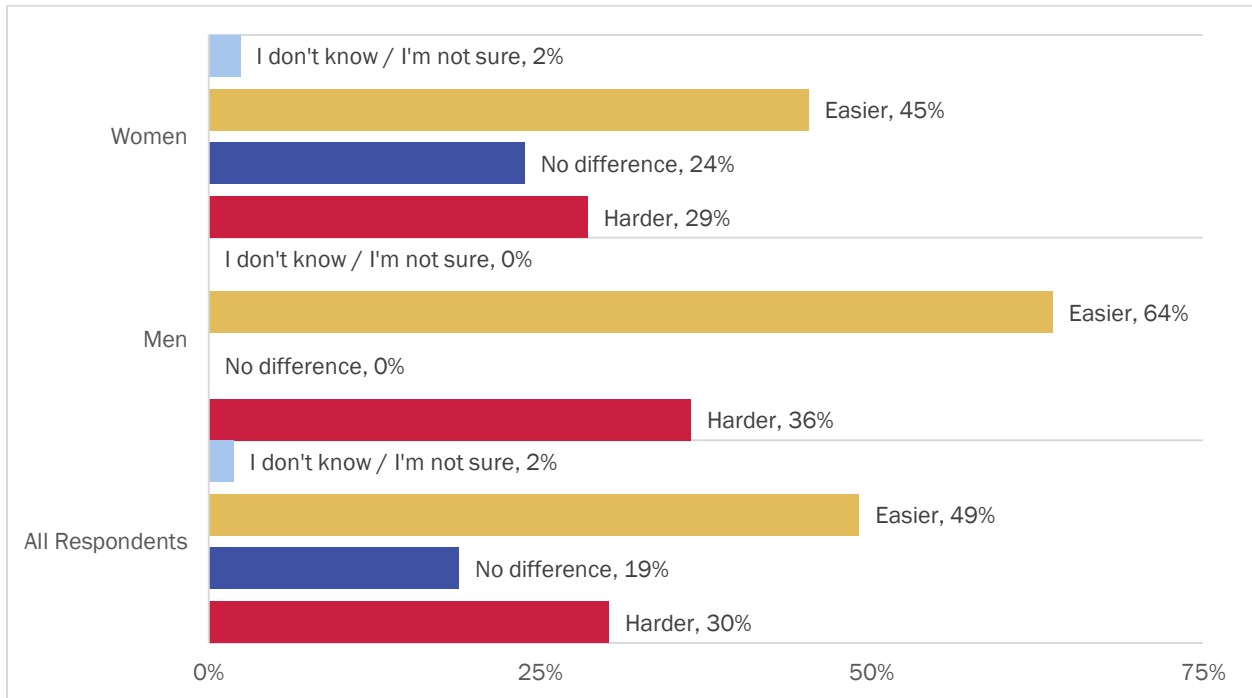
The same GOE representative noted that they have regular contact with regard to factory compliance and are responsible for liaising between industry workers and employers in the industrial parks/zones.

**Result 10. Factory management attitudes are both positive and negative in accepting the role of unions and their efforts to promote workers' rights.**

Project effectiveness is impacted by workers' agency and the ability or willingness of employers' and workers' organizations to empower workers.

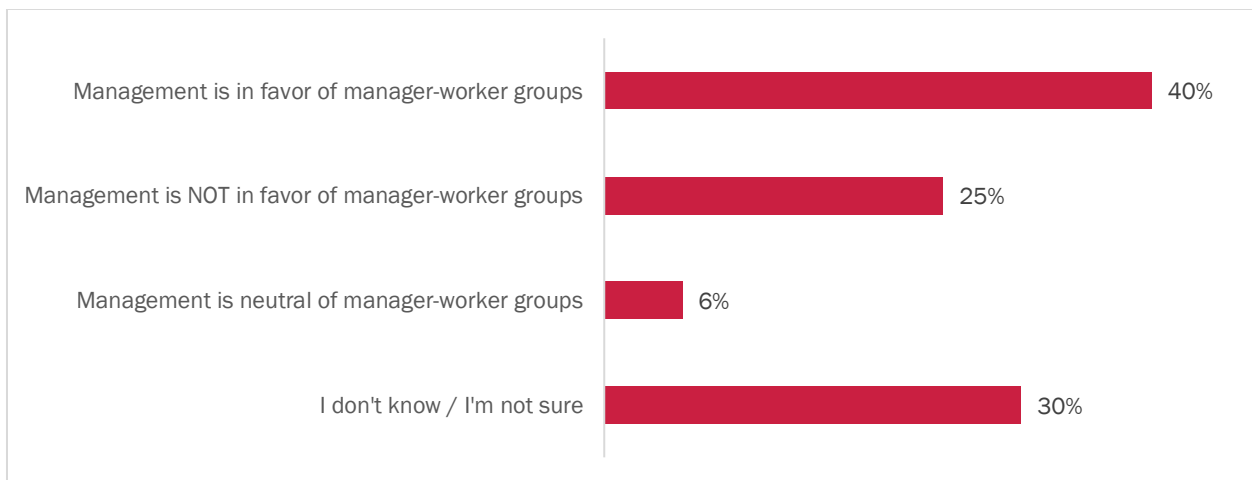
According to the survey conducted with factory workers, 49 percent of respondents (n=53) believe that it is easier to advance worker rights presently compared to two to three years ago (Q16). Thirty percent believed that it is now harder to do so, and most of those respondents had been in their position for three years or more. More details are found in Figure 2.

**Figure 2. Compared to two to three years ago, do you believe it is harder or easier to advance worker rights? (n=53)**



Overall, 40 percent of surveyed factory workers said that factory management was in favor of manager-worker groups; while almost a third were not sure (30 percent). See Figure 3 illustrating Q15 results.

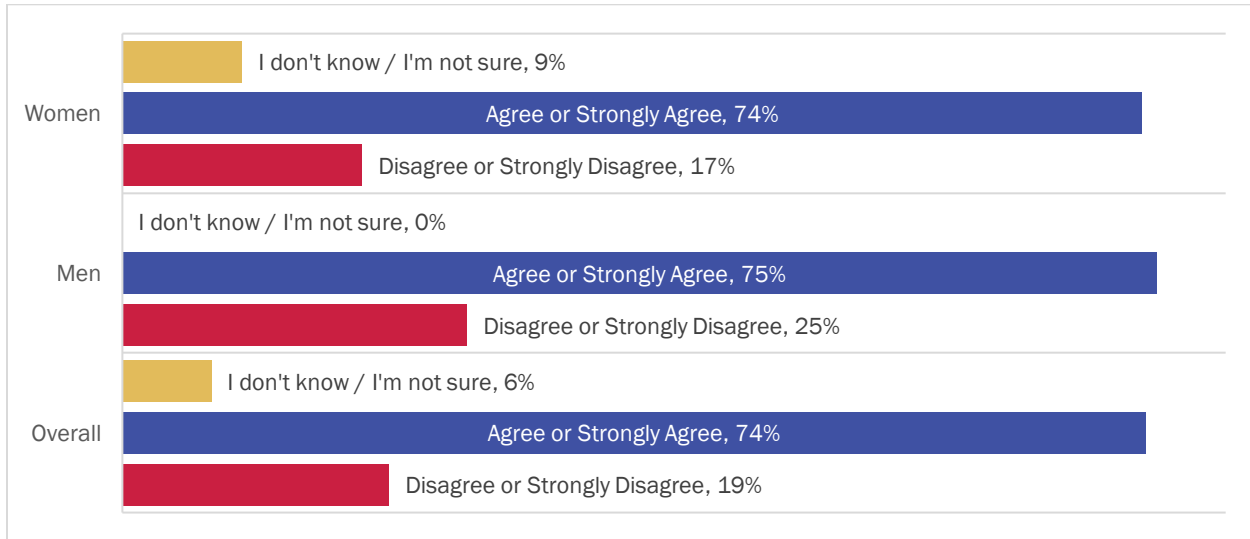
**Figure 3. Factory workers' perception of factory management attitude towards union, employee association, or equivalent (n=53)**



Factory workers do believe that labor unions are effective in helping improve workers' rights at their factories, with 60 percent of respondents saying that these groups are at least somewhat effective. Additional discussion of labor unions is in Section 2.5, BWE Sustainability results.

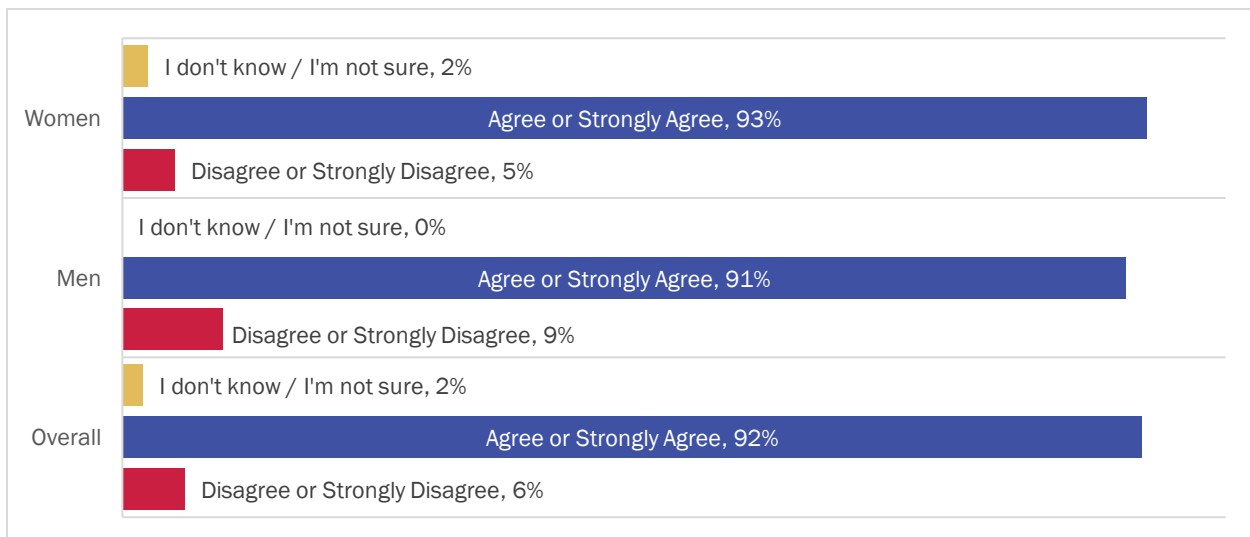
Managers’ opinions varied from those of factory workers on the subject of workers’ rights and factory management. As shown in Figure 4, most factory manager respondents either agreed or strongly agreed with the statement, “Factory management and policies have improved awareness of workers’ rights in the past two to three years” (Q12).

**Figure 4. “How much do you agree with the following statements: ‘Factory management and policies have improved awareness of workers’ rights in the past two to three years.’” (survey with factory managers; n=8 men, 23 women)**



In comparison, surveyed factory workers were almost unanimously in agreement that they were more aware of their rights (see Figure 5).

**Figure 5. “How much do you agree with the following statement: ‘Compared to two to three years ago, I am more aware of my work rights.’” (survey with factory workers; n=11 men, 42 women)**



While awareness of rights is an early step toward respecting workers’ rights, the mixed opinions could not be further validated due to the timeline of the evaluation; they present an important consideration in BWE’s future engagement with factories.

“...Unionization efforts are not bearing the fruits (sic) due to lack of support from employers and government. Promoting workers’ rights in the factories is not well-welcomed by both employers and the government, as a result, success in this area remains behind.”

- GOE Representative

**Result 11. BWE met or is mostly on track to meet project targets, though indicator reporting is inconsistent.**

Per a review of ILO documentation (including TPR reports and the ONE ILO-SIRAYE M&E Package), most indicator results at the LTO level either met their targets, exceeded them, or were within a +/- 15 percent margin. The most recent TPR reporting from April 2023 shows that BWE changed course to make targets more reasonable (increasing or decreasing them) after Period 2 reporting. The most consistent results were found under LTO 1 (*More women workers advance in their jobs with higher positions and/or salary*) and LTO 2 (*Workplaces provide a safer and less discriminatory environment for women*).

Note that there was no indicator reporting in Period 1 (October 2020-March 2021), and that three of the five LTO 3 results did not have targets or actuals reported within the last two periods (Periods 4 and 5, covering April 2022-March 2023).

Additional details used in this indicator review are found in Table 8, with additional analysis of results to follow.

**Table 8. BWE LTO 1-3 Indicator Results with Achievement (A) and Percent Margin from the Target (%M)<sup>17</sup>**

| Indicator                                                                                                                         | Period 2<br>Apr Sept<br>2021 |     | Period 3<br>Oct 2021 Mar<br>2022 |    | Period 4<br>Apr Sep<br>2022 |     | Period 5<br>Oct 2022 Mar<br>2023 |     |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----|----------------------------------|----|-----------------------------|-----|----------------------------------|-----|
|                                                                                                                                   | A                            | %M  | A                                | %M | A                           | %M  | A                                | %M  |
| Number of women engaged in job-related skills and training (LTO 1)                                                                | 300                          | 300 | 250                              | 0  | 98                          | -11 | 30                               | 0   |
| Number of individuals engaged in activities to change beliefs and practices in favor of women’s progress in the workplace (LTO 1) | 471                          | 155 | 34                               | -3 | 270                         | -10 | 90                               | -10 |
| Number of trainings that change beliefs and practices in favor of                                                                 | 24                           | -4  | 12                               | 20 | 8                           | -20 | 9                                | -10 |

<sup>17</sup> The ET did not assess available project documentation for data quality but assumes that internal ILO/BWE mechanisms are working to ensure proper data collection protocols are followed and that recordkeeping is intact. Prior indicator reporting matched what was reported in subsequent reports.

| Indicator                                                                                                                    | Period 2<br>Apr Sept<br>2021              |                 | Period 3<br>Oct 2021 Mar<br>2022 |                           | Period 4<br>Apr Sep<br>2022 |                            | Period 5<br>Oct 2022 Mar<br>2023 |                           |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------|----------------------------------|---------------------------|-----------------------------|----------------------------|----------------------------------|---------------------------|
|                                                                                                                              | women's progress in the workplace (LTO 1) |                 |                                  |                           |                             |                            |                                  |                           |
| Number of industry seminars that change beliefs and practices in favor of women's progress in the workplace (LTO 1)          | 2                                         | 0               | 0                                | --                        | 2                           | 0                          | 1                                | 0                         |
| Average non-compliance rate on gender-sensitive compliance questions (LTO 2)                                                 | 6                                         | -14             | 5                                | -17                       | 4                           | -20                        | 3.5                              | -13                       |
| Number of women workers and managers participating in workplace cooperation committees (LTO 3)                               | 7                                         | -30             | 98                               | -2                        | N/A                         | --                         | N/A                              | --                        |
| Number of national-level events that promote gender equality (LTO 3)                                                         | --                                        | --              | 0                                | --                        | 0                           | --                         | 0                                | --                        |
| Respective percentages of female and male worker participants attending workplace cooperation committee meetings (LTO 3)     | 80                                        | -6 <sup>6</sup> | 84<br>female<br>16<br>male       | -1<br>female<br>7<br>male | 69<br>female<br>31<br>male  | -8<br>female<br>24<br>male | 66<br>female<br>34<br>male       | -6<br>female<br>3<br>male |
| Respective percentages of female and male management participants attending workplace cooperation committee meetings (LTO 3) | 0                                         | --              | 0                                | --                        | 0                           | --                         | 0                                | --                        |
| Percentage of female supervisors in BW factories (LTO 3)                                                                     | 68                                        | -9              | 63                               | -7                        | 64                          | -2                         | 63                               | -10                       |

Project document reviews found numerous output-level results and activity inputs that were converted into outputs. That data did not provide consistent results for gauging BWE effectiveness. For example, the most recent TPR report (April 2023) provided a summary of training provided on various topics related to STO 1.1.1 *Women workers and the local community have increased knowledge of gender equality*. The training topics did not link back to how that training delivery increased knowledge of gender equality but rather provided the number of attendees of various training sessions. There was no mention of pre-/post-testing or additional follow-up with trainees.

In another example from the April 2023 TPR, ILO summarized output results relevant to STO 1.2-1, *Women workers in Better Work factories acquire necessary skills to advance their careers*. Those included Output 1.2.1.1 on *Women workers trained on technical and*

*soft skills to take up supervisory positions*, and as noted in the report, 102 workers from 19 factories participated in the two rounds, with over 65 percent of trained workers promoted to the next higher position. It was not clear from the reports when those training sessions took place, and when promotions followed. In both examples, the output-level results assume a logical leap to connect them to higher-level outcomes.

Of note, the indicator names presented in the TPR reports did not match what was in the project logical framework, workplan, or other M&E plan documentation. These discrepancies suggest that M&E planning and updates may not be happening frequently enough, or that project documents are out of date.

BWE reporting included contextual monitoring data and focused on challenges and contextual factors, some of which could be mapped to the critical assumptions noted in the August 2021 BWE Results Framework. Across all TPRs, only four recurring topics were addressed: (1) AGOA delisting; (2) November 2022 Peace Deal; (3) Ethiopia's economic outlook; and (4) Restructuring of the Ministry of Labor and Skills (previously the Ministry of Labor and Social Affairs, or MoLSA).

## 2.4 EFFICIENCY RESULTS

This section addresses the EQs related to efficiency.

4. To what extent has BWE been efficient (able to achieve its goals in a timely manner) in reaching target populations in intervention approaches? Consider the timeline, resources, and operating context.

4.1 What are the best practices and lessons learned for ILAB and the Grantee to ensure technical assistance reaches and benefits targeted underserved populations?

BWE achieved its targets and was responsible with ILAB resources, including budget, staffing, and activities. BWE was in operation through the COVID-19-related factory shutdowns and has been working to navigate Ethiopia's removal from AGOA.

Two results specific to efficiency are provided here, with additional relevant analysis in the previous Section 2.3, Effectiveness. Best practices and lessons learned are in Part 3.

### **Result 12. BWE acted responsibly with project funds.**

ILO staff in Addis Ababa shared that they have limited staff and a narrow operational scope. An employer representative also observed that the BWE intervention scope is extremely specific and limited. An ILO representative shared that at the start of BWE, the gender component was already under implementation in ONE ILO-SIRAYE's existing budget, which was used to "...strengthen the industry and ensure women's prospects in the area." According to this interviewee, 70 percent of the women that BWE trained have been promoted, and anecdotal data from employer representatives support this claim. Synthesis of BWE's indicator results is provided in Section 2.3 above, Effectiveness. The evaluation did not include a budget analysis for cost-effectiveness. At the same time, the available BWE budget estimate corresponds to the project results by year. For example, BWE's 2021 costs were estimated at four times BWE's 2020 costs, which corresponds to the sharp uptick in the number of trainings conducted and other activity inputs. ILO staff noted there were budget gaps and delays in using the set budget within

the agreed-upon timeframe; however, at the time of writing, BWE was granted a no-cost extension. BWE's organizational chart seems reasonable given the number of ongoing activities and staff needed to conduct them.

Like other Better Work projects, BWE has a relatively efficient team structure with embedded staff for both BWE and Score (a non-USDOL project), so two projects effectively share the expertise of the necessary project management, gender, and M&E support staff. ILO also coordinates with other partners like the Ethiopian Women Lawyers Association (EWLA) by signing agreements that jointly contribute to BWE's efficiency and effectiveness.

While BWE project documentation noted that BWE uses outcome-based budgeting, the ET was not able to determine if adequate data was available to understand whether such a budgeting approach was being used, and to what effect.

### **Result 13. BWE training leads to improvements in working conditions and eligibility for promotion.**

A FGD with factory workers described a scenario in which the company they work for now promotes workers based on performance, a practice that came about only after BWE's training.

“...Now the company is working on promoting people internally [rather than] hiring people from outside.”

#### **- Factory Worker**

The process through which promotions are implemented starts with the factory leadership deciding they would like to issue promotions, after which they send candidates to partake in BWE's training. According to a FGD with factory workers, during the training, employees are considered to be “off work with pay” and as a result, they feel “responsible to compensate for the days they were in the training and encourages them to work hard, which later helps them for the promotion.” After those candidates are promoted, other factory workers/operators are then inspired to work hard so they, too, could get promoted (according to another FGD with factory workers).

## **2.5 SUSTAINABILITY RESULTS**

This section addresses the EQs related to sustainability.

5. To what extent are the BWE interventions likely to yield sustained results?

5.1 To complement and help sustain BWE efforts, what could other stakeholders (particularly GOE and USDOL) do to strengthen Freedom of Association (FOA) and collective bargaining for women workers in the Ethiopian garment and textile sector?

5.2 What contextual factors (cultural norms, processes, structures, mechanisms) have the most influence on workers' perceptions, voice, and action to advance women's rights in the apparel factories, both individually and collectively? Which have the least?

Sustaining BWE's progress is closely linked to the relevance of the project's design and ability to achieve results as intended. As noted in the relevance section, BWE's progress

was uneven in terms of meeting the needs of all stakeholders due to weak penetration of advocacy material/communication with the private sector and insufficient effort to engage middle- to upper-management at factories. Following the Relevance findings above, the GOE, ILO, and USDOL are best placed to continue to advocate for a minimum wage law, establish norms that govern collective bargaining and FOA, and use OSH standards (and their enforcement) to ensure decent work conditions. Contextual factors that positively influence workers' ability to advance women's rights in factories include the existence of labor unions in factories, and an understanding by all parties of the role of labor unions in promoting open and fruitful communication between factory management and workers.

The main result related to this EQ is directly below but is supported by results in the Relevance and Coherence sections as well.

**Result 14. While BWE's design and TOC have been relevant to most stakeholders' needs, middle management employees expressed readiness for additional and more advanced capacity development.**

All available data sources tended to agree that by design, BWE is supposed to reach underrepresented groups that are typically employed in garment factories. Respondents did not comment as much on the extent to which the project is well-designed, only noting that it is designed for a specific purpose. Additional analysis on this point is found above in Section 2.1, Relevance.

Within factories, BWE conducted follow through in some workers' individual cases, but not in others. As one workers' organization representative shared, factory management was unaware of the existence of separate women's committees that are represented under the labor unions. The respondent shared:

“...even if women committees are established with the support of BWE, we still are not able to effectively carry out our responsibilities. Meaning, even if we are given training for two and three times, we are not allowed to do our task because our companies don't allow us. We wanted to cascade the training to the workers, but we couldn't do that...We expected BWE to introduce the committee with the factories and to explain the purpose of the women's committee, the powers, and responsibilities, what roles to be taken by the women's committee etc. to the employers. This didn't happen. This impacted our work. For example, when we wanted to send a women's committee member to participate in a training, we were told by management that they don't know anything about the women's committee.”

- Workers' Organization Representative



Many respondents spoke of the “missing middle” of BWE’s interventions, a gap also reflected in project M&E documents. BWE’s tripartite theory of change structure includes, for each level of the tripartite structure, inputs/activities, intermediate outcomes (1st order), intermediate outcomes (2nd order), and, ultimately, the desired impact. The extent to which BWE activities were able to progress from 1st order intermediate outcomes to 2nd order intermediate outcomes is unclear.<sup>18</sup> In particular, results related to 2nd order intermediary outcomes designed for improving human resources (HR) practices, systems, and management were lacking. A factory worker illustrated the cascading equity issues stemming from poor HR systems and unfair treatment as such:

“In this company the operators who have been here for long time are not being treated well and haven’t gotten a proper raise. When they ask for a raise and a promotion, they were told to either quietly work or leave the job. The newly hired HRs especially are very difficult. They tell the workers to either do their job or leave. If the workers make any mistake, they strike off their attendance fingerprint and tell them they are going to be counted as an absentee for that day. If they are late, the rule is for the first time to sign a warning, but they dismiss the workers [from] their job without following the rules. This creates an opening in the line, which in turn creates a lot of pending in productivity. The [managers] then blame the line managers for not finding balance to cover the vacant positions. The managers have daily targets which they must complete with a full line (full staff). When HR unexpectedly dismisses an operator, it creates a lot of burden on them to cover for the opening. In one line there are 35-36 machines for each operator. The manager or supervisor can’t cover all machines when there is an opening....The other challenge, [HR laid] off the experienced operators and they hire new ones. When the new operators see the salary, they say it is not enough and leave without staying long. This again creates another opening, which also creates a lot of burden on line managers and supervisors. When [we] submit our complaint about this, the people who took our complaints don’t present the issue to senior management.”

- Factory Worker

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<sup>18</sup> See ONEILO-SIRAYE M&E Package, Theory of Change page.

### 3. LESSONS LEARNED AND EMERGING GOOD PRACTICES

This section describes methods and strategies that have shown initial promise and achievements.

#### 3.1 LESSONS LEARNED

- Factory managers need to be convinced of the value proposition of what BWE is doing. This extends not only to support for labor unions, but also to ensure that BWE participants do not face backlash in the workplace for speaking up for their rights.
- Factory management needs to be consulted and made aware of the importance of allocating time and resources so that women’s committees can conduct meetings at work sites. An important constraint is that time allocation for women’s committees has to be designed in an equitable way such that male employees also have time allocated for analogous activities.
- BWE should engage more directly in monitoring how allegations of sexual harassment are investigated and resolved. The current approaches used by some managers and workers’ representatives in responding to sexual harassment charges may not be addressing the underlying dynamics.
- Absenteeism and staff turnover are ongoing concerns for employers. Factory leadership indicated sustained rates will impede BWE’s success will continue to impede BWE’s success. It is important to acknowledge these challenges when designing BWE training and to collaborate with employers to mitigate these issues.

#### 3.2 PROMISING PRACTICES

- BWE established a call center to handle grievances such as unlawful termination, harassment, and violation of rights. Issues are coordinated via the workers’ union, and further addressed by EWLA and Hawassa University, which provide pro bono legal aid services to workers. These resources provide workers with the necessary means to raise issues and be treated more fairly in the workplace.
- The COVID-19 pandemic, Ethiopia’s removal from AGOA,<sup>19</sup> and the conflict in Tigray contributed to project delays but BWE’s adaptive management techniques worked well. BWE staff pivoted to identify suitable factories and establish COVID-19 prevention and work safety measures.
- BWE’s planned sustainability activities like establishing an alumni network to encourage peer to peer learning and a three-month mentoring program. Though a “buddy system” exists informally, BWE plans to formalize this initiative. The new structure would include ToT to build expertise with HR personnel and other internal capacity efforts to support workers.

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<sup>19</sup> AGOA provides eligible sub-Saharan African countries with duty-free access to the U.S. market for over 1,800 products. The United States terminated Ethiopia, Mali and Guinea from the AGOA trade preference program in January 2022 due to actions taken by each of their governments in violation of the AGOA Statute.

## 4. CONCLUSIONS

This section summarizes the ET's conclusions regarding BWE.

### 4.1 RELEVANCE

BWE was broadly responsive to the needs and priorities of underserved populations (female workers) and key stakeholders (GOE, factory managers, and others). Perceptions of workplace safety, welfare provisions and services, awareness of workers' rights, and fair treatment all improved over the course of BWE's project activities. BWE training was particularly instrumental in fast-tracking promotions for factory workers who would have otherwise remained in their previous roles and dispelling the idea that only university graduates could be promoted to executive positions. Specifics of why and how BWE gender empowerment activities were designed were lacking, as were specific definitions of key terms like "underserved," likely due to changing USG priorities. BWE's demand-driven mechanism for approaching factories for further engagement was comprehensive and worked well within the hierarchical factory structure. Baseline data from the gender analysis were referenced throughout project documentation and interviews with ILO, but the data were not available in the M&E dataset provided to the ET.

### 4.2 COHERENCE

The GOE and BWE have similar priorities but in varying order of importance. For the GOE, the most critical objectives are to ensure factories remain open and foreign investment continues to flow into the country, despite its delisting from AGOA. BWE's objective to empower female workers is aligned with the broad goals of the GOE but is likely a secondary concern to attracting investment in the apparel sector. BWE's other objectives through its tripartite approach aligned with GOE priorities.

Alignment between BWE and workers' organization priorities is stronger. Both BWE and workers' organizations believe that empowered female workers will lead to better work conditions in the long term. Factory managers are not all convinced that labor unions are a good mechanism through which to improve working conditions. Respondents viewed the GOE and the Ethiopian Industry Association to be relatively unsupportive of change, while the private sector may hold the most promise for deeper engagement by BWE. A missing piece of BWE's engagement with the private sector has been broad-based outreach and publicity of BWE's capabilities. One key weakness of the BWE approach was the relatively shallow penetration of BWE messaging with firms, as well as across firms (including top management, middle management, and workers). Of particular importance is engaging middle managers to understand what the purpose of BWE interventions are and how they are to be applied.

### 4.3 EFFECTIVENESS

BWE interventions are on track to meet or exceed the intended results of STOs 1-3, despite capacity constraints. Among the key factors endangering progress, contextual challenges, like the AGOA, will continue to impede BWE's ability to stay relevant and effective in its mission. Adaptive management and context monitoring will remain critical to addressing these external challenges. The extent to which BWE was able to change

factory management attitudes about the role of unions in empowering workers remains unknown, but evaluation data sources on this point were somewhat conflicting (GOE representatives noted that unionization efforts are not bearing fruit, while survey respondents mostly believe that management is in favor of manager-worker groups).

Effectiveness in terms of project design was high in that the training was not only well-received and had near-term positive impact (in the form of promotions), but also produced positive ripple effects (i.e., better perceived work conditions and treatment) that could serve BWE participants well in the future.

#### **4.4 EFFICIENCY**

Efficiency in terms of process would be improved if BWE's M&E systems provided more flexibility and reporting mechanisms reflected the fluid nature of BWE's work. These concerns stem from the proliferation of output indicators and activity inputs, but little focus on important contextual factors that affect progress or more detailed reporting at the outcome level. Even at the outcome level, several "N/A" or zero-value indicators seem defunct and unnecessary. Measuring activity inputs and output indicators can remain important work planning elements. Strengthening and streamlining BWE's M&E systems will be key to transitioning the project to second-order intermediate outcomes and focusing more on complex results like working with HR systems and enhancing national capacity to undertake OSH audits.

#### **4.5 SUSTAINABILITY**

Sustainability for BWE's gender component is largely dependent on the sustainability of BWE's wider efforts. BWE's theory of change enmeshes the concepts of gender equity and women's empowerment with all other work streams like private sector engagement, factory management, and relationships between workers and factories. Upon BWE's completion, unions will likely fill some of the gaps in programming and results, among those factories where unions are active. Ethiopian labor unions' capacity to grow and be effective advocates for workers is highly dependent on their individual effectiveness.<sup>20</sup> However, unions are not particularly well-regarded by factory management, nor are they empowered to advocate for change at the national level. Further, some factories lack unions, which leaves progress entirely up to factory management.

BWE's women alumni cohorts may also play a smaller role in expanding their achievements to date. The extent to which BWE can boost unions' profile while also playing the role of convener for other stakeholders will determine BWE's sustained results, including those specifically for women factory workers. Another forgotten area of engagement to ensure sustainability is private sector partners, through whom BWE has not made many inroads yet.

Work in the policy development and improvement space may not be within BWE's purview, but the lack of labor protections, including a minimum wage, will hinder the effectiveness, and ultimately, sustainability of BWE's interventions. Larger sustainability efforts will also rely on the coordinated effort of national-level stakeholders at the ministry level.

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<sup>20</sup> The ET assumes that there is no national garment labor union with branches at each of the firms.

## 5. RECOMMENDATIONS

This section presents action-oriented recommendations to ILO, ILAB, and government partners implementing BWE. Table 9 at the end of the section provides references to supporting evidence for each recommendation.

### 5.1 RECOMMENDATIONS TO THE BWE PROJECT TEAM

#### 5.1.1 EXPAND AND STANDARDIZE BWE GENDER COMPONENT FOLLOW-UP ACTIONS THROUGH STRONG COMMUNICATION IN FACTORIES ACROSS ALL LEVELS.

BWE interventions and associated results were brought to bear in a complex environment with multiple complicating factors. Building on BWE's successes in specific follow-up instances, the BWE gender component should standardize follow-up protocols with factory workers and managers across the board, particularly with middle management. Regular communication should include clarity on BWE's role, results to date, and what stakeholders stand to gain from collaboration with BWE's gender component. Follow-up actions with all trainees would more consistently document both positive results and any potential unintended consequences from training and other capacity development measures (e.g., coaching). A standard, post-training follow-up can take place one to two months following the initial training, and then less frequently. Documenting the results of follow-up actions in TPRs and other reporting mechanisms will be useful for larger BWE outreach efforts, improving internal project learning, and strengthening adaptive management. Establishing more thorough follow-up actions would also help clarify expectations with trainees and may provide a buffer against training attrition.

#### 5.1.2 ACCELERATE BWE ENGAGEMENT WITH THE PRIVATE SECTOR IN THE INDUSTRIAL PARKS

Engagement with factory managers was a common practice for BWE but was not consistent across all factories. Further incorporating external factors, such as economic forecasts, and external stakeholders, such as industry associations or chambers of commerce, into the design and delivery of BWE interventions (including the gender component) could go a long way in making BWE both more efficient and sustainable. Including the private sector in improving working conditions would also help bridge the existing gap between GOE and the private sector. One avenue for doing so could include jointly enhancing OSH compliance efforts, which would reasonably benefit all stakeholder groups.

#### 5.1.3 STRENGTHEN M&E PROCESSES WITH AN EMPHASIS ON LEARNING BY EMBEDDING BASELINE DATA INTO PROJECT SUSTAINABILITY EFFORTS

Despite delays in data collection for the baseline gender assessment data, BWE, NGO, and GOE stakeholders would benefit from deeper awareness of how far (or not) BWE's gender component has moved the needle on gender equality and women's empowerment. Simplified and timely baseline data can be incorporated into sunseting programs even retroactively and would eventually be needed to measure BWE's impact. Establishing baseline conditions would also help in solidifying key definitions for the project, such as what it means to be underrepresented or marginalized in the industrial park context.

Another way to ensure sustainability is to co-develop a sustainability plan with local partners who are also involved in baseline data collection. This approach could allow local partners (namely, factories and workers' organizations) to know which actions and milestones are to be achieved and how, and would strengthen ownership of the results after BWE ends. A potential strength of this co-development and co-ownership approach is that labor unions would be able to conduct the same kind of data collection and analysis for their own purposes, in turn strengthening their own capacity. Another important M&E strengthening and learning opportunity for BWE is to support evaluation efforts through participant outreach such that future evaluations can gain input from stakeholders on rapid scorecards, as required for this study.

## **5.2 RECOMMENDATIONS TO ILO/GENEVA HEADQUARTERS**

### **5.2.1 STREAMLINE AND SYNCHRONIZE M&E PROCESSES TO MAKE PROJECT DATA MORE USEFUL**

BWE already regularly provides clear project reports but would benefit from reducing the number of lower-level indicators at the input and output levels. Simplifying the M&E framework by culling the Indicator Performance Tracking Table (IPTT) for unnecessary indicators would also reduce the reporting burden on BWE staff. Reporting would benefit from additional analysis of results and contextual commentary on how factors outside the management interest of the project are affecting results, such as pivots in GOE priorities and external factors affecting the labor market. Also, making results more time bound to specific points in time rather than cumulative over the course of the project would be helpful in measuring progress that may not be linear. Within reporting periods, there may be considerable variability that is not made apparent due to the relatively static nature of existing semiannual reports.

Stronger M&E processes would extend to ensuring future evaluation support through greater participant engagement in interviews or surveys, and the program awareness to provide richer data (namely, sufficient data to develop ratings for rapid scorecards).

### **5.2.2 SEEK OPPORTUNITIES TO COLLABORATE WITH GOE ON LABOR POLICY WHERE APPROPRIATE**

Another approach may be to work together on equitable policy reform such that the Ethiopian apparel industry is more globally competitive and compliant with global labor standards, including gender equity in the workplace. ILO-Headquarters should take advantage of the fact that GOE representatives and workers' organizations agree with the need for a national minimum wage policy, and make a recommendation. Any recommendation should consider fairness to workers, as well as administration and compliance burdens. GOE is also calling for additional OSH enforcement and compliance that would make Ethiopia's apparel industry more competitive globally and better serve workers' needs. To the extent that ILO can leverage its global mandate in Ethiopia through BWE, ILO should lean into its advisory role to help establish standard governing wages and work conditions that would benefit both workers and industry. A possible entry point for such engagement could be to provide support in the recent (completed) restructuring of the Ministry of Labor and Skills.

### **5.3 RECOMMENDATIONS TO ILAB**

#### **5.3.1 ESTABLISH GUIDEPOSTS FOR WHEN PARTNERS SHOULD REVISE PROJECT TARGETS IN RESPONSE TO SHOCKS AND CHANGES IN PROGRAMMING CONTEXT**

Part of the adaptive management toolkit necessary to ensure BWE's sustainability includes a strong footing in M&E systems utilized to guide the direction of the project. Doing so requires that partners revisit key performance indicators and their targets against available resources so that they reflect needs and changing conditions. One approach would be for ILAB to introduce programming guideposts for variance from targets through percent margins within an acceptable range, beyond which documented discussions between ILAB and ILO should be used to further explain and update project plans. ILAB should also support ILO's efforts to streamline their M&E systems by dropping indicators with no data or those that are not applicable to BWE.

Additional demand for context monitoring would also build on what is already working well to gauge assumptions and assess how those affect project results. ILAB could work with BWE partners through facilitated workshops and guided target-setting exercises to develop an M&E framework and sustainability plan that meets local partner capacities.

### **5.4 RECOMMENDATIONS TO GOE**

#### **5.4.1 PROMOTE ACHIEVEMENTS UNDER BWE THAT SUPPORT A HEALTHY INVESTMENT ENVIRONMENT**

Through the GOE's role as convener, BWE's numerous successes should be shared in relatable terms with current and potential future private sector investors (both domestic and international). Better work conditions balanced with a favorable investment environment would likely attract new and retain old investors, further establishing Ethiopia as a healthy foreign direct investment environment. A BWE primer for investors with a nod to ILAB and ILO support and sign-off would be a helpful tool to communicate those successes. To do so, the GOE must be convinced of the positive benefits of workers' organizations in resolving issues and ensuring workers' rights are respected.

#### **5.4.2 COLLABORATE WITH ILO AND BWE IN DEVELOPING AN ETHIOPIA-APPROPRIATE MINIMUM WAGE LAW**

As noted in the recommendations for ILO-Headquarters, the GOE should collaborate with ILO and BWE to develop a set of minimum wage laws that balances the needs of workers with factor owners and promotes a healthy investment environment for foreign investors. Any proposed minimum wage law should consider both workers' needs and how high compliance or administration costs can affect the formal versus informal labor market in-country (as evidenced in some other BW programs, firms may be less likely to hire more workers in the formal sector due to the administrative burden of being compliant with complicated minimum wage laws and labor protections). This recommendation assumes that setting wage standards will improve work conditions for all factory workers, including women.

**Table 9: Recommendations to BWE, ILO, ILAB, and GOE with Supporting Evidence**

| Recommendation                                                                                                                                                                                                                                                                                                                                                                                             | Evidence                                                                                           | Page #                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------|
| <b>Recommendations to BWE Project Teams</b>                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                  |
| 5.1.1 Expand and standardize BWE gender component activities such as allocating time and resources for women’s committees to meet, strengthening mechanisms for addressing workers’ grievances, collaborating with local legal partners, and creating an alumni network. Follow up these actions through strong communication in factories across all levels.                                              | Relevance, Result 2<br>Coherence, Result 8<br>Effectiveness, Result 9<br>Sustainability, Result 14 | p. 16<br>p. 24<br>p. 25<br>p. 35 |
| 5.1.2 Accelerate BWE engagement with the owners of garment factories located in the industrial parks to replicate and scale the gender-based empowerment approach.                                                                                                                                                                                                                                         | Relevance, Result 5<br>Sustainability, Result 14                                                   | p. 20<br>p. 34                   |
| 5.1.3 Engage local gender specialists to inform and guide baseline assessment, indicator targets, reporting results, and improving monitoring and evaluation processes.                                                                                                                                                                                                                                    | Relevance, Result 1<br>Effectiveness, Result 9                                                     | p. 13<br>p. 25                   |
| <b>Recommendations to ILO Geneva/Headquarters</b>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                    |                                  |
| 5.2.1. Monitor and report on contextual factors such as conflict and economic disruptions that affect progress and reporting at the outcome level.                                                                                                                                                                                                                                                         | Effectiveness, Result 11<br>Sustainability, Result 14                                              | p. 30<br>p. 35                   |
| 5.2.2 Seek opportunities to collaborate and build trust with the GOE to advise on labor policy and resource allocation.                                                                                                                                                                                                                                                                                    | Relevance, Result 5<br>Sustainability, Result 14                                                   | p. 20<br>p. 35                   |
| <b>Recommendations to ILAB</b>                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                    |                                  |
| 5.3.1 Monitor and report on contextual factors such as conflict and economic disruptions that affect progress and reporting at the outcome level.<br><br>5.3.2 Encourage ILO and local partners to engage in pause and reflect sessions and other learning events regularly to exchange idea and feedback regarding work plans, milestones and results, and sustainability activities with local partners. | Relevance, Result 1<br>Sustainability, Result 11                                                   | p. 13<br>p. 30                   |
| <b>Recommendations to GOE</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                    |                                  |
| 5.4.1 Promote the positive gender equity results and outcomes as a result of BWE to encourage other employers to replicate and scale the promising practices.                                                                                                                                                                                                                                              | Relevance, Result 2<br>Coherence, Result 6                                                         | p. 16<br>p. 22                   |
| 5.4.2 Collaborate with ILO and BWE in developing an Ethiopia-appropriate minimum wage law (under the assumption that setting wage standards will improve work conditions for all factory workers, including women and other underserved communities).                                                                                                                                                      | Relevance, Result 5<br>Sustainability, Result 14                                                   | p. 20<br>p. 35                   |



## ANNEX A. LIST OF DOCUMENTS REVIEWED

Table 10 below lists the documents included in the desk review.

**Table 10: Desk Review Documents**

| #  | Type of Document         | Doc Title                                     | Author                    | Date/<br>Date<br>Range |
|----|--------------------------|-----------------------------------------------|---------------------------|------------------------|
| 1  | Compliance Report        | BWAR_Ethiopia                                 | USDOL/ILAB                | 2020                   |
| 2  | Compliance Report        | 2021_AR_Ethiopia                              | USDOL/ILAB                | 2021                   |
| 3  | Expenditure Report       | Expenditure Report for Ethiopia Apr 2021      | USDOL/ILAB                | 2021                   |
| 4  | Expenditure Report       | Expenditure Report for Ethiopia Jan 2022      | USDOL/ILAB                | 2022                   |
| 5  | Expenditure Report       | Expenditure Report for Ethiopia Jul 2021      | USDOL/ILAB                | 2021                   |
| 6  | Expenditure Report       | Expenditure Report for Ethiopia Jul 2022      | USDOL/ILAB                | 2022                   |
| 7  | Expenditure Report       | Expenditure Report for Ethiopia Apr 2022      | USDOL/ILAB                | 2022                   |
| 8  | Expenditure Report       | Expenditure Forecast for Ethiopia 2022 – 2027 | USDOL/ILAB                | 2022                   |
| 9  | Expenditure Report       | Expenditure Report for Ethiopia Oct 2022      | USDOL/ILAB                | 2022                   |
| 10 | Expenditure Report       | BW Overview Funding Report Q3 2021            | USDOL/ILAB                | 2021                   |
| 11 | Expenditure Report       | Overview USDOL BW Umbrella Jun 2020           | USDOL/ILAB                | 2020                   |
| 12 | Modification Document    | BWE Gender Results Framework                  | USDOL/ILAB                | 2020                   |
| 13 | Modification Document    | BWE Budget                                    | USDOL/ILAB                | 2020                   |
| 14 | Modification Document    | BWE Project Revision Form                     | USDOL/ILAB                | 2020                   |
| 15 | Modification Document    | Ethiopia_Budget_IL-21187                      | USDOL/ILAB                | 2020                   |
| 16 | Modification Document    | Ethiopia_PRF_IL-21187                         | USDOL/ILAB                | 2020                   |
| 17 | Modification Document    | IL-21187 Modification 22                      | USDOL/ILAB                | 2020                   |
| 18 | Terms of Reference (TOR) | TOR EconInsight                               | EconInsight               | 2020                   |
| 19 | TOR                      | TOR-ILO_Ethiopia_impact_assessment_SOAS       | SOAS University of London | 2020                   |
| 20 | TPR                      | 2019 Final Annual TPR                         | BWE                       | 2019                   |
| 21 | TPR                      | 2020 ONEILO Siraye Annual TPR                 | BWE                       | 2021                   |
| 22 | TPR                      | 2021 ONEILO Siraye TPR                        | BWE                       | 2022                   |
| 23 | TPR                      | TPR_BWE (Apr 2021)                            | BWE                       | 2021                   |
| 24 | TPR                      | TPR_BWE (Apr 2022)                            | BWE                       | 2022                   |

| #  | Type of Document            | Doc Title                                            | Author                    | Date/<br>Date<br>Range |
|----|-----------------------------|------------------------------------------------------|---------------------------|------------------------|
| 25 | TPR                         | TPR_BWE (Oct 2021)                                   | BWE                       | 2021                   |
| 26 | TPR                         | TPR_BWE (Oct 2022)                                   | BWE                       | 2022                   |
| 27 | Compliance Report           | 2021_AR_Ethiopia_31.05                               | USDOL/ILAB                | 2021                   |
| 28 | Program Background Document | Annex I_BWE Results Framework                        | USDOL/ILAB                | 2021                   |
| 29 | Program Background Document | Annex V_BWE Org Chart                                | USDOL/ILAB                | Unknown                |
| 30 | Program Background Document | BWE_Country Strategy (2022-2027)                     | USDOL/ILAB                | 2022                   |
| 31 | Program Background Document | BWE_Provisional Performance Plan (2022-2027)         | USDOL/ILAB                | 2022                   |
| 32 | Program Background Document | BWE Note from Senior Program and Partnership Officer | Unknown                   | Unknown                |
| 33 | Program Background Document | BWE_Prodoc_Final                                     | ILO                       | 2021                   |
| 34 | Program Background Document | Copy of Annex VI_BWE Budget                          | ILO                       | 2020                   |
| 35 | Evaluation Report           | ONEILO Saraye MTE report final                       | Chris Morris & Meaza Nega | 2022                   |
| 36 | Program Background Document | ONEILO Saraye M&E Package Final                      | Unclear                   | 2019                   |
| 37 | Program Background Document | PRODOC ADVANCING DECENT WORK PRODOC final 2020       | ILO                       | 2020                   |
| 38 | Evaluation Report           | Review BW Ethiopia MTE_AL                            | Unclear                   | Unknown                |
| 39 | TPR                         | TPR_BWE (Apr 2023)                                   | BWE                       | 2023                   |
| 40 | Expenditure Report          | Annex A_Expenditure Report for Ethiopia (Q1 2023)    | USDOL/ILAB                | 2023                   |

## ANNEX B. EVALUATION ITINERARY

The ET conducted 35 interviews with stakeholders for this evaluation, holding 31 in-person and four (4) virtually. Table 11 provides the full data collection itinerary for qualitative interviews, including the interview date, respondent name, stakeholder category, organization, and region.

**Table 11: BWE Evaluation Interview Schedule**

| #  | Date      | Stakeholder Type                | Region      | Interview Mode |
|----|-----------|---------------------------------|-------------|----------------|
| 1  | 8-May-23  | Implementing partner            | Addis Ababa | In-person      |
| 2  | 9-May-23  | NGOs, CSOs, other organizations | Addis Ababa | In-person      |
| 3  | 11-May-23 | Implementing partner            | Addis Ababa | In-person      |
| 4  | 11-May-23 | Implementing partner            | Addis Ababa | In-person      |
| 5  | 11-May-23 | Implementing partner            | Addis Ababa | In-person      |
| 6  | 11-May-23 | GOE representative              | Addis Ababa | In-person      |
| 7  | 11-May-23 | Factory workers                 | Addis Ababa | In-person      |
| 8  | 11-May-23 | Factory workers                 | Addis Ababa | In-person      |
| 9  | 11-May-23 | Factory workers                 | Addis Ababa | In-person      |
| 10 | 11-May-23 | GOE representative              | Addis Ababa | In-person      |
| 11 | 11-May-23 | Workers' organizations          | Addis Ababa | In-person      |
| 12 | 12-May-23 | NGOs, CSOs, other organizations | Addis Ababa | In-person      |
| 13 | 15-May-23 | Factory workers                 | Sidama      | In-person      |
| 14 | 15-May-23 | Factory workers                 | Sidama      | In-person      |
| 15 | 15-May-23 | Factory workers                 | Sidama      | In-person      |
| 16 | 15-May-23 | Workers' organizations          | Sidama      | In-person      |
| 17 | 15-May-23 | Workers' organizations          | Sidama      | In-person      |
| 18 | 15-May-23 | Employers' representative       | Sidama      | In-person      |
| 19 | 16-May-23 | GOE representative              | Sidama      | In-person      |
| 20 | 16-May-23 | Factory workers                 | Sidama      | In-person      |
| 21 | 16-May-23 | NGOs, CSOs, other organization  | Sidama      | In-person      |
| 22 | 18-May-23 | Factory workers                 | Sidama      | In-person      |

| #  | Date      | Stakeholder Type          | Region      | Interview Mode |
|----|-----------|---------------------------|-------------|----------------|
| 23 | 18-May-23 | Factory workers           | Sidama      | In-person      |
| 24 | 18-May-23 | Factory workers           | Sidama      | In-person      |
| 25 | 18-May-23 | Workers' organizations    | Sidama      | In-person      |
| 26 | 18-May-23 | Employers' representative | Sidama      | In-person      |
| 27 | 22-May-23 | Implementing partner      | Addis Ababa | In-person      |
| 28 | 24-May-23 | USDOL representative      | US          | Virtual        |
| 29 | 30-May-23 | GOE representative        | Addis Ababa | In-person      |
| 30 | 30-May-23 | Employers' representative | Addis Ababa | In-person      |
| 31 | 31-May-23 | Factory workers           | Oromia      | In-person      |
| 32 | 2-Jun-23  | GOE representative        | Addis Ababa | In-person      |
| 33 | 30-Jun-23 | USDOL representative      | US          | Virtual        |
| 34 | 30-Jun-23 | USDOL representative      | US          | Virtual        |
| 35 | 30-Jun-23 | USDOL representative      | US          | Virtual        |

## ANNEX C. STAKEHOLDER WORKSHOP AGENDA AND PARTICIPANTS

The ET facilitated a virtual stakeholder validation workshop session on July 7, 2023 with the BWE/ILO team. The ET tried to schedule several virtual sessions with a subset of other stakeholder categories, however due to internet connectivity challenges with many participants, the team ultimately shared the presentation and solicited feedback and questions from stakeholders through phone and email discussions. The objective of the session and follow-up communications with stakeholders was to validate some emerging themes generated from a preliminary analysis of data collection with the participants and to solicit additional feedback through open discussion. Table 12 presents the workshop agenda, including topics discussed during the presentation of preliminary results. Table 13 lists the workshop participants for the ILO session and the other stakeholder category participants invited to the second session that received the slides and follow-up requests for feedback.

**Table 12: Stakeholder Workshop Agenda**

| Section                                                                                                   | Agenda Items                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part I:</b><br>Introduction and Welcome                                                                | Introduction<br>Agenda<br>Norms and Expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Part II:</b><br>Program and Evaluation Background                                                      | Project Overview and Recap<br>Evaluation Methodology and Scope<br>Field Work and Sample                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Part III:</b><br>Presentation of Preliminary Data Collection Results with Open Discussion and Feedback | Factory worker survey results<br>Factory manager survey results<br>Preliminary qualitative results – Relevance<br>Preliminary qualitative results – Coherence<br>Preliminary qualitative results – Effectiveness<br>Preliminary qualitative results – Efficiency<br>Preliminary qualitative results – Sustainability<br>Discussion topics: <ul style="list-style-type: none"> <li>• Efforts to enhance safety, welfare services, and rights awareness vs. gap with awareness.</li> <li>• Effectiveness of unions and limited management support to associations.</li> <li>• Perception of government lack of focus for promoting workers’ rights vs. positive responses from GOE representatives in data collection.</li> <li>• Expansion of practical, hands-on training</li> <li>• Factors affecting driving results and affecting or delaying results.</li> </ul> |
| <b>Part IV:</b><br>Closing                                                                                | Thank you<br>ET contact information and next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Table 13: Stakeholder Workshop Participants**

| #                                                                            | Designation                                                   | Organization/ Affiliation                |
|------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------|
| <b>Session 1: Implementing Partner – July 7, 2023</b>                        |                                                               |                                          |
| 1                                                                            | BWE Project Team                                              | ILO                                      |
| 2                                                                            | BWE Project Team                                              | ILO                                      |
| 3                                                                            | BWE Project Team                                              | ILO                                      |
| 4                                                                            | BWE Project Team                                              | ILO                                      |
| <b>Other Participating Stakeholders – Feedback Collected via Phone/Email</b> |                                                               |                                          |
| 1                                                                            | Employers Representatives                                     | Hirdaramani Garments PLC                 |
| 2                                                                            | Employers Representatives                                     | Arvind Export                            |
| 3                                                                            | Representatives of GOE ministries, agencies, and institutions | Ministry of Women and Social Affairs     |
| 4                                                                            | Workers' Organizations                                        | Gender expert, CETU                      |
| 5                                                                            | Workers' Organizations                                        | CETU Hawassa Branch office               |
| 6                                                                            | Representatives of GOE ministries, agencies, and institutions | EIC, Industry Peace Director (Bole Lemi) |
| 7                                                                            | Representatives of GOE ministries, agencies, and institutions | EIC, Industry Peace Director (Hawassa)   |
| 8                                                                            | Representatives of GOE ministries, agencies, and institutions | EIC                                      |
| 9                                                                            | International NGOs, CSOs, other organizations                 | EWLA                                     |
| 10                                                                           | International NGOs, CSOs, other organizations                 | EWLA                                     |
| 11                                                                           | International NGOs, CSOs, other organizations                 | EWLA                                     |

## ANNEX D. EVALUATION METHODOLOGY AND LIMITATIONS

This annex presents the evaluation methodology and limitations, including the EQs, data sources, sample description, data collection and analysis methods, and study limitations. Primary data were collected using a hybrid approach (remote and in-person interviews and surveys) in Ethiopia from May 8 to June 30, 2023.

**Evaluation Questions.** Table 14 below includes the full list of main and sub-evaluation questions. These EQs were drafted by the ET and refined with input from USDOL and ILO.

**Table 14: Evaluation Questions (EQs)**

| <b>Evaluation Criteria</b> | <b>Question #</b> | <b>Main EQ/Sub Question</b>                                                                                                                                                                                                                                                                                             |
|----------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relevance</b>           | EQ1               | <b>To what extent did the BWE project activities respond to the needs and priorities of diverse stakeholders, including those from underserved populations (focusing primarily on female workers)?</b>                                                                                                                  |
|                            | EQ1.1             | What factors limited or facilitated these results?                                                                                                                                                                                                                                                                      |
|                            | EQ1.2             | To what extent did the BWE design and implementation address issues of gender equity in the factories?                                                                                                                                                                                                                  |
| <b>Coherence</b>           | EQ2               | <b>To what extent are BWE project activities aligned with government priorities to increase growth in the apparel industry and empower female workers? To what extent are BWE project activities aligned with worker organization priorities to increase growth in the apparel industry and empower female workers?</b> |
| <b>Effectiveness</b>       | EQ3               | <b>To what extent are project interventions progressing toward meeting the desired project outcomes of improving gender equity and empowerment for female workers in the workplace?</b>                                                                                                                                 |
|                            | EQ3.1             | Is there evidence that ILAB's technical assistance or other forms of engagement have contributed to women's economic empowerment in the Ethiopian garment and textile sector? What approaches are perceived to be effective (particularly by workers and worker organization representatives)?                          |
|                            | EQ3.2             | Which institutional actors, leverage points or structures were most critical/influential? What factors facilitated or limited their influence?                                                                                                                                                                          |
| <b>Efficiency</b>          | EQ4               | <b>To what extent has BWE been efficient (able to achieve its goals in a timely manner) in reaching target populations in intervention approaches? Consider the timeline, resources, and operating context.</b>                                                                                                         |
|                            | EQ4.1             | What are the best practices and lessons learned for ILAB and the Grantee to ensure technical assistance reaches and benefits targeted underserved populations?                                                                                                                                                          |

| Evaluation Criteria | Question # | Main EQ/Sub Question                                                                                                                                                                                                                                         |
|---------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sustainability      | EQ5        | <b>To what extent are the BWE interventions likely to yield sustained results?</b>                                                                                                                                                                           |
|                     | EQ5.1      | To complement and help sustain BWE efforts, what could other stakeholders (particularly GOE and USDOL) do to strengthen Freedom of Association (FOA) and collective bargaining for women workers in the Ethiopian garment and textile sector?                |
|                     | EQ5.2      | What contextual factors (cultural norms, processes, structures, mechanisms) have the most influence on workers' perceptions, voice, and action to advance women's rights in the apparel factories, both individually and collectively? Which have the least? |

**Evaluation Schedule.** The ET completed a project desk review in January 2023 to inform the design of the methodology and include as additional sources of information for the team's overall assessment. The team drafted the terms of reference (TOR) document (Annex E) for the evaluation outlining the approach, desired stakeholder sample, and data collection instruments. While the team worked to refine the TOR, they held several data collection logistics calls with the ILO and ILAB teams from January through March to discuss the methods and stakeholder coordination. The team incorporated input from ILAB and ILO and received approval for the TOR in March.

The ET held several follow-up data collection logistics meetings with the ILO team to coordinate stakeholder outreach and follow-up for data collection scheduling. The team conducted interviews and surveys in Addis Ababa, Sidama, and Oromia from May 8 – June 30, 2023 (4/35 interviews conducted remotely).

The data was cleaned and organized following the data collection period. Preliminary data analysis began at the end of June 2023, and the LE facilitated stakeholder validation workshops July 7th and 20th. The ET also held a data collection debrief and presentation of preliminary results with ILAB on July 17th. The presentation was interrupted by poor internet connection in Ethiopia, and the ET adapted by providing a recording of the second half of the presentation after providing the slide deck to participants. Data analysis and report writing were conducted in July 2023.

### Data Collection Methods and Sample

The ET used a mixed methods approach to this evaluation with the following data collection sources:

**Desk Review and Performance Monitoring Data.** The ET conducted a comprehensive desk review of relevant BWE documents, including program background documents, awards and modifications, budgets, funding and expenditure reports, evaluation reports and TORs, and USDOL and program frameworks. The ET also analyzed secondary performance monitoring data provided by ILO from TPRs through March of 2023. See Annex A for a full list of documents and TPRs included in the desk review and analysis.



**In-Person and Remote KIIs and FGDs.** The ET conducted KIIs and FGDs with 35 stakeholders. ILO and ILAB provided input to develop the targeted stakeholder categories and purposive sample sizes during the TOR stage. The ET had subsequent communications and follow-up meetings with ILO to develop the stakeholder sample universe to start outreach for scheduling fieldwork. The original sample contact information provided by ILO contained less than 40 individuals and did not reach targets across different categories, which the ET flagged as a constraint given the target range of KII and FGD participants was intended to be between 40-60. The ET worked diligently with ILO for over a month to reach out to different stakeholders, facing many challenges with developing a large enough sample universe, then with receiving responses to schedule interviews. The team navigated lists with outdated participants or contact information, long bureaucratic processes required to access factories and workers, and finding solutions for reaching workers with more limited numbers due to dropout or layoffs.

Data collection began with in-person interviews in Addis Ababa from May 8 -12, followed by the ET traveling to Sidama from May 15-19 to conduct data collection with one government representative from EIC and workers at the following factories: Silver Spark, JP Garment, Century Garment, and Hirdaramani Garments. The team continued with in-person and remote interview in Addis Ababa for the remainder of the data collection period through June 30. The majority (31) of interviews were conducted in-person, with four being conducted virtually to reach U.S.-based ILAB staff. Table 15 provides the summary of interview participants by stakeholder category. See Annex B for the full interview data collection itinerary.

The ET attempted to reach factory managers and private sector brand representatives for inclusion in KIIs/FGDs, but was not able to conduct interviews with either stakeholder group due to lack of responses or contact information provided. ILO provided two brand representative stakeholder contacts; however, the team did not receive a response despite multiple follow-ups. The team did not receive any factory manager contacts on the original list, and despite follow-up support from ILO, was unable to schedule any qualitative interviews.

While carrying out data collection, the ET kept best practice research ethics using detailed informed consent scripts before interviews, conducting interviews in confidential settings, keeping control of all written and digital notes and data at all times, and transmitting and storing data securely. Interviews lasted approximately 1-1.5 hours. Interviewers read a consent for participation statement to each respondent prior to beginning the interview, and all respondents provided oral and written consent to participate. To protect respondents' confidentiality, the ET has not presented data attributable or identifiable to one individual participant, instead attributing quotes, and perspectives to overall stakeholder categories.

**Table 15: KII/FGD Data Collection Results**

| Stakeholder Type                    | Method | # Participants | Stakeholder Description                                                                                  |
|-------------------------------------|--------|----------------|----------------------------------------------------------------------------------------------------------|
| USDOL representatives               | KII    | 4              | ILAB/OTLA staff that provide program oversight and technical support                                     |
| Implementing partner                | KII    | 5              | ILO/BWE personnel, ILO regional office                                                                   |
| GOE representatives                 | KII    | 5              | Government representatives                                                                               |
| Factory workers                     | FGD    | 11             | Textile factory workers that participate in the project, prioritizing female line workers                |
| Employers' associations             | KII    | 3              | Representatives from employer industry groups (or organizations of factory owners, relevant enterprises) |
| Workers' organizations              | KII    | 4              | Representatives from factory-level trade unions, textile and manufacturing associations                  |
| NGOs, CSOs, and other organizations | KII    | 3              | Non-governmental and civil society organizations                                                         |

**Quantitative Surveys.** The ET used SurveyCTO software to design and administer a survey to factory workers and managers in-person via smartphones, tablets, and paper. The team reached 53 factory workers and 31 factory managers as participants. Surveys were conducted offsite from factories, with data subsequently uploaded to the SurveyCTO cloud platform at the end of each day. The Senior Data Analyst (SDA) on Integra's team reviewed the data daily to catch any errors or inconsistencies as early as possible and adapt the survey as needed. Each survey consisted of eleven questions designed to capture perceptions regarding worker representation, workplace safety, awareness of rights, recruitment/hiring of underrepresented workers, equity, and workers' empowerment. The ET extended the data collection period through June 30th in order to work with ILO to ensure worker and manager voices were captured with follow-up visits to factories in Addis Ababa and Oromia. See Table 16 for summary of sample.

**Table 16: Survey Data Collection Results**

| Stakeholder Type      | Method | # Participants | Stakeholder Description                                   |
|-----------------------|--------|----------------|-----------------------------------------------------------|
| Managers; Supervisors | Survey | 31             | Staff that have management and oversight responsibilities |
| Workers               | Survey | 53             | Workers from factories that are part of the project       |

Furthermore, the ET conducted FGDs and KIIs with stakeholder representatives from three workers organizations, eight garment factories (including factory workers and employers' representative), ILO staff, GOE representatives, and NGOs, as well as one USG representative. A total of 32 respondents participated in a KII or FGD, split evenly between Addis Ababa and Sidama (though one factory stakeholder group was in Oromia). About a third of all respondents were men (12), and the rest were women. Respondents are listed below in Table 17.

**Table 17. KII and FGD Respondents by Stakeholder Group**

| Stakeholder Type         | # Respondents | Location                    | Gender         |
|--------------------------|---------------|-----------------------------|----------------|
| Factory workers          | 11            | Addis Ababa, Oromia, Sidama | 3 men, 8 women |
| Workers' Organizations   | 4             | Addis Ababa, Sidama         | 1 man, 3 women |
| Employer Representatives | 3             | Addis Ababa, Sidama         | 3 men          |
| ILO Staff                | 5             | Addis Ababa                 | 1 man, 4 women |
| NGOs/other organizations | 3             | Addis Ababa, Sidama         | 1 man, 2 women |
| GOE                      | 5             | Addis Ababa, Sidama         | 3 men, 2 women |
| USG/USDOL                | 1             | Addis Ababa (virtual)       | 1 woman        |

**Rapid Scorecards:** The ET developed rapid score cards to supplement interviews with collecting quantitative data through a series of brief questions asking participants to provide ratings (Low=1, Moderate=2, Above-Moderate=3, and High=4) to the respective project's performance for three separate questions. The ET unfortunately encountered difficulty with getting responses, as most participants in the interviews either did not want to participate, or noted they did not feel knowledgeable enough about the project to provide. The team ultimately was not able to collect a meaningful sample to be included in the evaluation data analysis.

**Stakeholder Validation Workshop:** Following the data collection period, the ET coordinated with the BWE ILO team to schedule stakeholder validation workshops to bring together a wide range of stakeholders, including implementing partners and other interested parties, to discuss and validate the evaluation results. The LE facilitated a stakeholder validation session on July 6 with the ILO team and took detailed notes on the implementing partner feedback and comments. The LE then attempted to hold multiple sessions with other stakeholders to solicit feedback and discuss questions, however, persistent internet connectivity issues posed challenges for participants to connect to each rescheduled session. The ET adapted by sharing the slides for the presentation with stakeholders invited to the workshops and following up to solicit feedback and comments via phone and email. Finally, the ET held the first half of its virtual out brief with USDOL/ILAB on July 17, 2023, which was interrupted after the LE dropped off due to internet connectivity challenges in Ethiopia. The ET adapted by sharing a recording of the LE reviewing the other half of the presentation and holding a follow-up discussion and question session with USDOL/ILAB on August 4, 2023.

During the presentations, the LE provided an overview of the project and evaluation scope, debriefed on the data collection experience and sample, and presented preliminary results from survey and interview analysis. Following each result, the LE encouraged open discussion and feedback on emerging themes. The LE took detailed notes on the discussion detailing specific quotes, insights, and constructive feedback from participants. See Annex C for the Stakeholder Workshop Agenda and Participants.

## Summary of Data Collection

Data used in this evaluation included primary and secondary qualitative and quantitative data. Two surveys, one with factory workers (n=53) and one with factory managers (n=31), were conducted during the data collection phase.

A majority of factory worker survey respondents were single (unmarried) women between the ages of 18-39 who had been working in their positions at the same factory for more than three years. Factory managers had a similar demographic profile to factory workers, but tended to be slightly older, and did not necessarily spend as much time in the same position (possibly due to promotions or turnover). Further demographic information about the two survey respondent groups is provided in Tables 18-19.

**Table 18. Key Demographics of Factory Worker Respondents**

|                          | Response Description | # Respondents | % Respondents |
|--------------------------|----------------------|---------------|---------------|
| <b>Gender</b>            | Men                  | 11            | 21            |
|                          | Women                | 42            | 79            |
| <b>Age</b>               | Under 18             | 0             | 0             |
|                          | 18-24                | 23            | 43            |
|                          | 25-39                | 30            | 57            |
|                          | 40-60                | 0             | 0             |
|                          | Over 60              | 0             | 0             |
| <b>Marital Status</b>    | Single               | 37            | 70            |
|                          | Married              | 16            | 30            |
| <b>Years in Position</b> | Less than 1          | 7             | 13            |
|                          | 2-3                  | 10            | 19            |
|                          | More than 3          | 36            | 68            |
| <b>Years at Factory</b>  | Less than 1          | 0             | 0             |
|                          | 2-3                  | 10            | 19            |
|                          | More than 3          | 43            | 81            |
| <b>Total</b>             |                      | <b>53</b>     | <b>--</b>     |

**Table 19. Key Demographics of Factory Manager Respondents**

|                                  | Response Description | # Respondents | % Respondents |
|----------------------------------|----------------------|---------------|---------------|
| <b>Gender</b>                    | Men                  | 8             | 26            |
|                                  | Women                | 23            | 74            |
| <b>Age</b>                       | 18 to 24             | 11            | 35            |
|                                  | 25-39                | 20            | 65            |
|                                  | 40-60                | 0             | 0             |
|                                  | Over 60              | 0             | 0             |
| <b>Marital Status</b>            | Single               | 22            | 71            |
|                                  | Married              | 9             | 29            |
| <b>Years in Position</b>         | Less than 2          | 7             | 23            |
|                                  | 2-3                  | 9             | 29            |
|                                  | More than 3          | 15            | 48            |
| <b>Total Years of Experience</b> | Less than 2          | 2             | 6             |
|                                  | 2-3                  | 4             | 13            |
|                                  | More than 3          | 25            | 81            |
| <b>Total</b>                     |                      | <b>31</b>     | <b>--</b>     |

**Data Analysis.** The ET utilized data from multiple sources and used varied analysis techniques to triangulate evidence across data sources and strengthen the credibility and validity of the results.

**Quantitative Analysis.** The quantitative analysis for this evaluation included the small-scale survey results on worker and manager perspectives and analysis of trends from TPRs. The quantitative survey results were input into an Excel file database and analyzed using descriptive statistics techniques, disaggregating respondents by gender. The team also analyzed quantitative data around key performance indicators using basic quantitative analyses such as means, tabulations, and cross-tabulation.

**Qualitative Analysis.** The ET used content analysis to identify and code key emerging themes and concepts from qualitative data generated by the KIIs, FGDs, and stakeholder validation workshops according to the EQs and criteria. The team first organized and cleaned thorough notes taken during the open-ended, qualitative interviews. Once prepared, the team uploaded the notes into NVivo software for the SDA to review and code, with support from other reviewers and the LE to reconcile any discrepancies, omissions, or points for clarity.

While generating and comparing the results from the qualitative analysis, the ET triangulated the data with other data sources, including the survey data, project performance monitoring data, and document review, to strengthen the analysis and draw more comprehensive conclusions.

**Limitations.** The field data collection for the interim evaluation of the BWE project took place from May 8 – June 30, 2023. The original data collection period was meant to be two weeks, but the team extended the timeline to reach more participants.

The LE, LEE and LC are based in Addis Ababa, Ethiopia. The ET members visited different sites and offices around Addis Ababa and project sites and factories in Sidama and Oromia. The final selection of field sites to be visited was made by the LE in collaboration with USDOL and ILO. All efforts were made to ensure that the ET gathered data (remotely, in-person, or using a hybrid of these methods pending final security circumstances in-country) from a representative sample of sites during the data collection time period, including some that have performed well and some that have experienced challenges. While the ET is experienced in remote evaluation approaches and adapting to complex environments, the team experienced significant limitations with the availability of respondents and selection bias relying on remote data collection. The ET made every effort to conduct in-person data collection where possible, pending security conditions, and resorted to virtual discussions with respondents who were not available in-person.

Several factors impacted the collection of quantitative data including security concerns, internet and telephone infrastructure and availability, worker availability and interest, and stakeholder buy-in to the data collection process. The ET worked with ILO, factory management, and apparel sector unions and NGOs to develop a communication strategy for outreach to factories and the administration of the survey to ensure workers were available and informed of confidentiality of the data collection exercise.

Listed below are the main limitations the ET encountered and the mitigation approach for each:

- **Small sample size:** The team encountered limited availability of workers and managers, as their work is production-based, and many did not have enough time to participate fully in the FGDs and surveys. The ET worked in advance with factory management to ensure that they were informed of the data collection exercise, understood the goals and confidentiality, and that data collection would not disrupt their schedule. ILAB representatives facilitated these communications as necessary. The number of survey respondents was especially affected by this challenge, as identified in the TOR.
- **Selection bias:** The ET used lists provided by ILO to select respondents for FGDs, KIIs, and surveys from a wide variety of stakeholders. Not all people listed in ILO's records were available for discussions because they either did not respond after multiple follow-ups or were not available. The ET attempted to reach factory managers and private sector brand representatives for inclusion in KIIs/FGDs but was not able to conduct interviews with either stakeholder group due to lack of responses or contact information provided. ILO provided two brand representative stakeholder contacts; however, the team did not receive a response despite multiple follow-ups. The team did not receive any factory manager contacts on the original list, and despite follow-up support from ILO, was unable to schedule any qualitative interviews with factory managers. The ET worked diligently with ILO for over a month to reach out to different stakeholders,

facing many challenges with developing a large enough sample universe, then with receiving responses to schedule interviews. The team navigated lists with outdated participants' contact information, long bureaucratic processes required to access factories and workers, and finding solutions for reaching workers with more limited numbers due to dropout or layoffs. As noted in the TOR, the ET identified specific stakeholders for interviews based on their knowledge of the project. This non-probability sampling technique was selected by the ET based on known variables of target respondent categories for KIIs and as a cost-effective method because that ensures only critical respondents are engaged.

- **Overrepresentation of some stakeholder groups, underrepresentation of others:** The ET conducted KIIs and FGDs with only those stakeholder groups who were available, linked to the selection bias noted above. The small number of surveys also meant that the team could not get a meaningful sample of rapid scorecards<sup>24</sup> to include their data analysis. As a result, some stakeholder groups were overrepresented in the final data collected in this evaluation. The ET worked to address this bias by triangulating data sources and weighing their findings against other sources such as project records.
- **Response bias:** All data collected in this interim evaluation was self-reported and therefore is prone to response bias in various forms. The ET worked to minimize social desirability bias by providing a clear explanation of the purpose of each survey or interview and obtaining consent. The ET also worked to ensure all survey questions were formulated properly and understood uniformly by conducting pre-testing of the data collection tools.
- **Poor internet connectivity:** The ET experienced frequent shutdowns, causing interviews to be rescheduled, presentations to be interrupted, and communication between the ET and stakeholders very challenging.

As this is not a formal impact assessment, results for the evaluation relied heavily on information collected from background documents, stakeholder interviews, and worker-manager surveys triangulated with progress reporting data. The accuracy of the evaluation results relies on the integrity of the information provided to the ET from these sources.

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<sup>24</sup> The ET developed rapid score cards to supplement interviews with collecting quantitative data through a series of brief questions asking participants to provide ratings (Low=1, Moderate=2, Above=3, and High=4) to the respective project's performance for three separate questions. The ET unfortunately encountered difficulty with getting responses, as most participants in the interviews either did not want to participate, or noted they did not feel knowledgeable enough about the project to provide ratings.

## **ANNEX E: TERMS OF REFERENCE**

# **TERMS OF REFERENCE**

Final Version | March 23, 2023

## **INTERIM EVALUATION OF THE BETTER WORK ETHIOPIA PROGRAM**

### **SUBMITTED TO**

United States Department of Labor  
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## 1 BACKGROUND AND JUSTIFICATION

The Bureau of International Labor Affairs (ILAB) leads the U.S. Department of Labor's (USDOL) efforts to ensure that workers around the world are treated fairly and able to share in the benefits of the global economy. ILAB's mission is to safeguard dignity at work – both at home and abroad – by strengthening global labor standards, enforcing labor commitments among trading partners, promoting racial and gender equity, and combating international child labor, forced labor, and human trafficking.

Within ILAB sits the Office of Trade and Labor Affairs (OTLA), which works to negotiate strong labor provisions in U.S. trade policy and provide technical assistance to partner countries for improved compliance and working conditions globally. OTLA uses all available tools – including negotiating strong labor provisions in U.S. trade agreements and preference programs, monitoring for compliance, enforcing trade agreements and preference program commitments, and sharing technical expertise – to make sure that U.S. trade partners fulfill their promises and play by the rules, and that American workers are able to compete on a level playing field.

ILAB has contracted Integra Governmental Services International under order number 1605C2-22-00045 to conduct several performance evaluations of technical assistance projects. Each evaluation's approach will be in accordance with USDOL's Evaluation Policy<sup>25</sup> and in service of ILAB's commitment to rigorous methodology centered around learning for improved programming.

Integra is an independent third party experienced in conducting evaluations in an ethical manner that safeguards dignity, rights, safety, and privacy of participants. The Integra team will ensure the evaluation aligns with OECD-DAC<sup>26</sup> evaluation criteria, including Relevance, Effectiveness, Efficiency, Impact (to the extent possible), and Sustainability. In conducting this evaluation, the evaluation team will strive to uphold the American Evaluation Association Guiding Principles for Evaluators. A broader set of evaluative criteria or domains may also be considered depending on the learning objectives for this evaluation, including themes of design, equity, replicability, consequence, and unintended effects, among others.

The present terms of reference (TOR) pertain to the interim performance evaluation of the International Labor Organization (ILO)'s Better Work Ethiopia (BWE) program (agreement number IL-21187-10-75-K) operating to support workers in the garment and textile industry in Ethiopia. This document serves as the framework and guidelines for the interim program evaluation of the USDOL-funded gender component of BWE. It is organized into the following sections:

1. Background and Justification
2. Purpose and Scope of Evaluation
3. Evaluation Questions
4. Evaluation Methodology

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<sup>25</sup> [U.S. Department of Labor Evaluation Policy](#).

<sup>26</sup> Organization for Economic Cooperation and Development's Development Assistance Committee

5. Limitations
6. Roles and Responsibilities
7. Expected Outputs and Deliverables
8. Evaluation Timeline
9. Annexes

## **Project Context**

BWE is part of the Better Work Global (BWG) partnership program between the ILO and the International Finance Corporation (IFC). In all countries where it operates, the Better Work (BW) program aims to improve compliance with labor standards, as well as the competitiveness of enterprises within global garment manufacturing supply chains. The BW strategy is based on the premise that by enhancing compliance with international labor standards and national labor laws, enterprises will be better positioned to meet the social compliance requirements of buyers, improve conditions for workers, and increase productivity and product quality. Currently, BWG programs are active in 1,700 factories employing more than 2.4 million workers in nine countries. BWG advises factories and collaborates with governments to improve labor laws, with brands to ensure sustained progress, with unions to advise on how to give workers a greater say in their lives, and with donors to help achieve their broader development goals.

BWE operates under the umbrella ILO program Advancing Decent Work and Inclusive Industrialization (ONE ILO-SIRAYE program), which works at national and regional factory levels and coordinates across several programs to promote decent and inclusive industrialization in Ethiopia. The USDOL funds the BWE program's gender component in the amount of \$1,447,095 for a period of performance from 2020 through 2023, which most likely will be extended to 2025. The scope of the USDOL-funded component aims to improve women workers' status in terms of career advancement, work environment, and representation in the textile and garment sector.

Some key aspects of the gender equality and women's economic empowerment intervention objectives of the program includes addressing gender-based discrimination, advocating for fair and equal treatment, and promoting equal opportunities for women in the workplace. This includes eliminating gender-based violence and harassment and increasing women's representation in leadership positions. The program also aims to support women's economic empowerment by increasing their access to training and skills development opportunities, as well as to help women increase their income and improve their economic status. Moreover, the program aims to strengthen the institutional capacity of relevant stakeholders, such as government agencies, employers' and workers' organizations, and civil society groups, to promote gender equality and women's economic empowerment in the garment industry.

Ethiopia has a nascent garment and textile sector that has the potential for rapid growth. The industry is among the priorities of the Government of Ethiopia (GOE). According to the Plan of Action for Job Creation 2020-2025, employment in the textiles and apparel industry was estimated at 798,752 in 2018 and forecast to grow through 2025, prior to

the onset of the global pandemic and civil war that erupted in Ethiopia<sup>27</sup>. Earlier estimates predicted 683,000 new direct jobs in sewing and cutting, and almost 868,000 new indirect jobs in sourcing, shipping, handling, transport and catering. These contextual factors and the operating environment should be considered for assessing the gender component's performance. To date, the program operates in 47 factories and benefits 53,883 workers.

The compounded effects of the pandemic and conflict led to poor working conditions and low wages, which resulted in low productivity, high turnover, and absentee rates; weak regulatory institutions; and limited capacity of workers' and employers' organizations, which altogether hindered the proper functioning of the labor market and business environment. One example included the garment factories located in the Mekelle and Kombolcha Industrial Parks, which closed during the war. In addition, the United States Government (USG) removed Ethiopia from the African Growth and Opportunity Act (AGOA) trade preference program in January 2022 due to the conflict and the GOE's human rights violations.

### **Project Specific Information**

The ILO BWE program strategy is to see improved respect of workers' rights and responsibilities, leading to greater incomes and compensation, and enhanced safety, equality, voice, and representation. The program intends to fulfill this strategy through three long term objectives. The three high-level outcomes that support these goals include:

**Outcome 1: More women workers advance in their jobs with higher positions and/or salary.** BWE programming will help women workers advance in their jobs with higher positions and/or salary. In order to fulfill this outcome, program intends to support positive attitudes regarding gender equality within women workers' communities and increasing successful interviews and test scores. This outcome specifically aims for local community and women workers to have positive attitudinal change regarding gender equality and more women workers succeed in exams and interviews needed for higher positions. This outcome level will be achieved through women workers and local community having increased knowledge on gender equality, women workers in BW factories acquiring necessary skills to advance their careers, and leaders, factory managers, and male workers having new understanding on how to support women workers to take higher positions.

**Outcome 2: Workplaces provide a safer and less discriminatory environment for women.** This long-term outcome indicates Ethiopian workplaces provide a safer and less discriminatory environment for women. This requires improved, gender sensitive workplace policies; worker use of grievance reporting systems; and the provision of gender sensitive interventions in BWE factories. This outcome specifically aims at improving workplace policies and HR practices through gender-sensitive approaches, increased use of new grievance systems, and the BWE factories providing more effective gender-sensitive interventions.

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<sup>27</sup> <https://www.dol.gov/agencies/ilab/better-work-ethiopia>

**Outcome 3: Women workers' representation is augmented on labor issues in the workplace.** The final long-term outcome is ensuring that women workers' representation is augmented on labor issues in the workplace. The success of reaching this outcome requires empowering more women workers to participate in workplace decision making and for sectoral level stakeholders to improve their gender sensitive services (e.g., in employment, advocacy, unionization, and industrial relations). This outcome specifically focuses on building the capacity of sectoral-level key stakeholders to improve their gender-sensitive services (e.g., in employment, advocacy, unionization, and industrial relations) and promote more women workers participate in decision making in the workplace.

BWE also works alongside key partners including employer representatives; worker's organizations; Textile Industry Development Institute (TIDI); Ethiopian Kaizen Institute; representatives of GOE ministries, agencies and institutions (Bureau of Labor and Social Affairs in different project regions, Ethiopian Investment Commission (EIC), Ethiopia Private Organization Employees' and Social Security Agency (POESSA), Public Servants Social Security Agency (PSSA), etc.); Trade Union representatives; and factory workers contributing towards the attainment of the following key objectives including:

- **Brand and retailers.** BWE engages leading brands and retailers in realizing workers' rights and gaining a competitive edge for firms.
- **Factory owners.** BWE considers enterprises as key partners in promoting and sustaining efforts towards the creation of better conditions for garment workers in ways that also support businesses.
- **GOE.** The BWE program actively collaborates with national government bodies to help create effective labor regulation for a sustainable impact.
- **Workers and unions.** The BWE program supports workers to realize their rights and enhance their ability to organize and engage in productive dialogue and collective bargaining with employers.

## 2. PURPOSE AND SCOPE OF EVALUATION

### Evaluation Purpose

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

- Assess the relevance of the USDOL-funded gender component of the BWE program design and the extent to which it is suited to the priorities and needs of female workers in this sector given cultural, economic, and political context, as well as the validity of the project design;
- Determine whether the USDOL-funded gender component of the BWE program is on track toward achieving its overall project objective and expected outcomes, identifying the challenges and opportunities encountered in doing so, and analyzing the driving factors for these challenges and opportunities;
- Assess the effectiveness of the USDOL-funded gender component of the BWE program's strategies, including equity and inclusion, and the BWE program's strengths and weaknesses in program implementation, as well as identifying areas in need of improvement. In this context, underserved group may mean the laborers (the workers who are involved directly in the production process, women workers in the factory, workers with disabilities, and other traditionally marginalized groups).
- Provide conclusions, lessons learned, and recommendations; and
- Assess the BWE program's plans for sustainability of the USDOL-funded gender component's outputs and outcomes and identify steps to enhance the likelihood of sustainability at all levels, ranging from local factories to global supply chains.

### Intended Users

The BWE interim evaluation will provide ILAB, ILO, GOE, program participants, and other program stakeholders (or actors who have a concern, interest, and/or influence on the labor rights problem the project is intended to address), an assessment of the project's performance, effects on project participants, and an understanding of the factors driving the project results. The BWE interim evaluation results, 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 labor rights projects, as appropriate.

The BWE interim evaluation report will be published on the USDOL website, as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

### 3. EVALUATION QUESTIONS

Following initial kick-off meetings with ILAB and the BWE team, internal meetings among the ET, the logistics call with project staff, and the completed desk review process, the proposed evaluation questions were refined to better fit the evaluation scope of work (SOW). The table below outlines five main evaluation questions and sub-questions based on OECD-DAC criteria and adapted for the specific learning purposes of this evaluation. The evaluation questions are meant as a guide for the Evaluation Team (ET) to define probing questions and lines of inquiry during the development and testing of the instruments and adjustments to methodology. Workers' rights perspectives and an equity/discrimination (per project terminology) lens shall be applied to all evaluation questions. While not an objective included during the project design, this information will contribute to the learning agenda stemming from Executive Order 13985.<sup>28</sup>

**Table 1: BWE Interim Evaluation Questions**

| <b>Evaluation Criteria</b> | <b>Question #</b> | <b>Evaluation Question/Sub Question</b>                                                                                                                                                                                                                                                                                 |
|----------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Relevance</b>           | EQ1               | <b>To what extent did the BWE project activities respond to the needs and priorities of diverse stakeholders, including those from underserved populations (focusing primarily on female workers)?</b>                                                                                                                  |
|                            | EQ1.1             | What factors limited or facilitated these results?                                                                                                                                                                                                                                                                      |
|                            | EQ1.2             | To what extent did the BWE design and implementation address issues of gender equity in the factories?                                                                                                                                                                                                                  |
| <b>Coherence</b>           | EQ2               | <b>To what extent are BWE project activities aligned with government priorities to increase growth in the apparel industry and empower female workers? To what extent are BWE project activities aligned with worker organization priorities to increase growth in the apparel industry and empower female workers?</b> |
| <b>Effectiveness</b>       | EQ3               | <b>To what extent are project interventions progressing toward meeting the desired project outcomes of improving gender equity and empowerment for female workers in the workplace?</b>                                                                                                                                 |
|                            | EQ3.1             | Is there evidence that ILAB's technical assistance or other forms of engagement have contributed to women's economic empowerment in the Ethiopian garment and textile sector? What approaches are perceived to be effective (particularly by workers and worker organization representatives)?                          |
|                            | EQ3.2             | Which institutional actors, leverage points or structures were most critical/influential? What factors facilitated or limited their influence?                                                                                                                                                                          |

<sup>28</sup> <https://www.whitehouse.gov/equity>

| Evaluation Criteria | Question # | Evaluation Question/Sub Question                                                                                                                                                                                                                             |
|---------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Efficiency          | EQ4        | <b>To what extent has BWE been efficient (able to achieve its goals in a timely manner) in reaching target populations in intervention approaches? Consider the timeline, resources, and operating context.</b>                                              |
|                     | EQ4.1      | What are the best practices and lessons learned for ILAB and the Grantee to ensure technical assistance reaches and benefits targeted underserved populations?                                                                                               |
| Sustainability      | EQ5        | <b>To what extent are the BWE interventions likely to yield sustained results?</b>                                                                                                                                                                           |
|                     | EQ5.1      | To complement and help sustain BWE efforts, what could other stakeholders (particularly GOE and USDOL) do to strengthen Freedom of Association (FOA) and Collective Bargaining (CB) for women workers in the Ethiopian garment and textile sector?           |
|                     | EQ5.2      | What contextual factors (cultural norms, processes, structures, mechanisms) have the most influence on workers' perceptions, voice, and action to advance women's rights in the apparel factories, both individually and collectively? Which have the least? |

## 4. EVALUATION METHODOLOGY

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

### Evaluation Approach

The evaluation will use a mixed methods approach triangulating information obtained by comprehensive document review, performance monitoring data analysis, a worker-manager survey, and KIIs with relevant BWE stakeholders to inform evidence-based findings. Methods will include:

- **Qualitative Data Collection.** Obtained through primary KIIs and FGDs with relevant BWE stakeholders and comprehensive secondary document review. The ET will collect qualitative data from KIIs through a structured, open-ended data collection process, to elicit as much description and elaboration as possible from stakeholders about what is working and what is not working from their perspective.
- **Quantitative Data Collection.** Obtained from three primary sources: a small-scale survey focusing on worker and manager perspectives, program technical progress reports (TPRs) and rapid score cards used to supplement qualitative surveys conducted with stakeholders.
- **Data Synthesis and Triangulation.** All data collected will be synthesized and triangulated across primary/secondary sources and quantitative/qualitative methods to compare and strengthen confidence in results across evaluation questions and link interventions with outcomes.
- **Objective Performance Rating.** Following data collection and synthesis, the ET will conduct an objective rating of project performance using evidence from findings to assess level of achievement and sustainability of major outcomes on a four-point scale.

The selection of this evaluation approach was informed by the desk review of relevant BWE program reports. The ET will proceed to conduct a deep dive through primary data collection through a locally administered survey, and KIIs and FGDs with identified respondents on specific BWE gender-component objectives. Broadly speaking, the review process will document key findings along the following lines of inquiry:

- **Learning from what works.** What was achieved from the activities planned, what worked well/what the success factors were, key lessons learned, and adaptations to leverage success and lead to progress towards greater achievement of BWE program outcomes.
- **Learning from what did not work.** What was not achieved from the activities planned, what did not work well/what were the challenges/bottlenecks, key lessons learned, adaptations/course corrections to address challenges/bottlenecks that hindered progress toward achieving expected outcomes in relation to BWE program expected results.



The evaluation approach will use an independent ET unaffiliated with the program stakeholders. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and participants to provide introductions. The following additional principles will be applied during the evaluation process as best practices for ethical primary data collection:

- The evaluation team will apply a flexible and collaborative approach while engaging with the implementing partners and stakeholders to ensure coordination in the planning stages and during fieldwork.
- Opinions coming from stakeholders and project participants will provide breadth and depth to complement the use of the quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership over the evaluation findings among stakeholders and project participants.
- Efforts will be made to amplify the voices of workers (union-affiliated and non-affiliated) from diverse backgrounds, including workers from underserved populations and communities, while also safeguarding their identity and information, preserving their dignity, and protecting them from possible retaliation or other harm. The following key steps will be taken: the KII/FGDs and survey approaches will help ensure that workers feel comfortable sharing their opinions and experiences without fear of retribution. This can be particularly important for workers who may feel vulnerable or marginalized in their workplace. The evaluation will also ensure that workers from diverse backgrounds are represented, and their perspectives are considered during the evaluation process. In addition, the evaluation team will ensure appropriate feedback mechanisms to ensure that their perspectives are considered during the evaluation. Overall, an inclusive and supportive evaluation processes will be followed to ensure all participants feel comfortable sharing their perspectives and the voices of workers from diverse backgrounds are heard during the evaluation.
- Gender, diversity, and cultural sensitivity, and ‘Do No Harm’ approaches will be integrated in the evaluation approach (elaborated below in section on Ethical Considerations and Confidentiality).
- As far as possible, a consistent approach will be followed for KIIs for each respondent category, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality or institution.

### **Evaluation Team (ET)**

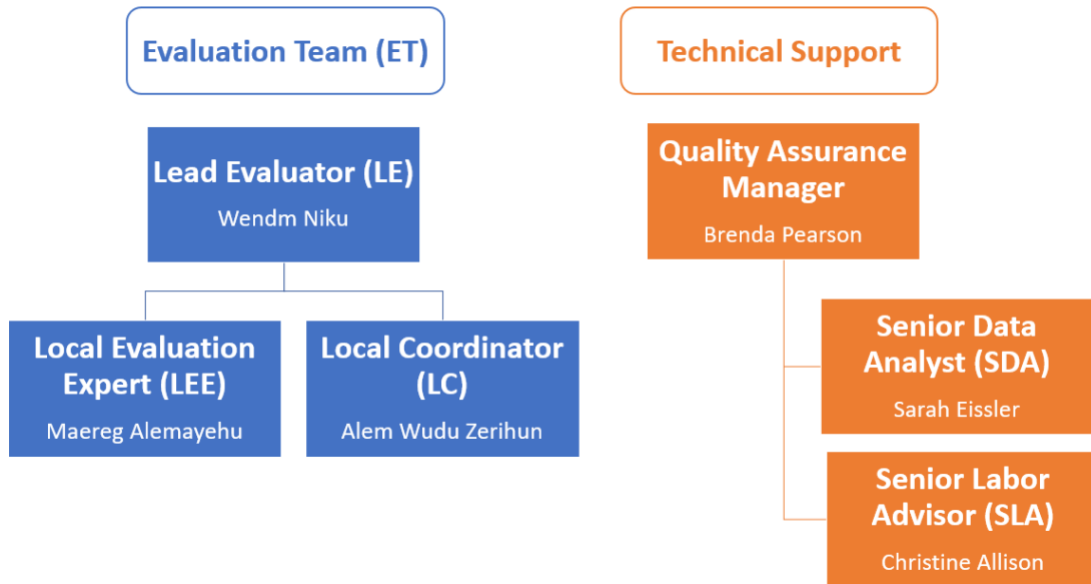
The ET will be composed of the Lead Evaluator (LE), Local Evaluation Expert (LEE), and Local Coordinator (LC) with the following responsibilities:

- The LE will manage each phase of the BWE evaluation (design, data collection, analysis and validation, final reporting, and dissemination), overseeing the ET and providing regular updates on deliverables status and timelines.
  - From December 2022-February 2023, the contract support team worked closely with the LEE to develop the TOR and data collection Instruments.

- February 2023-September 2023, the LEE has been promoted to LE and will assume the LE responsibilities (including TOR and instrument revisions, data collection, analysis and validation, reporting, and dissemination).
- The LEE will support finalization of evaluation design, oversee logistics coordination for remote data collection, conduct primary data collection and provide analysis and report writing support. From December 2022-February 2023, the LEE worked closely with the contract support team on TOR revisions and data collection instrument design.
  - From March 2023-September 2023, the LEE will resume the above assigned responsibilities.
- The LC will lead stakeholder consultation and scheduling for KIIs for all primary data collection. The LC will also be trained in qualitative/ quantitative data collection and work closely with the ET to supplement any enumeration needs during data collection.

The ET will be supported by a team of technical experts through the course of the evaluation study, including a Senior Labor Advisor (SLA) to provide subject matter expertise on labor rights programming; a Senior Data Analyst (SDA) to guide a robust methodological approach with triangulated evidence. The Project Contract Manager will provide quality assurance and oversee technical progress and deliverable quality. See Figure 1 below for the ET and technical support organizational chart.

**Figure 1: ET Organizational Chart**



The ET will be tasked to deliver on specific evaluation consultancy study deliverable(s). This will ensure comprehensive professional review and technical oversight across the board. The ET will work together, coordinating across responsibilities and functions through weekly conference check-in calls to assess progress on assigned tasks. This will facilitate timely technical communication and oversight feedback among the ET and discuss any potential challenge encountered during the entire evaluation process.

## Data Collection Methodology

### A. DOCUMENT REVIEW (CONTENT ANALYSIS)

The ET began with a desk review of BWE program reports and documentation provided by ILAB and conducted a content analysis of secondary data from key documents. Documents reviewed in the initial desk review included:

- Theory of Change and Performance Plan
- BWE Program Documents (Modification and Revisions)
- Interim Evaluation Reports
- USDOL Gender Results Framework
- BWE Performance Monitoring Plan (PMP)
- Technical Progress Reports (TPRs)
- BWE Program Budgets and Expenditure Reports

Through the desk review process, the ET worked to effectively document preliminary findings aligned with the objectives of the BWE program to inform the drafting of the Evaluation Questions and TOR.

The ET will continue reviewing available program documents and secondary data before conducting primary data collection to assess and refine the evaluation criteria. During data collection, BWE project documentation will be verified, and additional documents may be collected. The ET shall also review key OTLA standard indicators with ILO, including indicator definitions in the PMP and the reported values in TPRs to ensure the reporting is accurate and complete.

### B. EVALUATION MATRIX

Building on the desk review, the ET generated preliminary findings that highlight progress achieved by the BWE program toward its key objectives. The evaluation question matrix was developed to outline the lines of enquiry (probing questions) to identify suitable respondent groups and collection methods for each evaluation question. The development of a robust analysis plan was focused on mapping linkages across each evaluation criterion.

The ET reviewed existing BWE program instruments to identify overlapping questions and alternative probing questions not captured in existing desk resources. In consultation with the SDA and SLA, the ET developed a comprehensive evaluation matrix (protocol) to identify evaluation questions, sub-questions, data methods and sources, and proposed analysis techniques to provide the road map to conduct the evaluation.

The final Evaluation Matrix will be included as an annex to the final TOR.

### C. INTERVIEWS WITH STAKEHOLDERS

The ET will collect qualitative data from individual and group interviews through a structured, open-ended data collection process to elicit as much description and elaboration as possible from stakeholders about what is working and what is not working from their perspective. The evaluation team will conduct approximately 40 KII/FGDs aimed at reaching about 60 stakeholders over 14 days with samples of the stakeholder types listed below in Table 2 below. The ultimate number of participants for each stakeholder type will depend on availability. The ET will make every effort to schedule FGDs to reach a broader range of respondents within the evaluation scope. A female enumerator from the ET will be present in each interview (both KIIs and FGDs) and sensitive interviews will be conducted only by females.

**Table 2: KII/FGD Data Collection Strategy**

| Stakeholder Type                              | Method   | Estimated Respondent # | Potential Respondents                                                                                                                                                                                                                                            |
|-----------------------------------------------|----------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| USDOL representative                          | KII, FGD | 5                      | ILAB/OTLA staff that provide program oversight and technical support.                                                                                                                                                                                            |
| Relevant ILO departments and offices          | KII, FGD | 5                      | ILO regional office, BWE personnel, IFC staff                                                                                                                                                                                                                    |
| Representatives of GOE ministries or agencies | KII, FGD | 5                      | Government stakeholders from relevant ministries and offices, inclusive of the Labor Inspection Department and staff, Ministry of Labor and Social Affairs (MoLSA), and Bureau of Labor and Social Affairs (BoLSA), Ministry of Women and Social Affairs (MoWSA) |
| Factory workers                               | KII, FGD | 15                     | Textile factory workers that participate in the program, prioritizing female line workers; this should include workers from both compliant and noncompliant factories                                                                                            |
| Factory managers                              | KII, FGD | 10                     | Textile factory managers: this should include workers from both compliant and noncompliant factories                                                                                                                                                             |
| Employers' Associations                       | KII, FGD | 8                      | Representatives from employer industry groups (or organizations of factory owners, relevant enterprises) such as Confederation of Ethiopian Employers Federation, Investors Association                                                                          |

| Stakeholder Type       | Method   | Estimated Respondent # | Potential Respondents                                                                                                                                                                                                                                                                                                                                    |
|------------------------|----------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Workers' Organizations | KII, FGD | 10                     | Representatives from factory-level trade unions, Confederation of Ethiopian Trade Unions (CETU), Ethiopian Textile and Garment Manufacturers Association (ETGAMA), Productivity Improvement Consultative Committee (PICC) members, including Occupational Safety and Health committee, factory-level trade union members committee representatives       |
| Buyers                 | KII, FGD | 2                      | Private sector and brand representatives, supply chain (ET will consult with BWE project team and look at compliance synthesis reports/transparency portal to identify brands/buyers that source from factories that have demonstrated efforts to improve compliance and have been actively engaged in the project as well as one or more that have not) |

**Evaluation Sampling Approach.** The ET will work with the BWE program team to identify specific individuals (respondents) including workers from underserved populations for each outlined stakeholder category, adopting a purposive sampling approach for this interim evaluation study. This non-probability sampling technique was selected by the ET based on known variables of target respondent categories for KIIs and as a cost-effective method because that ensures only critical respondents are engaged during the timeline for data collection by the ET. The identification and selection of specific individuals from each identified respondent group will be based on continued review of BWE program documents and discussions with ILAB and the BWE project team. KIIs and FGDs shall focus on participants across relevant respondent categories.

Through introductions by the BWE program team, the ET will liaise with different groups of respondents to establish a rapport to ease the solicitation of information for the purpose of the interim evaluation study. The ET will work closely with the BWE project team to identify a mix of worker organizations and workplace labor-management committees that represent diverse experiences and perspectives. The ET will conduct interviews with relevant BWE program stakeholders in person, if feasible, and as appropriate. In order to maximize worker voice touchpoints within the evaluation, the team will conduct a survey (ideal sample is 100 or more respondents). Qualitative data collection will be conducted via KIIs and FGDs. FGDs should not include more than four interviews and will be single-sex groups. The ET will ensure female enumerators for female respondents. The ET will attempt to interview both male and female respondents and will assess the number of men and women as the interviews are being conducted to make changes to improve gender and other representation, as needed. Due to the nature of the evaluation and the characteristics of the worker population, the team will seek a higher proportion of females, working mothers, people with disabilities and other vulnerable groups. To ensure that workers' perspectives are captured and considered, the ET will focus both quantitative and

qualitative data collection efforts on this group. Other data collection protocols shall be finalized through the review of the Risk Mitigation Plan (RMP) e.g., management of collated field data - recorded audio files, handwritten notes, and any other raw data formats - data protection, information access and storage guidance.

**Translation and Piloting of Data Collection Instruments.** Data collection will be offered in English and Amharic to maximize participation across stakeholder groups. Once approval is secured from the ILAB/USDOL team, the ET will proceed to translate approved data collection instruments (both for the worker-manager survey and KII/FGD protocols) into Amharic to represent local dialect for the different interviews in the target locations. The translation process shall be completed prior to pilot testing in the field with a select set of respondents (workers and managers in BWE-supported factories and other stakeholders). As the local ET members will facilitate translation and read questions aloud during interviews, informant literacy level will not hinder ability to participate. The adoption of digital data collection options despite travel limitations is critical to the success of the evaluation process.

**Risk Mitigation Protocols.** The BWE program developed a risk register outlining contextual, programmatic, and management risks related to activities implementation in Ethiopia. Prior to commencing field work, the ET shall review the risk register and update corresponding mitigation measures for each identified risk. For example, the ET anticipates that regional field travel may not be possible depending on the existing security risks and will focus on conducting in-person interviews in Addis Ababa and Hawassa as recommended by ILO.

The ET will coordinate closely with USDOL, ILO partners, and Team Integra's Security Director to remain informed of potential risks before and during the data collection process. The ET will work with stakeholders to schedule interviews around times they are most comfortable to respond openly. Issues related to data transmission and storage, data safety and protection, verification etc. will be monitored by the LE and Project Contract Manager. Immediately after pilot testing data collection instruments, the ET will review its security protocols in collaboration with BWE and USDOL and make any needed revisions.

**Data Collection Plan.** The ET will develop and finalize a viable in-person interview schedule that outlines the timeline for data collection over an approximate two-week period. During this time, the LC, with oversight by LE and LEE, will lead the management of data collection logistics and scheduling to conduct individual and group interviews with identified respondents. The ET expects support from the BWE team to confirm the final sample for interviews with selected respondents for each stakeholder group and provide contact details. The ET will also determine an in-person data collection plan for the worker-manager survey, noting that online/mobile supported surveys may not be appropriate for certain populations. Through ILO, the ET will socialize the survey with factory managers and ensure proper communication with workers. The ET will work closely with the BWE project team and ILAB to determine the most appropriate and feasible solutions for survey administration and will be prepared to adjust if conditions on the ground shift. The LE will manage the data collection process with support from the LEE, and logistics arrangements shall be facilitated by the LC in close collaboration with the BWE program team.

**Data Quality and Evaluation Debrief Sessions.** The LE shall maintain technical oversight and organize routine feedback debriefing sessions with the BWE program to limit field disruptions during data collection exercise. Regular data quality checks will be conducted by the LE and SDA to review and confirm the quality, consistency, and completeness of interview summaries submitted by the ET in a timely manner and to make any corrective actions to address any identified data errors. Throughout the data collection period, regular virtual check-in meetings (with the technical support team) will be conducted, including sequenced debrief sessions. At the end of each day during the data collection period, the LE will review the level of progress of data collection, as well as review any updates to the risk register.

#### D. SURVEY WITH STAKEHOLDERS

The evaluation team will conduct a locally administered survey over the course of several days with a sample of stakeholders listed below in Table 3. The ultimate number of participants will depend on availability and interest in participating in the survey (no remuneration will be offered for completing surveys; however, the team will work with ILAB and implementers to ensure workers' wages are not jeopardized).

**Table 3: Survey Data Collection Strategy**

| Stakeholder Type         | Method | Estimated # | Potential Respondents                                                                                       |
|--------------------------|--------|-------------|-------------------------------------------------------------------------------------------------------------|
| Managers;<br>Supervisors | Survey | 15          | Staff at textile factories that are part of the program that have management and oversight responsibilities |
| Workers                  | Survey | 100         | Textile workers from factories that are part of program (prioritizing female line workers)                  |

**Evaluation Sampling Approach.** The ET will work with the BWE program team to determine an appropriate survey administration plan, which will include a hybrid approach- paper and tablet-administered surveys. The ET will adopt a quasi-purposive sampling approach for this data collection effort narrowing the audience to primarily worker voices. Questions will be targeted to the appropriate stakeholder group using separate surveys for each. The survey seeks to amplify the voices of workers and management/owners, validate qualitative findings, triangulate stakeholder perceptions, and reveal broad based trends.

Understanding the limitations with the utilization of online survey tools, the ET will leverage SurveyCTO which allows the team to collect survey responses offline. This tool has been used previously by our enumerators in similar settings; it is a reliable and secure platform that can be used with smart phone apps and is supported by 24/7 help desk. The LE will collect survey responses on-site at the factory locations using a tablet. Survey responses will be uploaded to the server in batches, pending internet availability. The ET will attempt to survey more women respondents than men and will assess the number of men and women as the surveys are being conducted to make changes to increase female representation, as needed. The team will also include underserved populations as identified by the project.

**Data Collection Instruments.** The quantitative survey includes a limited number of questions that are specific to workers and manager/owners. Each survey consists of eight questions that are designed to capture perceptions regarding worker representation, workplace safety, awareness of rights, recruitment/hiring of underrepresented workers, equity, and workers empowerment. (See Annex B). The survey questions are closed and utilize a Likert scale (using a 4-point rating scale). Based on the desk review and consultations with the implementing partner, the ET has designed the survey questions according to anticipated knowledge and awareness levels of the participants regarding programmatic activities.

All data collection will take place in English or Amharic. Once approval is secured from the ILAB/USDOL team, the ET will proceed to translate approved data collection instruments into Amharic to represent local dialects for the survey in the target locations. The translation process shall be completed prior to pilot testing in the field with a select set of respondents (BWE program participants or stakeholders). The ET members will serve as the enumerators for the survey thus mitigating any literacy issues, which could hinder any respondent's ability to complete the survey.

**Risk Mitigation Protocols.** Due to the fluid security environment in Ethiopia, the ET will coordinate closely with USDOL, ILO partners, and Team Integra's Security Director to remain informed of potential risks before and during the survey administration process. The team will travel to factory site locations to collect survey data. If available, the ET will also leverage available worker contact information to collect survey data remotely. In order to provide a robust and significant analysis of survey data, the team is leveraging multiple strategies to enhance the response rate ensuring a sufficient sample size of more than 100 respondents.

**Data Collection Plan.** The ET will serve as the primary enumerators for the BWE survey. Using a tablet or smart phone with SurveyCTO installed, the ET will travel to factory site locations to collect survey responses. In order to maximize the number of responses, the ET will remain on-site over the course of several days in a central location. The ET will offer light refreshments that workers could benefit from while completing the survey. Respondents would have the option of completing the survey directly on the provided tablet, with the assistance of the ET as the primary enumerators (oral survey administration), or via a paper copy of the survey. All survey data will be collected offline and uploaded at the end of each day pending internet availability.

**Data Quality and Survey Debrief Sessions.** The LE will provide technical oversight and organize routine feedback debriefing sessions with the BWE program to limit field disruptions during the data collection exercise. Regular data quality checks will be conducted by the SDA to review and confirm the quality, consistency, and completeness of survey data submitted by the LE in a timely manner and to make any corrective actions to address identified data errors. Throughout the data collection period, regular virtual check-in meetings will be conducted, including sequenced debrief sessions. At the end of each day during the survey period, the LE will perform quality assurance and adjust the administration plan accordingly.



**Quantitative Survey Data included in Synthesis Report.** The Senior Data Analyst, Dr. Sarah Eissler, will provide overall technical oversight and quality assurance. The relevant findings related to equity, worker empowerment and agency from this quantitative survey will be integrated into a Synthesis Report that includes this mid-term evaluation and three other evaluations.

**Quantitative Analysis of Secondary Data.** The ET will analyze project monitoring data to assess the performance of activities relative to expected results, and equity considerations. The ET's analysis, which will rely on descriptive statistics such as counts, tabulated proportions, and means, will identify common trends, patterns, and any changes in stakeholders' motivation, behavior, capacity, practices, policies, programs, relationships, or resource allocation as result of project activities to the extent these data are available and of sufficient quality. The ET will use project monitoring data and quantitative data collected during evaluation fieldwork (see Annex E for rapid scorecard template), triangulated with relevant qualitative data collected during interviews, to develop summary achievement and sustainability ratings, as well as an assessment of equity in relation to access to project interventions as well as outcomes for target groups with particular attention to underserved populations. The ET anticipates receiving access to the October 1, 2022 – March 30, 2023, semi-annual report with requisite performance monitoring reporting no later than April 30, 2023, for incorporation into the final report. The team will also leverage BWE compliance report that was published in 2021.<sup>29</sup>

#### D. DATA ANALYSIS

During the data collection period, the SDA will complete data quality control reviews of all submitted primary data. The interviewers will submit detailed summary notes of their conversations with respondents and include direct quotes wherever possible, as supplemented by the audio recording of each interview (with respondent's permission). These summary notes will serve as the raw data for qualitative analysis. All interview notes will be submitted in English. The SDA will develop a structured codebook to guide the analysis of all primary qualitative data and will use NVivo software to process all qualitative data to inform findings under each evaluation question. Where appropriate, the SDA will pull out key illustrative quotes (with a focus on workers from underserved populations) from the primary data to provide narrative evidence on the evaluation findings.

Secondary quantitative data collection from project performance monitoring data or external datasets to inform the evaluation questions will be analyzed using descriptive statistical technique and supplemented with primary quantitative data from the rapid score cards used at the end of interviews. To facilitate the development of findings and evidence narratives, draw conclusions, and make recommendations, the ET will employ the following analysis processes:

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<sup>29</sup> [https://drive.google.com/file/d/1YH5V30E-Mi4G0g426vdw\\_NXTCBuPci\\_W/view](https://drive.google.com/file/d/1YH5V30E-Mi4G0g426vdw_NXTCBuPci_W/view)

- **Contextual and Content Analysis:** The ET shall conduct contextual and content analysis using the primary qualitative data (i.e., raw summary notes from each interview and group discussion) organized across the targeted respondent groups. Responses will be tagged to corresponding evaluation questions. The ET shall review and code interview data to identify and highlight notable factors (both Internal and external) and examples of BWE successes (or challenges) that contributed to (or inhibited) progress towards achieving its expected outcomes. This will provide a contextual analysis of collated respondent feedback, draw lessons learned, identify challenges, and proffer recommendations. By triangulating different feedback sources from respondents, the ET will be able pinpoint relevant responses per respondent group to answer each evaluation question.
- **Descriptive and Comparative Analysis:** The ET shall also compare responses from the different stakeholder groups' perspectives to identify areas of convergence or divergence. The ET will also identify common trends, patterns, and any changes in stakeholders' motivation, behavior, capacity, practices, policies, programs, relationships, or resource allocation as a result of project activities from the qualitative data.
- **Indicator Data Analysis:** The ET will use descriptive statistical techniques to analyze quantitative data collected by the BWE program on key performance indicators defined in the PMP and reported on in the TPR Data Reporting Form. The ET will analyze project monitoring data to assess the performance of activities relative to expected results and equity considerations. The trend analysis of BWE indicator datasets will focus on examining BWE monitoring, evaluation, and learning (MEL) data over time by assessing performance relative to targets. The ET will use project monitoring data and quantitative data sent by ILO, triangulated with relevant qualitative data collected during interviews, to develop summary achievement and sustainability ratings, as well as an assessment of equity/discrimination in relation to access to project interventions as well as outcomes for target groups including fair and equal treatment, and non-discrimination, paid work and care, equitable representation and participation of women workers in worker-management committees and trade unions, union federations, and voice in collective bargaining processes; and career opportunities in factories, leadership positions and managerial positions, trade unions and access to trainings.
- **Secondary Data Review:** Also, depending on the findings of the analysis process, and outcome of the validation session, the ET may explore further secondary data. This step will consist of available monitoring data, and, where relevant, the ET will work with ILAB to secure prompt access to secondary data from ILO (such as the BWE compliance report, Tufts research, and other relevant resources), relevant government bodies, and external sources. The ET's analysis of these data would further support the correlation and validation of findings from the evaluation fieldwork/data collection.

## E. OUTCOME ACHIEVEMENT, EQUITY AND SUSTAINABILITY RATINGS

Finally, the ET shall objectively rate each of the BWE program's outcomes according to three factors, including: 1) level of achievement, 2) level of equity with respect to access to project interventions and/or targets achieved, and 3) potential for sustainability on a four-point scale (low, moderate, above-moderate, and high). The ET will work directly with ILAB and the Grantee to identify target groups and assign relevant outcome Indicators.

**Achievement.** As this study is a performance evaluation, it is not designed to assess whether or not the program achieved its objectives and outcomes as the program is still ongoing. However, this evaluation can assess the program's progress towards reaching its objectives and outcomes, highlight learning and course correction that has occurred, and identify enabling or inhibiting factors that are influencing that progress at this stage. The ET shall consider to what extent the BWE program shall be likely to meet or exceed its targets by project end. BWE program achievement ratings shall be determined through triangulation of qualitative and quantitative data. The ET shall consider the reliability and validity of the performance indicators and the completeness and accuracy of the data collected. The assessment of quantitative data should consider the extent to which the BWE program has progressed in reaching its targets and whether these targets were sufficiently ambitious and achievable within the period evaluated (taking external contextual factors into account).

The ET shall assess each of the BWE program's outcome(s) according to the following scale:

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

The ET's objective opinion and independent judgment will also be integrated to further balance/triangulate the perspectives of key stakeholders and participants.

**Equity.** For assessing the equity of BWE program outcomes, the ET will consider who has/has not been reached, served, engaged, or affected by the BWE program's interventions, in positive, negative, or undetermined ways. The ET will also review the BWE program's overall output and outcome data and its disaggregated data for specific groups to identify trends and patterns with respect to equitable access and outcomes. (More women workers advance in their jobs with higher positions and/or salary, workplaces provide a safer and less discriminatory environment for women, and women workers' representation is augmented on labor issues in the workplace). In addition, every employee should have the same opportunity as any other employee, whatever the religion, sexual orientation, gender, skin color, physical abilities etc. as described in the ILO fundamental right to non-discrimination. This will also extend considering to what extent the BWE program was likely to achieve targets for specific underserved target

groups and those populations that are hardest to reach by the BWE program at completion. BWE project equity ratings shall be determined through triangulation of qualitative and quantitative data.

The ET should assess each of the BWE program's outcome(s) according to the following scale:

- **High:** reported outcome data reflect tangible benefits for most or all underserved groups during the period evaluated, with mostly positive feedback from representatives of each of the relevant underserved groups.
- **Above moderate:** reported outcome data reflect tangible benefits for most or some of the underserved groups during the period evaluated, but with mixed or neutral feedback from representatives of one or more of the relevant underserved groups.
- **Moderate:** reported outcome data reflect limited or no tangible benefits for underserved groups during the period evaluated, but with mostly positive feedback from representatives of those groups.
- **Low:** reported outcome data do not reflect tangible benefits for underserved groups during the period evaluated (or the project lacks disaggregated data to demonstrate), with mostly neutral or negative feedback from representatives of those groups.

The ET's objective opinion and independent judgment will also be integrated to further balance/triangulate the perspectives of key stakeholders and participants.

**Sustainability.** "Sustainability" is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. When evaluating the sustainability of the BWE program, the ET will consider the likelihood that the benefits or effects of a particular output or outcome would continue after donor funding ends. It is also important to consider the extent to which the project takes into account the actors, factors, and institutions that are likely to have the strongest influence over, capacity, and willingness to sustain the desired outcomes and impacts. The BWE program's Sustainability Plan (including the associated indicators) and TPRs (including the attachments) are key (but not the only) sources for determining its rating. The ET should assess each of the project's objective(s) and outcome(s) according to the following scale:

- **High:** strong likelihood that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources<sup>30</sup> are in place to ensure sustainability.
- **Above moderate:** above average likelihood that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources are identified but not yet committed.

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<sup>30</sup> Resources can include financial resources (i.e., non-donor replacement resources), as well as organization capacity, institutional linkages, motivation and ownership, and political will, among others.

- **Moderate:** some likelihood that the benefits of project activities will continue after donor funding is withdrawn and some of the necessary resources are identified.
- **Low:** weak likelihood that the benefits of project activities will continue after donor funding is withdrawn and the necessary resources are not identified.

In determining the rating above, the ET will also consider the extent to which sustainability risks were adequately identified and mitigated through the project's risk management and stakeholder engagement activities. **Note:** Indicators of sustainability could include agreements/linkages with local partners, stakeholder engagement in project sustainability planning, and successful handover of BWE program activities or key outputs to local partners before BWE program ends, among others.

### **Ethical Considerations and Confidentiality**

The ET will observe utmost confidentiality related to sensitive information and feedback elicited during the interviews. To mitigate bias during the data collection process and ensure maximum freedom of expression of the implementing partners, stakeholders, communities, and project participants, only members of the ET will be present during interviews. The team will be supplemented by female enumerators, if necessary. The LEE will lead all interviews with female respondents to maximize respondent comfort and participation. However, the BWE program team may accompany the ET to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the ET to observe the interaction between the implementing partner staff and the interviewees. The ET will respect the rights and safety of participants in this evaluation. During this interim evaluation study, the ET will take several precautions to ensure the protection of respondents' rights:

- The ET will be transparent about the purpose of the research the confirm participant confidentiality.
- No interview will begin without receipt of informed consent from each respondent.
- The ET will conduct individual and group interviews in confidential settings, so no one else can hear the respondent's answers.
- The ET will be in control of its written notes at all times.
- The ET will transmit data electronically using secure measures.
- The ET will talk with respondents to assess their ability to make autonomous decisions and their understanding of informed consent. Participants will understand that they have the right to skip any question with which they are not comfortable or to stop at any time.

### **Stakeholder Meeting**

Following the completion of field data collection, a stakeholder meeting will be organized by BWE and led by the LE to bring together a wide range of stakeholders, including implementing partners and other interested parties, to discuss and validate the evaluation results. The list of participants to be invited will be drafted before the ET's

commencement of data collection, reviewed by ILAB, and confirmed in consultation with BWE program staff during fieldwork. ILAB staff may participate in the stakeholder meeting virtually. The stakeholder validation meeting will offer an opportunity for the ET to present the major preliminary results and emerging issues identified from completed data collection process, while also soliciting recommendations, to inform discussions on BWE program sustainability, and obtain clarification or additional information from stakeholders, including those not interviewed earlier.

This validation session shall provide an opportunity for a close examination of emerging trends and spotlighting of key intervention opportunities for future design iterations and adaptive programming options. The following sessions are proposed for the dissemination meeting, i.e., Big Picture Reflection and Way Forward. The ET will discuss the content of each session with ILAB and the project team to ensure each is focused and useful to the project.

- **Session 1. Big Picture Reflection:** The big picture reflection session will be an introductory presentation on the BWE interim evaluation findings. Review of key findings and unmet targets (study limitations). Learning from what works and learning from what did not work. The ET will also engage participants on learning questions related to relevance, effectiveness, and efficiency for improved programming, such as “How can ILAB and its Grantees better **respond to needs of workers, workers’ organizations, and historically underserved populations (specifically among women)?**”
- **Session 2. Way Forward (commitments):** The way forward session will serve to co-design an action plan for adoption by the BWE program team, i.e., how to sustain best practices and transition successful models to local ownership, highlight innovative approaches in behavior change models, and incorporate stakeholder feedback and program delivery design (follow-on considerations). The ET will also engage participants on these learning questions: The ET will also engage participants on learning questions related to coherence and sustainability, such as “Has the BWE program generated key collaboration opportunities to advance female workers’ economic opportunities? Which **strategic opportunities** should be considered for **future iterations** or adaptations of the BWE program?”

The agenda of the validation meeting will be determined by the ET in consultation with BWE program staff. Additional questions for stakeholders may be prepared to guide the discussion and a brief written feedback form. The validation session agenda may include some of the following items:

- Presentation by the ET of the preliminary main results.
- Feedback and questions from stakeholders on the preliminary results.
- Opportunity for additional implementing partners to present their views on progress and challenges in their locality.
- Discussion of recommendations to improve the implementation and ensure sustainability. The ET will distribute a feedback form for participants to nominate their “action priorities” for the remainder of the project.

A debrief call will be held with the ET and USDOL (and potentially ILO) after the stakeholder workshop to provide USDOL with preliminary results and solicit feedback as needed.

## 5. LIMITATIONS

The field data collection for the interim evaluation of the BWE program is projected to take place for a duration of two weeks during the time period listed in Table 3. The LE, LEE and LC are based in Ethiopia. The ET members will visit Addis Ababa and a selection of BWE program sites (near Hawassa). The final selection of field sites to be visited will be made by the LE in collaboration with USDOL, the U.S. embassy, and ILO. All efforts will be made to ensure that the ET gathers data (remotely, in-person or using a hybrid of these methods pending final security circumstances in-country) from a representative sample of sites during the two-week time period, including some that have performed well and some that have experienced challenges. While the ET is experienced in remote evaluation approaches and adapting to complex environments, there may be some limitations with the availability of respondents and selection bias relying on remote data collection. The ET will make every effort to conduct in-person data collection where possible, pending security conditions.

Several factors may impact the collection of quantitative data including security concerns, internet and telephone infrastructure and availability, worker availability and interest, and stakeholder buy-in to the data collection process. The ET will work with the implementers, factory management, and apparel sector unions and NGOs to develop a communication plan for the administration of the survey to ensure workers are informed in advance and understand the goals and confidentiality of the data collection exercise. All communications between the ET and the Grantee will include ILAB representatives.

As this is not a formal impact assessment, results for the evaluation will rely heavily on information collected from background documents, stakeholder interviews, and worker-manager surveys triangulated with progress reporting data. The accuracy of the evaluation results will therefore be determined by the integrity of the information provided to the ET from these sources.

## **6. ROLES AND RESPONSIBILITIES**

This section presents information on the ascribed roles and responsibilities for the donor, contractor firm, and recruited ET. The section below outlines the roles and responsibilities of each actor in the evaluation process:

**The Integra, LLC team (including support from subcontractor Dexis Consulting Group) is responsible for accomplishing the following items:**

- Providing all evaluation management and logistical support for evaluation deliverable(s) within the timelines specified in the contract and TOR.
- Providing all logistical support for travel associated with the evaluation.
- Providing quality control over all deliverable(s) submitted to ILAB.
- Ensuring the ET evaluates according to the TOR.

**The ET will evaluate according to the TOR. The ET is responsible for accomplishing the following items:**

- Receiving and responding to or incorporating input from the ILO and ILAB on the initial TOR draft.
- Finalizing and submitting the TOR and sharing concurrently with the ILO and ILAB.
- Reviewing project background documents.
- Reviewing the evaluation questions and refining them as necessary.
- Developing and implementing an evaluation methodology, including document review, KIIs and secondary data analysis, to answer the evaluation questions.
- Conducting planning meetings or calls, including developing a field itinerary, as necessary, with ILAB and ILO.
- Deciding the composition of KII participants to ensure the objectivity of the evaluation.
- Developing an evaluation question matrix for ILAB.
- Presenting preliminary results verbally to project field staff and other stakeholders as determined in consultation with ILAB and ILO.
- Preparing an initial draft of the evaluation report for ILAB and ILO review.
- Incorporating comments from ILAB and the ILO/other stakeholders into the final report, as appropriate.
- Developing a comment matrix addressing the disposition of all the comments provided and preparing and submitting the final report.

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



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

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

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

## 7. EVALUATION TIMELINE

The tentative timeline is outlined below. Actual dates may be adjusted, as needed, in consultation with USDOL.

**Table 3: Evaluation Timeline**

| Task                                                                                    | Responsible Party                           | Date                |
|-----------------------------------------------------------------------------------------|---------------------------------------------|---------------------|
| Contract technical kickoff call                                                         | Contractor                                  | Sep 28, 2022        |
| BWE Evaluation launch call                                                              | DOL/ILAB                                    | Oct 14, 2023        |
| TOR Template submitted to Contractor                                                    |                                             | Oct 20, 2022        |
| Background project documents sent to Contractor                                         | DOL/ILAB                                    | Nov 2- 7, 2022      |
| Draft TOR and desk review summary sent to USDOL/ILAB and Grantee                        | Contractor                                  | Dec 22, 2022        |
| DOL/ILAB and Grantee provide comments on draft 1 TOR                                    | DOL/ILAB and Grantee                        | Jan 13, 2023        |
| Logistics call - Discuss logistics and field itinerary                                  | Contractor and Grantee (DOL/ILAB as needed) | Jan 27, 2023        |
| Contractor shares stakeholder contact list template with Grantee                        | Contractor and Grantee                      | Jan 27, 2023        |
| Revised draft 2 TOR sent to USDOL/ILAB and Grantee                                      | Contractor                                  | Feb 3, 2023         |
| DOL/ILAB and Grantee provide comments on draft 2 TOR and instruments                    | DOL/ILAB and Grantee                        | Feb 14, 2023 (ILAB) |
| Grantee sends complete list of stakeholders for sample universe                         | Grantee                                     | Feb 27, 2023        |
| Revised draft 3 TOR and instruments sent to USDOL/ILAB and Grantee                      | Contractor                                  | Feb 27, 2023        |
| Contractor sends minutes from logistics call                                            | Contractor                                  | Feb 28, 2023        |
| DOL/ILAB and Grantee provide comments on draft 3 TOR and instruments                    | DOL/ILAB and Grantee                        | Mar 6, 2023         |
| Contractor sends proposed data collection itinerary to USDOL/ILAB and Grantee           | Contractor                                  | Mar 10, 2023        |
| Revised TOR with instruments and question matrix submitted to USDOL/ILAB for approval   | Contractor                                  | Mar 10, 2023        |
| USDOL/ILAB and Grantee provide comments on data collection itinerary                    | Contractor                                  | Mar 17, 2023        |
| Revise and submit field itinerary, stakeholder list, and fieldwork budget to USDOL/ILAB | Contractor                                  | Mar 22, 2023        |
| Fieldwork budget, stakeholder list, and data collection itinerary approved USDOL/ILAB   | DOL/ILAB                                    | Mar 24, 2023        |
| Final approval of TOR by USDOL/ILAB                                                     | DOL/ILAB                                    | Mar 28, 2023        |
| Finalize, translate, and pilot instruments                                              | Contractor                                  | Mar 6-28, 2023      |
| Interview calls with USDOL/ILAB                                                         | Contractor                                  | Week of Apr 10      |
| Interview calls with Grantee HQ staff                                                   | Contractor                                  | Week of Apr 17      |

| Task                                                                                                                                                    | Responsible Party    | Date                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------|
| Fieldwork / Data collection                                                                                                                             | Contractor           | Apr 25- May 9, 2023                                |
| Post-fieldwork debrief call                                                                                                                             | Contractor           | May 15, 2023<br>(within 1 week of data collection) |
| Stakeholder Validation Workshop                                                                                                                         | Contractor           | Week of May 29, 2023                               |
| Initial draft report for review submitted to ILAB and Grantee                                                                                           | Contractor           | Jun 6, 2023<br>(within 4 weeks of data collection) |
| 1 <sup>st</sup> round of review comments due to Contractor                                                                                              | ILAB and Grantee     | Jun 20, 2023                                       |
| Revised report submitted to USDOL/ILAB and Grantee                                                                                                      | Contractor           | Jun 26, 2023                                       |
| DOL/ILAB and Grantee/key stakeholder comments due to contractor after 2 <sup>nd</sup> round of review                                                   | DOL/ILAB and Grantee | Jul 10, 2023                                       |
| Revised report in redline submitted to USDOL/ILAB and Grantee demonstrating how all comments were addressed either via a comment matrix or other format | Contractor           | Jul 14, 2023                                       |
| USDOL/ILAB and Grantee provide concurrence that comments were addressed                                                                                 | DOL/ILAB and Grantee | Jul 28, 2023                                       |
| Final report submitted to USDOL/ILAB and Grantee                                                                                                        | Contractor           | Jul 31, 2023                                       |
| Final approval of report by USDOL/ILAB                                                                                                                  | DOL/ILAB             | Aug 4, 2023                                        |
| Draft infographic/brief document submitted to USDOL/ILAB                                                                                                | Contractor           | Aug 8, 2022                                        |
| USDOL/ILAB comments on draft infographic/brief                                                                                                          | DOL/ILAB             | Aug 15, 2022                                       |
| Editing and Section 508 compliance by contractor                                                                                                        | Contractor           | Aug 15-29, 2023                                    |
| Final infographic/brief submitted to USDOL/ILAB (508 compliant)                                                                                         | Contractor           | Aug 30, 2023                                       |
| Final approval of infographic/brief by USDOL/ILAB (508 compliant)                                                                                       | DOL/ILAB             | Sep 4, 2023                                        |
| Final edited report submitted to COR (508 compliant)                                                                                                    | Contractor           | Sep 5, 2023                                        |
| Final edited approved report and infographic/brief shared with grantee (508 compliant)                                                                  | Contractor           | Sep 5, 2023                                        |
| Learning Event for ILAB staff, Grantees and other stakeholders as requested (usually virtual)                                                           | Contractor           | Sep 2023<br>(pending)                              |

## 8. EXPECTED OUTPUTS AND DELIVERABLES

Four weeks after the completion of data collection in Ethiopia, a first draft evaluation report will be submitted to ILAB/USDOL by the ET. Upon completion of data analysis (statistical and descriptive), the ET will generate valid datasets to inform the development of the evaluation report. This dataset will include all cleaned data from the worker-manager survey, secondary quantitative data from TPRs and compliance reports, and qualitative inputs from stakeholder interviews. The ET shall ensure that the final report for the interim evaluation is of high technical quality, incorporating supporting means of verification in providing evidence to showcase evaluation findings outlined in the report e.g., respondent quotes, secondary data sources, including high-quality gender-sensitive data.

The first draft of the evaluation report will be circulated to ILAB and ILO for their review. The evaluator will demonstrate how they incorporate or addressed comments from ILAB and the ILO/other key stakeholders into the final reports as appropriate, and the evaluator will show what changes have been made and provide a response as to why any comments might not have been incorporated or addressed.

The ET will combine the right visuals and narrative content with the right data, to develop a data story that can influence and drive change. This addresses the “so what?” for every assessment or research study i.e., setting out a viable action plan to implement the findings for the interim evaluation study as well as facilitate sustainable uptake by respective stakeholders. Therefore, the draft BWE evaluation report shall have the following structure and content:

1. Table of Contents
2. List of Acronyms
3. Executive Summary (no more than **five pages** providing an overview of the evaluation, summary of main results/lessons learned/emerging good practices, and key recommendations)
4. Evaluation Objectives
5. Project Description
6. Listing of Evaluation Questions
7. Results
  - a. The results section includes the facts, analysis, and supporting evidence. The results section of the evaluation report should address the evaluation questions. It does not have to be in a question-response format but should be responsive to each evaluation question.
  - b. This section will include results from both quantitative and qualitative data collection and analysis efforts.

8. Conclusions and Recommendations:

- a. Conclusions – interpretation of the facts, including criteria for judgments.
- b. Lessons Learned and Emerging Good Practices<sup>31</sup> (including learning from what does and does not work).
- c. Key Recommendations – actionable recommendations with clear owners and timeline for implementation; critical for successfully meeting project objectives and/or judgments on what changes need to be made for sustainability or future programming.

9. Annexes

- a. List of documents reviewed.
- b. Interviews (including a list of stakeholder groups; without PII in web version)/meetings/site visits.
- c. Survey results (cleaned datasets).
- d. Stakeholder workshop agenda and participants.

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<sup>31</sup> An emerging good practice is a process, practice, or system highlighted in the evaluation reports as having improved the performance and efficiency of the program in specific areas. They are activities or systems that are recommended to others.

**TOR ANNEX A: EVALUATION DESIGN MATRIX****Table 4: Evaluation Matrix**

| <b>Evaluation Questions</b>                                                                                                                                                                                                                                                                                         | <b>Sub- Evaluation Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Data Type</b>            | <b>Data Sources</b>                                             | <b>Data Analysis Methods</b>                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Evaluation Criteria: Relevance</b>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                 |                                                                       |
| 1. To what extent did the BWE project activities respond to the needs and priorities of diverse stakeholders, including those from underserved populations (focusing primarily on female workers)?                                                                                                                  | 1.1 What factors limited or facilitated these results?<br>1.2 To what extent did the BWE design and implementation address issues of gender equity in the factories?                                                                                                                                                                                                                                                                                     | Qualitative<br>Quantitative | KIIs/FGDs, desk review, survey data                             | Content analysis, thematic analysis, descriptive statistical analysis |
| <b>Evaluation Criteria: Coherence</b>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                 |                                                                       |
| 2. To what extent are BWE project activities aligned with government priorities to increase growth in the apparel industry and empower female workers? To what extent are BWE project activities aligned with worker organization priorities to increase growth in the apparel industry and empower female workers? | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Qualitative<br>Quantitative | KIIs/FGDs, desk review, survey data                             | Content analysis, thematic analysis, descriptive statistical analysis |
| <b>Evaluation Criteria: Effectiveness</b>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                 |                                                                       |
| 3. To what extent are project interventions progressing toward meeting the desired project outcomes of improving gender equity and empowerment for female workers in the workplace?                                                                                                                                 | 3.1 Is there evidence that ILAB's technical assistance or other forms of engagement have contributed to women's economic empowerment in the Ethiopian garment and textile sector? What approaches are perceived to be effective (particularly by workers and worker organization representatives)?<br>3.2 Which institutional actors, leverage points or structures were most critical/influential? What factors facilitated or limited their influence? | Qualitative<br>Quantitative | KIIs/FGDs, desk review, survey data, secondary performance data | Content analysis, thematic analysis, descriptive statistical analysis |

| Evaluation Questions                                                                                                                                                                                        | Sub- Evaluation Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Data Type                   | Data Sources                        | Data Analysis Methods                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------|-----------------------------------------------------------------------|
| <b>Evaluation Criteria: Efficiency</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                     |                                                                       |
| 4. To what extent has BWE been efficient (able to achieve its goals in a timely manner) in reaching target populations in intervention approaches? Consider the timeline, resources, and operating context. | 4.1 What are the best practices and lessons learned for ILAB and the Grantee to ensure technical assistance reaches and benefits targeted underserved populations?                                                                                                                                                                                                                                                                                                                                                        | Qualitative<br>Quantitative | KIIs/FGDs, desk review, survey data | Content analysis, thematic analysis, descriptive statistical analysis |
| <b>Evaluation Criteria Sustainability</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                             |                                     |                                                                       |
| 5. To what extent are the BWE interventions likely to yield sustained results?                                                                                                                              | 5.1 To complement and help sustain BWE efforts, what could other stakeholders (particularly GOE and USDOL) do to strengthen Freedom of Association (FOA) and collective bargaining for women workers in the Ethiopian garment and textile sector?<br><br>5.2 What contextual factors (cultural norms, processes, structures, mechanisms) have the most influence on workers' perceptions, voice, and action to advance women's rights in the apparel factories, both individually and collectively? Which have the least? | Qualitative                 | KIIs/FGDs, desk review              | Content analysis, thematic analysis                                   |

## TOR ANNEX B: FACTORY WORKER-MANAGER QUANTITATIVE SURVEY QUESTIONS

| <b>1. Demographics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sex</li> <li>• Under the age of 25, 25-40, over 40</li> <li>• How long have you worked in this position: less than 1 year, 2-3 years, more than 3 years</li> <li>• How long have you worked here (total years of experience in current workplace)?</li> <li>• Previous work before here</li> <li>• Location (how long have you been living there. Where were you living before?)</li> <li>• Marital Status</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2. Factory Managers/Owners</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>a) How have workers in your factory changed the way they raise workplace concerns over the past 2-3 years?               <ul style="list-style-type: none"> <li>○ worse, unchanged, better, don't know</li> </ul> </li> <li>b) How has your knowledge of workplace safety changed over the past 2-3 years?               <ul style="list-style-type: none"> <li>○ worse, unchanged, better, don't know</li> </ul> </li> <li>c) How have worker welfare provisions/services changed over the past 2-3 years? (mapped to clusters)               <ul style="list-style-type: none"> <li>○ Worse, unchanged, better, don't know</li> <li>○ To whom do you credit these changes?</li> </ul> </li> <li>d) Has your awareness of workers' rights changed over the past 2-3 years?               <ul style="list-style-type: none"> <li>○ No change, small improvement, large improvement, don't know</li> </ul> </li> <li>e) Has your factory had any non-compliance findings related to discrimination in the past 2-3 years?               <ul style="list-style-type: none"> <li>○ Not at all, yes, don't know</li> </ul> </li> <li>f) What has been the impact of the program on how workers engage with management about workplace concerns?               <ul style="list-style-type: none"> <li>○ No change, small improvement, large improvement, don't know</li> </ul> </li> <li>g) To what extent does the government support change to improve working conditions?               <ul style="list-style-type: none"> <li>○ Not at all, sometimes/inconsistently, frequently/consistently, don't know</li> </ul> </li> <li>h) To what extent does the brands/international companies support change to improve working conditions?               <ul style="list-style-type: none"> <li>○ Not at all, sometimes/inconsistently, frequently/consistently, don't know</li> </ul> </li> <li>i) To what extent does the Ethiopian Industry Association support change to improve working conditions?               <ul style="list-style-type: none"> <li>○ Not at all, sometimes/inconsistently, frequently/consistently, don't know</li> </ul> </li> </ul> |



### 3. Workers

- a) How has workplace safety changed in the past 2-3 years?
  - Worse, unchanged, better, don't know
- b) How have worker welfare provisions/services changed over the past 2-3 years?
  - Worse, unchanged, better, don't know
  - To whom do you credit this change?
- c) Has your awareness of workers' rights changed over the past 2-3 years?
  - No change, small improvement, large improvement, don't know
- d) Comparing now to two years ago, how is your experience with discrimination in the workplace?
  - Better, worse, unchanged
- e) How often do you see or experience discrimination in the workplace now?
  - Daily, Every week, every month, about every year, never, don't know
- f) Comparing now to two years ago, how would you describe workers difficulty accessing benefits and services?
  - Better, worse, unchanged
- g) Do women workers have the same experiences accessing benefits and services as men workers?
  - More difficulty, no difference, less difficulty, don't know
- h) Do young workers have the same experiences accessing benefits and services as older workers?
  - More difficulty, no difference, less difficulty, don't know
- i) Do workers with disabilities have the same experiences accessing benefits and services as those without disabilities?
  - More difficulty, no difference, less difficulty, don't know
- j) How has worker representation in the factory changed over the past 2-3 years?
  - worse, unchanged, or better, don't know
- k) Compared to two years ago, do you believe it is harder or easier to advance worker rights?
  - Harder, no difference, easier, don't know

## TOR ANNEX C: INFORMED CONSENT AGREEMENT – KII/FGD/SURVEYS

*Evaluators must review this form in detail with all informants before the interview and be sure that they understand it clearly before obtaining their signature. If the informant is illiterate or expresses discomfort signing the form but verbally consents to proceeding with the interview, the evaluator may sign the form to indicate that they received verbal consent.*

**Purpose:** Thank you for taking the time to meet with us today. My name is [NAME]. I am a researcher from an organization called Dexis], a company that provides monitoring and evaluation services. I am here to conduct a study about the USDOL financed project Better Work Ethiopia implemented by the International Labor Organization (ILO)].

You have been asked to participate today so that we can learn more about the support you (or your organization) may have received from ILO. We would like your honest impressions, opinions and thoughts about various issues related to (the implementation of activities of) this program. I am an independent consultant and have no affiliation with those who provided you with assistance. In addition, I do not represent the government, employers, employers' organizations, brands or workers' organizations.

**Procedures:** If you agree to participate, we ask you to discuss your experience and opinion of the activities and services implemented under this program. The interview will take about (xx minutes, hour) of your time. Although we will publish our results in a public report, all of your answers will be kept confidential. Nothing you tell us will be attributed to any individual person or any company/worksites. Rather the report will include only a composite of all of the answers received by all of the individuals we interview. Although we may use quotes, none of the individuals interviewed will be named or mentioned in any personally identifiable way in the report or in any other form.

**Risks/Benefits:** There is no risk or personal gain involved in your participation in this interview. You will not receive any direct benefit or compensation for participating in this evaluation. Although this study will not benefit you personally, we hope that our results will help improve support provided to improve working conditions and enhance garment sector productivity.

**Voluntary Participation:** Participation in this interview/FGD is completely voluntary. You do not have to agree to be in this study. You are free to end the interview/leave the FGD at any time or to decline to answer any question which you do not wish to answer. If you decline to participate in the interview, no one will be informed about this.

Do you have any questions at this time? [Interviewer should answer any questions]

Do I have your permission to proceed?

**TOR ANNEX D: RIGHT TO USE**

Evaluators must translate this form to the local dialect of participant. Evaluators will ensure participants understand clearly before obtaining their signature. If the informant is illiterate or expresses discomfort signing the form but verbally consents to proceeding with the Interview being used for data collection, the evaluator may sign the form to indicate that they received verbal consent.

**United States Department of Labor  
Right to Use**

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

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

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

\_\_\_\_\_  
Signature or  
Parent/guardian if under 18

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Address and phone number

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

## TOR ANNEX E: PERFORMANCE SUMMARY AND RAPID SCORECARD TEMPLATES

The BWE program's gender component – which aims to improve the status of women workers in terms of career advancement, work environment, and representation in the textile and garment sector – focuses on three outcomes. Please rate the overall achievement and sustainability for each outcome, as well as some additional questions on program progress according the 4-point scale of low, moderate, above moderate, and high.

| Performance Summary                                                                             | Rating                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome 1: More women workers advance in their jobs with higher positions and/or salary.</b> |                                                                                                                                                                            |
| Summary of overall assessment given                                                             | <div style="text-align: center;"> <p>Low      Moderate      Above-Moderate      High</p> <p>Achievement ●————●————○————●</p> <p>Sustainability ●————●————○————●</p> </div> |
| <b>Outcome 2: Workplaces provide a safer and less discriminatory environment for women.</b>     |                                                                                                                                                                            |
| Summary of overall assessment given                                                             | <div style="text-align: center;"> <p>Low      Moderate      Above-Moderate      High</p> <p>Achievement ●————●————○————●</p> <p>Sustainability ●————●————○————●</p> </div> |
| <b>Outcome 3: Women workers' representation is augmented on labor issues in the workplace.</b>  |                                                                                                                                                                            |
| Summary of overall assessment given                                                             | <div style="text-align: center;"> <p>Low      Moderate      Above-Moderate      High</p> <p>Achievement ●————●————○————●</p> <p>Sustainability ●————●————○————●</p> </div> |

**From your perspective, rate how effectively (e.g., moving project toward its intended results) the project has been regarding each of its specific outcomes:**

| Project Outcome<br>(Circle one rating 1-5 for each element)                                                                                                                                                                                                                                                                                                                                                                                                                                  | Comments |                    |      |   |   |     |          |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|------|---|---|-----|----------|--------------------|
| <b>Outcome 1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |
| <b>Outcome 2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |
| <b>Outcome 3:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |

**From your perspective, rate how equitable (e.g., equitable opportunity and results for all individuals, including individuals who belong to underserved communities that have been denied such treatment) the project has been in pursuing each of its specific outcomes:**

| Project Outcome<br>(Circle one rating 1-5 for each element)                                                                                                                                                                                                                                                                                                                                                                                                                                  | Comments |                    |      |   |   |     |          |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------|------|---|---|-----|----------|--------------------|
| <b>Outcome 1:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |
| <b>Outcome 2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |
| <b>Outcome 3:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                    |      |   |   |     |          |                    |
| <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Moderate</td> <td style="text-align: center;">Above-<br/>Moderate</td> <td style="text-align: center;">High</td> </tr> </table> |          | 1                  | 2    | 3 | 4 | Low | Moderate | Above-<br>Moderate |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2        | 3                  | 4    |   |   |     |          |                    |
| Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Moderate | Above-<br>Moderate | High |   |   |     |          |                    |

| <b>What outcomes, components or/and practices implemented by the project do you consider as being those more critical for the project to become sustainable in the long term? Currently, what is the likelihood that those outcomes/ components/ practices remain sustainable?</b> |                                                                                                                                                                                                  |                |      |   |   |     |          |                |      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------|---|---|-----|----------|----------------|------|
| Outcome/ Component/ Practice                                                                                                                                                                                                                                                       | Likelihood that it becomes sustainable                                                                                                                                                           |                |      |   |   |     |          |                |      |
| 1.                                                                                                                                                                                                                                                                                 | 1. <table border="0" style="margin-left: 40px;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>Above-Moderate</td> <td>High</td> </tr> </table> | 1              | 2    | 3 | 4 | Low | Moderate | Above-Moderate | High |
| 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                | 3              | 4    |   |   |     |          |                |      |
| Low                                                                                                                                                                                                                                                                                | Moderate                                                                                                                                                                                         | Above-Moderate | High |   |   |     |          |                |      |
| 2.                                                                                                                                                                                                                                                                                 | 2. <table border="0" style="margin-left: 40px;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>Above-Moderate</td> <td>High</td> </tr> </table> | 1              | 2    | 3 | 4 | Low | Moderate | Above-Moderate | High |
| 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                | 3              | 4    |   |   |     |          |                |      |
| Low                                                                                                                                                                                                                                                                                | Moderate                                                                                                                                                                                         | Above-Moderate | High |   |   |     |          |                |      |
| 3.                                                                                                                                                                                                                                                                                 | 3. <table border="0" style="margin-left: 40px;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Low</td> <td>Moderate</td> <td>Above-Moderate</td> <td>High</td> </tr> </table> | 1              | 2    | 3 | 4 | Low | Moderate | Above-Moderate | High |
| 1                                                                                                                                                                                                                                                                                  | 2                                                                                                                                                                                                | 3              | 4    |   |   |     |          |                |      |
| Low                                                                                                                                                                                                                                                                                | Moderate                                                                                                                                                                                         | Above-Moderate | High |   |   |     |          |                |      |

## TOR ANNEX F: STAKEHOLDER INTERVIEW GUIDES

### USDOL and ILO Representatives Interview Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Can you briefly describe your role in relation to the BWE project? To what extent were you involved in the design of the project, and managing its implementation?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2. How well did the BWE gender component design and implementation address issues of equity and discrimination for women in the workplace within the garment sector – in representation/voice, opportunities for leadership and advancement, and access to skills building opportunities? <ol style="list-style-type: none"> <li>What are the most reliable indicators or sources of information you have found to understand what is working well?</li> <li>What do you see as the greatest challenges to the program’s advancement of women’s equity and reducing discrimination in the workplace?</li> <li>What could be improved to better address these challenges moving forward?</li> </ol>                                                        |
| <b>Coherence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. From your perspective, how well was the project’s gender component designed and then implemented to meet the needs of the diverse stakeholders [especially undereducated/ low-literate, women, youth, workers with disabilities, traditionally marginalized occupational/ ethnic groups]? <ol style="list-style-type: none"> <li>What groups do you consider marginalized and underserved?</li> <li>Can you describe what interventions or approaches specifically are working well? How did you know these worked well? Provide examples.</li> <li>Can you describe what interventions or approaches are not working well? Why are they not working well? Provide examples.</li> <li>How could these interventions/approaches be improved?</li> </ol> |
| <b>Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4. Considering that the project is ongoing, from your perspective, what interventions are the most effective and are making promising progress to achieving outcomes? Can you share some examples? What makes these interventions most effective? <ol style="list-style-type: none"> <li>What outcomes do you believe the program will most likely achieve?</li> <li>What interventions have been most effective at targeting underserved groups? Please provide examples.</li> <li>What interventions have been most effective for addressing [<i>issues of equity and reducing discrimination – describe in the BWE context</i>]? Please provide examples.</li> </ol>                                                                                   |
| 5. From your experience and what you’ve learned, what, if any, interventions originally proposed were not effective? Can you share some examples and explain why these were not effective? <ol style="list-style-type: none"> <li>What should be changed to improve these interventions to better lead to successfully achieving outcomes?</li> <li>What interventions have been the least effective at targeting underserved groups? Please provide examples.</li> <li>What interventions have been least effective for addressing [<i>issues of equity and reducing discrimination – describe in the BWE context</i>]? Please provide examples.</li> </ol>                                                                                              |
| 6. Can you describe some of the challenges the project has faced during implementation and how the project has been able to adapt to these challenges?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| <b>Efficiency</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>7. How well is the project targeting, reaching, and benefiting underserved groups? What are the most reliable indicators or sources of information you have found to understand what is working well to reach and benefit these groups?</p> <p>a. How could future activities and approaches better target, reach, and benefit underserved groups?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>8. Considering the operational context of BWE, can you describe the efficiency (able to achieve goals in timely manner) of the project's implementation compared to how it was designed? Please consider the planned timeline, resources, scope, and operating context in your response.</p> <p>a. What has been adjusted or not worked well to plan? How could this be improved moving forward?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>9. From your perspective, will project results be sustainable over the long-term or if the project were to be terminated? Can you tell me some examples of which results may/may not be sustained, and reasons why?</p> <p>a. What factors would enable these sustained results?</p> <p>b. What factors would hinder or challenge the likelihood of sustained results?</p> <p>c. Are there specific approaches or strategies to sustainability to promote?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Synthesis Specific Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>10. To what extent is BWE advancing workers' knowledge and action upon their rights in the workplace? Can you provide examples of what is working well and best practices to do so?</p> <p>a. What are remaining challenges or hindering factors that limit workers' awareness of their rights and their ability to act on these rights?</p> <p>b. How could BWE and ILAB better address this issue in future programming?</p> <p>11. From your perspective, what are some of the key gaps or weaknesses overall inhibiting BWE's key contribution to advancing equity and reducing discrimination in the workplace in Ethiopia's textile and garment sector?</p> <p>a. Do you think the activities can or would be sustained after the program ends? Why or why not? What factors would enable or hinder this?</p> <p>b. What do you consider to be the key remaining challenges regarding equity and discrimination in the workplace that BWE and future ILAB programming should better address in the future?</p> |



## Employers' and Workers' Associations Interview Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li>1. Can you briefly describe how you are involved with the BWE program?             <ol style="list-style-type: none"> <li>a. What kind of assistance, if any, have you or your organization received from the program?</li> <li>b. How does the BWE program help employers? What about workers?</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>2. What did you expect to gain or learn from your involvement with this project? How well is the project meeting your expectations as a key stakeholder (vs. your needs)?             <ol style="list-style-type: none"> <li>a. Can you describe what interventions or approaches specifically are/are not meeting your expectations? Why? Provide examples.</li> </ol> </li> <li>3. How is the project meeting your needs as a key stakeholder? Please be specific.             <ol style="list-style-type: none"> <li>a. Can you describe what interventions or approaches specifically are/are not meeting your needs? Why? Provide examples.</li> <li>b. Have your needs or expectations of the program as a key stakeholder changed since it began?</li> <li>c. How could these interventions/approaches be improved adapted to meet needs?</li> </ol> </li> <li>4. From your perspective overall, how well do you think the BWE is addressing issues of equity and discrimination for women in the workplace within the garment sector – in representation/voice, opportunities for leadership and advancement, and access to skills building?             <ol style="list-style-type: none"> <li>a. What are the key measures or metrics you think are useful to see that things are working well/not well?</li> <li>b. What could be improved to better address these issues moving forward?</li> </ol> </li> </ol> |
| <b>Coherence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ol style="list-style-type: none"> <li>5. From your perspective, how well was the project's gender component designed and then implemented to meet the needs of the diverse stakeholders [especially undereducated/low-literate, women, youth, workers with disabilities, traditionally marginalized occupational/ethnic groups]?             <ol style="list-style-type: none"> <li>a. What groups do you consider marginalized and underserved?</li> <li>b. Can you describe what interventions or approaches specifically are working well? How did you know these worked well? Provide examples.</li> <li>c. Can you describe what interventions or approaches are not working well? Why are they not working well? Provide examples.</li> <li>d. How could these interventions/approaches be improved?</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>6. So far in your participation with BWE, what are some positive changes you've seen as a result of the program interventions? What interventions have been most effective in leading to positive changes? Why do you think these interventions have been effective? Please describe.</li> <li>7. What are some negative changes or disappointing outcomes you've seen as a result of the program so far? What interventions are not working well or leading to these disappointing outcomes?             <ol style="list-style-type: none"> <li>a. Why do you think these aren't working well?</li> <li>b. What could be improved?</li> </ol> </li> <li>8. In your work, what are the key issues regarding equity and discrimination in the workplace [Interviewer: describe in the context of BWE]?             <ol style="list-style-type: none"> <li>a. In your opinion, has the BWE program helped to address these issues? How so? Please be specific.</li> <li>b. Has the BWE program exacerbated any of these issues? How so? Please describe.</li> <li>c. What are key challenges that remain? How could BWE better address these issues moving forward?</li> </ol> </li> </ol>                                                                                                                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Efficiency</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>9. BWE aims to target and benefit underserved populations [especially undereducated/low-literate, women, youth, workers with disabilities, traditionally marginalized occupational/ ethnic groups]. Considering the operating context, how efficiently (able to achieve goals in a timely manner) is the program at successfully reaching and benefiting these groups? What are the key indicators or metrics that show this change? Please provide specific examples.</p> <ol style="list-style-type: none"> <li>a. What specific approaches, if any, have been successful?</li> <li>b. What are key challenges that hinder the program’s ability to reach and benefit these groups?</li> <li>c. How has the program navigated these challenges to effectively and efficiently reach these groups?</li> <li>d. How could the program improve their approach moving forward? Are there ways to better use resources?</li> </ol> |
| <b>Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>10. From your perspective, how likely do you believe the BWE interventions will yield sustained results after the program ends in 20XX? Be specific about which results may be sustained, and which would not, and why.</p> <ol style="list-style-type: none"> <li>a. What factors would enable these sustained results?</li> <li>b. What factors would hinder or challenge the likelihood of sustained results?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Synthesis Specific Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>11. To what extent is BWE advancing workers’ knowledge and action upon their rights in the workplace? Can you provide examples of what is working well and best practices to do so?</p> <ol style="list-style-type: none"> <li>a. What evidence exists that indicates the program is addressing workers’ awareness and action upon their rights in the workplace?</li> <li>b. What are remaining challenges or hindering factors that limit workers’ awareness of their rights and their ability to act on these rights?</li> <li>c. How could BWE and ILAB better address this issue in future programming?</li> </ol>                                                                                                                                                                                                                                                                                                         |

## Government of Ethiopia, Private Sector, and NGO Interview Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1. Can you briefly describe how and in what capacity you are involved with the BWE program?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2. What did you expect to gain or learn from your involvement with this project? How well is the project meeting your expectations as a key stakeholder (vs. your needs?) <ol style="list-style-type: none"> <li>Can you describe what interventions or approaches specifically are/are not meeting your expectations? Why? Provide examples.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3. How is the project meeting your needs as a key stakeholder? Please be specific. <ol style="list-style-type: none"> <li>Can you describe what interventions or approaches specifically are/are not meeting your needs? Why? Provide examples.</li> <li>Have your needs or expectations of the program as a key stakeholder changed since it began?</li> <li>How could these interventions/approaches be improved adapted to meet needs?</li> </ol>                                                                                                                                                                                                                                                                                                      |
| 4. From your perspective overall, how well do you think the BWE is addressing [ <i>issues of equity and discrimination – describe this in the context of BWE</i> ]? <ol style="list-style-type: none"> <li>Can you provide examples of how this is working well? How do you know this is working well?</li> <li>What could be improved to better address these issues moving forward?</li> </ol>                                                                                                                                                                                                                                                                                                                                                          |
| <b>Coherence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5. From your perspective, how well was the project’s gender component designed and then implemented to meet the needs of the diverse stakeholders [especially undereducated/ low-literate, women, youth, workers with disabilities, traditionally marginalized occupational/ ethnic groups]? <ol style="list-style-type: none"> <li>What groups do you consider marginalized and underserved?</li> <li>Can you describe what interventions or approaches specifically are working well? How did you know these worked well? Provide examples.</li> <li>Can you describe what interventions or approaches are not working well? Why are they not working well? Provide examples.</li> <li>How could these interventions/approaches be improved?</li> </ol> |
| <b>Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6. Considering that the project is ongoing, from your perspective, what interventions are the most effective and are making promising progress to achieving outcomes? Can you share some examples? What makes these interventions most effective? <ol style="list-style-type: none"> <li>What interventions have been most effective at targeting underserved groups? Please provide examples.</li> <li>What interventions have been most effective for addressing [<i>issues of equity and discrimination – describe in the BWE context</i>]? Please provide examples.</li> </ol>                                                                                                                                                                        |
| 7. What interventions are currently the least effective? Can you share some examples and explain why these are the least effective? <ol style="list-style-type: none"> <li>What should be changed to improve these interventions to better lead to successfully achieving outcomes?</li> <li>What interventions have been the least effective at targeting underserved groups? Please provide examples.</li> <li>What interventions have been least effective for addressing [<i>issues of equity and discrimination – describe in the BWE context</i>]? Please provide examples.</li> </ol>                                                                                                                                                              |
| 8. Can you describe some of the challenges the project has faced during implementation and how the project has been able to adapt to these challenges?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**Efficiency**

9. Considering the operating context, how efficient (able to achieve goals in a timely manner) is the program at successfully targeting, reaching, and benefiting underserved groups? What are the key indicators or metrics that show this change? Please provide specific examples.
- a. What specific approaches, if any, have been most efficient?
  - b. What are key challenges that hinder the program’s ability to reach and benefit these groups efficiently?
  - c. How has the program navigated these challenges to effectively and efficiently reach these groups?
  - d. How could the program improve their approach moving forward? Are there ways to better use resources?

**Sustainability**

10. From your perspective, will project results be sustainable over the long-term or if the project were to be terminated? Can you tell me some examples of which results may/may not be sustained, and reasons why?
- a. Why did you give this answer? Be specific about which results may be sustained, and which would not, and why.
  - b. What factors would enable these sustained results?
  - c. What factors would hinder or challenge the likelihood of sustained results?

**Synthesis Specific Questions**

11. To what extent is BWE advancing workers’ knowledge and action upon their rights in the workplace? Can you provide examples of what is working well and best practices to do so?
- a. What evidence exists that indicates the program is addressing workers’ awareness and action upon their rights in the workplace?
  - b. What are remaining challenges or hindering factors that limit workers’ awareness of their rights and their ability to act on these rights?
  - c. How could BWE and ILAB better address this issue in future programming?
12. From your perspective, what do you anticipate as BWE’s key contribution to advancing equity and reducing discrimination in the workplace in Ethiopia?
- a. Do you think this contribution can or would be sustained after the program ends? Why or why not? What factors would enable or hinder this?
  - b. What do you consider to be the key remaining challenges regarding equity and discrimination in the workplace that BWE and future ILAB programming should better address in the future?

## Factory Workers Interview Guide

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ol style="list-style-type: none"> <li>1. Can you describe your position at [factory name/place of employment]? How long have you been working here?</li> <li>2. Are you aware of the BWE program?</li> <li>3. Have you noticed any changes in the workplace or Impacts with your role since the program began?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Relevance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ol style="list-style-type: none"> <li>4. What did you expect to gain from your involvement with this project? What were you most excited about or hoped would happen?             <ol style="list-style-type: none"> <li>a. Can you describe what interventions or activities specifically are working to meet your expectations (vs. needs)? What interventions or activities need improvement to meet your expectations? Can you provide examples?</li> <li>b. Can you describe what interventions or approaches are working to meet your needs? What interventions or approaches need improvement to meet your needs? Why? Provide examples.</li> </ol> </li> <li>5. From your perspective overall, how well do you think the BWE is addressing <i>[issues of equity and discrimination – describe this in the context of BWE]</i>?             <ol style="list-style-type: none"> <li>a. Can you provide examples of how this is working well? How do you know this is working well?</li> <li>b. What could be improved to better address these issues moving forward?</li> </ol> </li> </ol>                                                                                                                                                                   |
| <b>Coherence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ol style="list-style-type: none"> <li>6. From your perspective, how well was the project’s gender component designed and then implemented to meet the needs of the diverse stakeholders [especially undereducated/low-literate, women, youth, workers with disabilities, traditionally marginalized occupational/ethnic groups]?             <ol style="list-style-type: none"> <li>c. Can you describe what interventions or approaches specifically are working well? How did you know these worked well? Provide examples.</li> <li>d. Can you describe what interventions or approaches are not working well? Why are they not working well? Provide examples.</li> <li>e. How could these interventions/approaches be improved?</li> </ol> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"> <li>7. So far in your participation with BWE, what are some positive changes you’ve seen as a result of the program interventions? What interventions have been most effective in leading to positive changes? Why do you think these interventions have been effective? Please describe and provide examples.</li> <li>8. What are some negative changes or disappointing outcomes you’ve seen as a result of the program so far? What interventions are not working well or leading to these disappointing outcomes?             <ol style="list-style-type: none"> <li>a. Why do you think these aren’t working well?</li> <li>b. What could be improved?</li> </ol> </li> <li>9. In your work, what are the key issues regarding equity and discrimination in the workplace <i>[Interviewer: describe in the context of BWE]</i>?             <ol style="list-style-type: none"> <li>a. In your opinion, has the BWE program helped to address these issues? How so? Please be specific.</li> <li>b. Has the BWE program exacerbated any of these issues? How so? Please describe.</li> <li>c. What are key existing challenges that remain? How could BWE better address these issues moving forward?</li> </ol> </li> </ol> |

| <b>Efficiency</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10. Considering the operating context, how efficient (able to achieve goals in a timely manner) is the program at successfully targeting, reaching, and benefiting underserved groups?</p> <p>11. What are the key indicators or metrics that show this change? Please provide specific examples.</p> <ol style="list-style-type: none"> <li>a. What specific approaches, if any, have been most efficient?</li> <li>b. What are key challenges that hinder the program’s ability to reach and benefit these groups efficiently?</li> <li>c. How has the program navigated these challenges to effectively and efficiently reach these groups?</li> <li>d. How could the program improve their approach moving forward? Are there ways to better use resources?</li> </ol>                                                                                                                     |
| <b>Sustainability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>12. From your perspective, will project results be sustainable over the long-term or if the project were to be terminated? Can you tell me some examples of which results may/may not be sustained, and reasons why?</p> <p>13. What are the signs or indicators that lead you to believe this? Be specific about which results may be sustained, and which would not, and why.</p> <ol style="list-style-type: none"> <li>a. What factors would enable these sustained results?</li> <li>b. What factors would hinder or challenge the likelihood of sustained results?</li> </ol>                                                                                                                                                                                                                                                                                                            |
| <b>Synthesis Specific Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>14. Since the factory where you worked started participating in BWE, do you feel you have become more aware of your rights in the workplace?</p> <ol style="list-style-type: none"> <li>a. Can you describe these rights?</li> </ol> <p>15. In the event your rights are not respected in the workplace, to what extent do you feel you have options to act to make sure your rights are respected? What options would these be?</p> <ol style="list-style-type: none"> <li>a. To what extent has your <u>ability to act</u> to seek out options to voice your opinion or assert your rights on workplace matters that concern you changed? To what extent would you feel comfortable seeking out these options?</li> </ol> <p>16. What specifically from BWE has helped or hindered your awareness and ability to act upon your rights in the workplace? Can you please provide examples?</p> |

**TOR ANNEX G: DRAFT FIELDWORK ITINERARY**

| Activity                                                                            | Type (Virtual/Physical) | # Days | Dates               | Region                 | KII Stakeholder Category | Specific Respondent (sub-category)                                                                                                                                                                     | # Informants |
|-------------------------------------------------------------------------------------|-------------------------|--------|---------------------|------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Pre-testing of data collection instruments                                          | Physical and Virtual    | 2      | April 27 & 28, 2023 | Addis Ababa and Sidama | Relevant stakeholders    | The questionnaire should be tested on a selection of gov' stakeholders, employees associations and factory workers from both compliant and noncompliant factories who will not be in the final sample. | 8            |
| Revising the data collection questionnaires based on the issues raised in the field | in-house                | 2      | April 29 & 30, 2023 | Addis Ababa            |                          |                                                                                                                                                                                                        |              |
| Recruit and train enumerators                                                       | Physical                | 1      | May 01, 2023        | Addis Ababa            |                          |                                                                                                                                                                                                        |              |
| KII/FGD Data Collection USDOL representative                                        | Physical                | 1      | May 02, 2023        | Addis Ababa            | UDSOL                    | ILAB/OTLA staff that provide program oversight and technical support                                                                                                                                   | 5            |
| KII/FGD Data Collection with Relevant ILO departments and Offices                   | Physical                | 1      | May 03, 2023        | Addis Ababa            | Grantees and IPs         | ILO regional office, BWE personnel, IFC staff                                                                                                                                                          | 5            |

| Activity                                                                   | Type (Virtual/Physical) | # Days | Dates        | Region      | KII Stakeholder Category                      | Specific Respondent (sub-category)                                                                                                                                                                                                                               | # Informants |
|----------------------------------------------------------------------------|-------------------------|--------|--------------|-------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| KII/FGD Data Collection with Representatives of GOE ministries or agencies | Physical                | 1      | May 04, 2023 | Addis Ababa | Representatives of GOE ministries or agencies | Government stakeholders from relevant ministries and offices, inclusive of the Labor Inspection Department and staff, Ministry of Labor and Social Affairs (MoLSA), and Bureau of Labor and Social Affairs (BoLSA), Ministry of Women and Social Affairs (MoWSA) | 4            |
| KII/FGD Data Collection with Factory workers                               | Physical                | 1      | May 05, 2023 | Addis Ababa | Factory workers                               | Textile factory workers that participate in the program, prioritizing female line workers; this should include workers from both compliant and noncompliant factories                                                                                            | 7            |
| KII/FGD Data Collection with Factory managers                              | Physical                |        |              | Addis Ababa | Factory managers                              | Factory operations/plant managers; Factory-level managers on site                                                                                                                                                                                                | 5            |
| KII/FGD Data Collection with Employers' Associations                       | Physical                | 1      | May 08, 2023 | Addis Ababa | Employers' Associations                       | Representatives from employer industry groups (or organizations of factory owners, relevant enterprises) such as Confederation of Ethiopian Employers Federation, Investors Association                                                                          | 4            |



| Activity                                                                   | Type (Virtual/Physical) | # Days | Dates        | Region      | KII Stakeholder Category                      | Specific Respondent (sub-category)                                                                                                                                                                                                                                                                                                                       | # Informants |
|----------------------------------------------------------------------------|-------------------------|--------|--------------|-------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| KII/FGD Data Collection with Workers' Organizations                        | Physical                |        |              | Addis Ababa | Workers' Organizations                        | Representatives from factory-level trade unions, Confederation of Ethiopian Trade Unions (CETU), Ethiopian Textile and Garment Manufacturers Association (ETGAMA), Productivity Improvement Consultative Committee (PICC) members. including Occupational Safety and Health committee, factory-level trade union members committee representatives       | 5            |
| KII/FGD Data Collection with International NGOs, CSOs, other organizations | Physical                | 1 Day  | May 09, 2023 | Addis Ababa | International NGOs, CSOs, other organizations | Representatives from relevant local and national organizations unaffiliated with the government                                                                                                                                                                                                                                                          | 2            |
| KII/FGD Data Collection with Buyers                                        | Physical                |        |              | Addis Ababa | Buyers                                        | Private sector and brand representatives, supply chain (ET will consult with BWE project team and look at compliance synthesis reports/transparency portal to identify brands/buyers that source from factories that have demonstrated efforts to improve compliance and have been actively engaged in the project as well as one or more that have not) | 2            |

| Activity                                             | Type (Virtual/Physical) | # Days | Dates        | Region | KII Stakeholder Category | Specific Respondent (sub-category)                                                                                                                                                                                                                                                                                                                 | # Informants |
|------------------------------------------------------|-------------------------|--------|--------------|--------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| KII/FGD Data Collection with Factory workers         | Physical                | 1 Day  | May 10, 2023 | Sidama | Factory workers          | Textile factory workers that participate in the program, prioritizing female line workers; this should include workers from both compliant and noncompliant factories                                                                                                                                                                              | 7            |
| KII/FGD Data Collection with Factory managers        | Physical                |        |              | Sidama | Factory managers         | Factory operations/plant managers; Factory-level managers on site                                                                                                                                                                                                                                                                                  | 5            |
| KII/FGD Data Collection with Employers' Associations | Physical                | 1 Day  | May 11, 2023 | Sidama | Employers' Associations  | Representatives from employer industry groups (or organizations of factory owners, relevant enterprises) such as Confederation of Ethiopian Employers Federation, Investors Association                                                                                                                                                            | 4            |
| KII/FGD Data Collection with Workers' Organizations  | Physical                |        |              | Sidama | Workers' Organizations   | Representatives from factory-level trade unions, Confederation of Ethiopian Trade Unions (CETU), Ethiopian Textile and Garment Manufacturers Association (ETGAMA), Productivity Improvement Consultative Committee (PICC) members. including Occupational Safety and Health committee, factory-level trade union members committee representatives | 5            |

| Activity                                                                   | Type (Virtual/Physical) | # Days | Dates        | Region | KII Stakeholder Category                      | Specific Respondent (sub-category)                                                                                                                                                                                                                               | # Informants |
|----------------------------------------------------------------------------|-------------------------|--------|--------------|--------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| KII/FGD Data Collection with Representatives of GOE ministries or agencies | Physical                | 1 Day  | May 12, 2023 | Sidama | Representatives of GOE ministries or agencies | Government stakeholders from relevant ministries and offices, inclusive of the Labor Inspection Department and staff, Ministry of Labor and Social Affairs (MoLSA), and Bureau of Labor and Social Affairs (BoLSA), Ministry of Women and Social Affairs (MoWSA) | 2            |
| KII/FGD Data Collection with International NGOs, CSOs, other organizations | Physical                | 1 Day  | May 12, 2023 | Sidama | International NGOs, CSOs, other organizations | Representatives from relevant local and national organizations unaffiliated with the government                                                                                                                                                                  | 2            |