

FINAL IMPACT ASSESSMENT OF THE PROJECT "FROM WORK TO SCHOOL" IN SATKHIRA AND COX'S BAZAR (BANGLADESH)



FINAL REPORT

October 2025

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LIST OF ACRONYMS

BDT: Bangladesh Taka (local currency)
CL: Child Labour
C&A: Children and Adolescents
CBCPC: Community-Based Child Protection Committees
DAC: Development Aid Committee
DIFE: Department of Inspection for Factories and Establishments
DRR: Disaster Risk Reduction
EES: Economic Empowerment Sector
GoB: Government of Bangladesh
IGA: Income Generation Activities
ILO: International Labour Organisation
M&E: Monitoring and Evaluation
OECD: Organisation for Economic Co-operation and Development
SES: Social Empowerment Sector
TdC: Theory of Change
UCLMC: Upazila Child Labour Monitoring Committee
UNO: Upazila Nirvahi Officer
UP: Union Parishad
VET: Vocational Education Training
VLSA: Village Loan and Saving Associations
WASH: Water and Sanitation Hygiene

FOREWORD

This final impact assessment of the project "*From Work to School*" in Bangladesh was commissioned by the **ADEY Foundation** and carried out between May and July 2025 by **Pedro Surja**, an independent consultant (who also carried out the interim assessment of the same project), with support for data collection in the field from the EDUCO Bangladesh team.

The evaluator would like to express special thanks to **the ADEY team** for their insightful ideas and suggestions throughout the evaluation process, as well as to **the entire EDUCO team in Spain and Bangladesh** for their invaluable support during the evaluation. Special recognition should be given to **Md Zamal Uddin, Afzal Khan, Siva Tereza Biswas and Mst. Shormica Sharmin**, all members of the local EDUCO Bangladesh team, for their essential collaboration in designing this impact evaluation and, above all, in collecting quantitative and qualitative information in the field. Finally, we would like to thank **all the children and adolescents, their families and the teachers of the "bridge schools"** participating in the evaluation for dedicating part of their valuable time to sharing information and insights with the evaluation team.

The opinions expressed in this document do not necessarily reflect those of ADEY, EDUCO, Uttaran and/or POPI, given the external nature of the evaluation.

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1 INTRODUCTION

1.1 Objectives of the evaluation

The final impact evaluation focuses on the project "***From Work to School***" in **Satkhira and Cox's Bazar (Bangladesh)**, co-funded by the **ADEY Foundation**. The project began in January 2021 and ended in March 2025.

The **objectives of the evaluation**, defined by mutual agreement between the ADEY Foundation, EDUCO and the evaluator, were as follows:

- To **assess the final effects and impact of the project**, comparing the indicators analysed during the mid-term evaluation (carried out in 2023) as a baseline (Baseline) with those measured now in 2025.
- Therefore, the evaluation focused on the **criteria of effectiveness and impact**, although some aspects of relevance, efficiency and sustainability were also analysed on an ad hoc basis, comparing them with the interim evaluation.

1.2 Constraints and limitations of the study

The main limitation of this impact evaluation was that, although the project had a baseline established by EDUCO before it began, this **baseline did not include exactly the same indicators that were later defined** for the mid-term evaluation and for this final impact evaluation. **Furthermore, the quantitative data collection tools** (i.e., mass questionnaires) used in the interim and final evaluations **were not exactly the same as those used for the initial baseline**. Therefore, the results of this final impact evaluation could not be strictly compared with the initial situation before the project began, but rather with those obtained in the mid-term evaluation, when 18 months had already passed since the start of the intervention and, as a result, significant changes might have already been achieved in the target groups. For this reason, **it is possible that the actual impacts achieved by the evaluated project are even greater** than those reported in this report.

In addition to the main limitation mentioned above, the **lack of official statistics and information** on cases of child labour at the local level in the project areas (especially in Satkhira) was also relevant, as this would have served to contrast and compare the data obtained in this evaluation.

In any case, EDUCO's **absolute transparency, accessibility to information and openness to dialogue** and discussion of the conclusions demonstrated should be highlighted.

1.3 Description of the work carried out

During the evaluation, the **following phases** were followed, **with their respective outputs** or deliverables:

PHASE	DATES	DELIVERABLE
Preparatory	1-31 May 2025	Preparation and finalisation of the work to be carried out (approach, methodology, schedules, contacts, communications and coordination, logistical aspects, collection of documentation, etc.)

Collection of information in the field	1-15 June 2025	Surveys of families and children and adolescents conducted and uploaded to the KoBo system Focus group discussions with key stakeholders
Draft final report prepared	15 June – 18 July 2025	Initial draft of final report
Discussion and review with ADEY and EDUCO	20–30 July 2025	Successive drafts of final report
Final report	31 July 2025	Final report

2 DESCRIPTION OF THE INTERVENTION ANALYSED

2.1 The project "From Work to School"

Poverty remains the main obstacle to education in Bangladesh, where the official literacy rate is around 60% and almost 5.6 million children are out of school. In this context, child labour is one of the main problems for children. Although the country has made moderate progress in the fight to eliminate child labour, a large number of children continue to work, especially in hazardous forms of work. **Bangladeshi society continues to view child labour as a necessary and acceptable practice.** According to the latest national child labour survey conducted by the Bangladesh Bureau of Statistics, approximately 3.45 million children are working, of which 1.28 million are engaged in hazardous work. The majority of these children, about 95%, are employed in the informal economy, an economy which, by definition, is unregulated and has no recognition or protection under any legal framework.

According to the National Child Labour Survey, 30.9% of children work in the agriculture sector. The **rural and coastal areas of Shyamnagar Upazila** (in Satkhira) **and Cox's Bazar**, where EDUCO is implementing this project, report the most child labour, with the majority of these children in the shrimp and crab farming and processing sector. Accustomed to working long hours in direct sunlight or submerged in water, they carry heavy loads and handle harmful pesticides without protection. They work an average of 10 hours a day for little or no pay. Most have never been to school or have had to drop out. In the areas selected for the project, there are few facilities for schooling or technical training for these working children. In the case of girls, the risk is twofold, as they are often exposed to gender-based violence in their workplaces and at the family and community level.

The objective of the project is to help ensure education, vocational training and protection for children in hazardous child labour in the fish farming and processing sectors in the coastal areas of Bangladesh.

At the end of the project, it is expected that 50% of the working children in the targeted areas will have withdrawn from work; 70% of the working children supported will have continued their education; and 50% of the community will be aware of child labour and in favour of education.

Specific results expected at the end of the project and their corresponding indicators are:

Result 1: Working children successfully completed the required level of non-formal education.

- At least 70% of the targeted children have successfully completed non-formal education.
- At least 50% of children involved in non-formal education are enrolled in mainstream schools.
- At least 70% of the children have a birth certificate.

Result 2: Youths achieved life skills and technical skills for enjoying better livelihoods

- At least 70% of the targeted children have completed technical training with the targeted level of competence.
- At least 50% of the children trained are placed in a job or an entrepreneurship programme and remain there for up to six months.

Result 3: Children, adolescents and the local community are sensitised on hazardous work.

- At least 03 campaigns on hazardous child labour organised by children, adolescents and the community.
- 50% of people in the targeted areas understand the negative impact of child labour.

Result 4: Local and national government and administration are sensitised and influenced to implement existing policies, laws and action plans related to child labour.

- At least 03 meetings on the elimination of hazardous child labour organised by the National Monitoring Committee

2.2 EDUCO, Uttaran and POPI

EDUCO is a **Spanish NGO dedicated to global development cooperation and humanitarian action**. For more than 30 years, it has been working on behalf of children and defending their rights to receive a fair and quality education. EDUCO works with children and their communities to promote just and equitable societies that guarantee their rights and well-being, with a focus on social commitment, equity and respect. EDUCO is a member of ChildFund Alliance, one of the leading international coalitions of NGOs focused on child protection, with a presence in more than 60 countries. EDUCO has been working in **Bangladesh since 2001 through a permanent structure and team** that supports more than 80,000 children and adolescents (and many adults) in various locations throughout the country, including Satkhira and Cox's Bazar, through educational, child labour, protection and empowerment programmes.

Uttaran (which means 'transition' in Bangla) has been implementing development interventions in Bangladesh **since 1985** from Jatpur village in Tala upazila, Satkhira district, to uphold the rights of the poor and underprivileged. The organisation was founded with the aim of building a society free from all inequalities where everyone can access and is aware of their basic rights. As a people-centred organisation, Uttaran has been using a rights-based approach to alleviate poverty, diversify livelihood opportunities and empower poor communities throughout the south-west region, gradually expanding to other parts of the country. For the last 36 years, Uttaran has been working for the most inaccessible and vulnerable districts of Bangladesh.

Since its inception in 1986, POPI has been dedicated to empowering women and communities living in poverty and extreme poverty in Bangladesh. The organisation's initial focus was on raising awareness, sensitising and organising women to alleviate poverty through leadership and management skill-building. Over the years, POPI has grown into one of the country's leading NGOs, with a presence in 24 districts. Throughout its long journey, POPI has made a significant impact on the lives of many people, and it continues to work tirelessly towards creating a better future for all. POPI understands the needs of the people and challenges the frontiers of poverty through a two-pronged approach: 1) Social Empowerment Sector (SES) Intervention and 2) Economic Empowerment Sector (EES) Intervention

3 METHODOLOGY AND DESIGN OF THE EVALUATION

3.1 Evaluation design

Using **common types of evaluation methodology**, an evaluation was proposed:

- a. In relation *to* the evaluation *approach*, a project/programme evaluation was considered.
- b. From a *temporal perspective*, this was formally considered a final evaluation.
- c. From a *usefulness standpoint*, and in line with the previous paragraph, the evaluation has a summative function (analysis of the effects and performance of the intervention).
- d. From the point of view of *the evaluating agent*, the evaluation was mixed, with the evaluation criteria set by the external evaluator in collaboration with the EDUCO team, which was responsible for conducting the focus group discussions and surveys of families and children and adolescents in the field, uploading the raw results to the KoBo digital platform. The analysis of the information and the drafting of the final report were carried out exclusively by the external evaluator, although they were discussed and shared with all the actors involved.
- e. In relation *to the purpose* of the evaluation, the focus was mainly on the outputs (results and effects).

The evaluation focused on the **criteria of effectiveness and impact**, in accordance with the OECD DAC standard methodology.

3.2 Tools used

A **combination of quantitative and qualitative tools** was used to collect data and analyse information for the evaluation, always seeking to validate the information obtained by cross-checking different data sources (triangulation).

Basically, **two complementary tools** were **used** for data collection:

1. **Mass questionnaires:** The exact same surveys used during the mid-term evaluation were used for this final impact evaluation to ensure comparability of results between the two. Specifically, **two questionnaires** were administered **to target groups directly involved in the project:** one to a sample of **179 families** (113 in Satkhira and 66 in Cox's Bazar) and another to a sample of **194 children and adolescents** (114 in Satkhira and 80 in Cox's Bazar), representing overall a **highly representative sample¹ of 75%** (65% in Satkhira and 97% in Cox's Bazar) of the total number of families and children and adolescents with whom the project had worked (i.e., 350 in Satkhira and 150 in Cox's Bazar). In addition, it was decided to conduct **two mass questionnaires with a control group consisting of 109 families** (61 from Satkhira and 48 from Cox's Bazar) and **100 children** (60 from Satkhira and 40 from Cox's Bazar) representing overall a large 42% sample of the target group, from the same geographical areas and with similar socioeconomic conditions to those of the target groups, but who had not participated in the project for various reasons. Both the control group and the target group samples were **selected at random but** always seeking to achieve a balance in terms of gender, age, origin, neighbourhood of residence, etc., in order to ensure the greatest possible representativeness. More details on the **socioeconomic profile and distribution of the evaluation sample** can be found in **section 4.1 below**. The questionnaires were **administered by a team of 19 interviewers/enumerators** (12 for Satkhira and 9 for Cox's Bazar; 5 female and 14 male) hired for this purpose and previously **trained by EDUCO** Bangladesh. The **KoBo tool** was used for data collection (*See questionnaires for families and children and adolescents used in the Annexes*). The **table below shows in a summarized manner the target, sample and control group** distribution for the evaluation:

¹ 3% error margin, 98% confidence level, 50% response distribution. Check at <http://www.raosoft.com/samplesize.html>

	Project target (families with children)	Evaluation sample families	Evaluation sample children	Total evaluation sample	% over target	Evaluation control families	Evaluation control children	Total evaluation control	% over target
Satkhira	350	113	114	227	65%	61	60	121	35%
Cox's Bazar	150	66	80	146	97%	48	40	88	59%
TOTAL	500	179	194	373	75%	109	100	209	42%

Fig. 1: Project target, evaluation sample and control group distribution and representativeness

2. **Workshops and discussion groups were held with people belonging to the key groups with which the project worked.** Specifically, **16 workshops were held**, including 4 with members of the CBCPC, 2 with children and young people, 2 with families, 4 with business owners where child labour is common, and 4 with teachers from the "*bridge schools*" promoted by the project. During these activities, very simple **participatory tools** were used to collect information, avoiding complex academic methods that are not appropriate in the context of the intervention area. These tools served rather to understand, contrast and/or qualify qualitative (rather than quantitative) aspects of the information obtained from other sources (basically the mass questionnaire), without relying exclusively on them for conclusions.

4 ANALYSIS OF THE INFORMATION GATHERED

4.1 On the socioeconomic profile of families

1. The **sociodemographic profile** of the people surveyed is representative of the population in the study area, showing an adequate **gender balance** (with a slight majority of women) and **place of residence** (slightly higher in Satkhira). **The majority of respondents are Muslim** (all in Cox's Bazar, consistent with the prevailing religion in the area), with **mostly young parents** (aged 31-45), while children and adolescents show a balance between **different age groups** (slightly older in the 12-13 age group, especially in the control group). The sociodemographic profile of the people surveyed during the mid-term evaluation and in this final evaluation, including both the target and control groups, is very similar (with a slightly higher presence of people of Hindu religion in the control group), which ensures the **comparability of results and** the homogeneity and internal validity of the conclusions.



Fig. 2: Demographic profile of families surveyed

2. With regard to **the socioeconomic and vulnerability profile** of the families surveyed, a **low level of education** was confirmed (around 70% have not completed primary education), with a high percentage (between 50-60%) engaged in **precarious activities** such as domestic work, agricultural piecework and labourers on crab, shrimp and/or fish drying farms (especially in Cox's Bazar). Very few families are engaged in more profitable activities such as their own small businesses, transport, etc. There is a small percentage (around 3%) of **people with disabilities** among the families surveyed (slightly higher in the control group families). In any case, the **socioeconomic profile is similar** between the families surveyed during the mid-term evaluation and in this final evaluation, as well as between the target and control groups, **again ensuring the comparability** of results. Nevertheless, it is worth noting a slight **improvement in the conditions of the target families surveyed during the final evaluation** compared to the interim evaluation (almost 15% more have completed their primary education; almost 40% fewer are engaged in domestic work, and the number of those who now have a small business has doubled). These data could suggest that the project, albeit in a limited, partial and indirect way, is **contributing to improving the living conditions of the families** with whom it works.

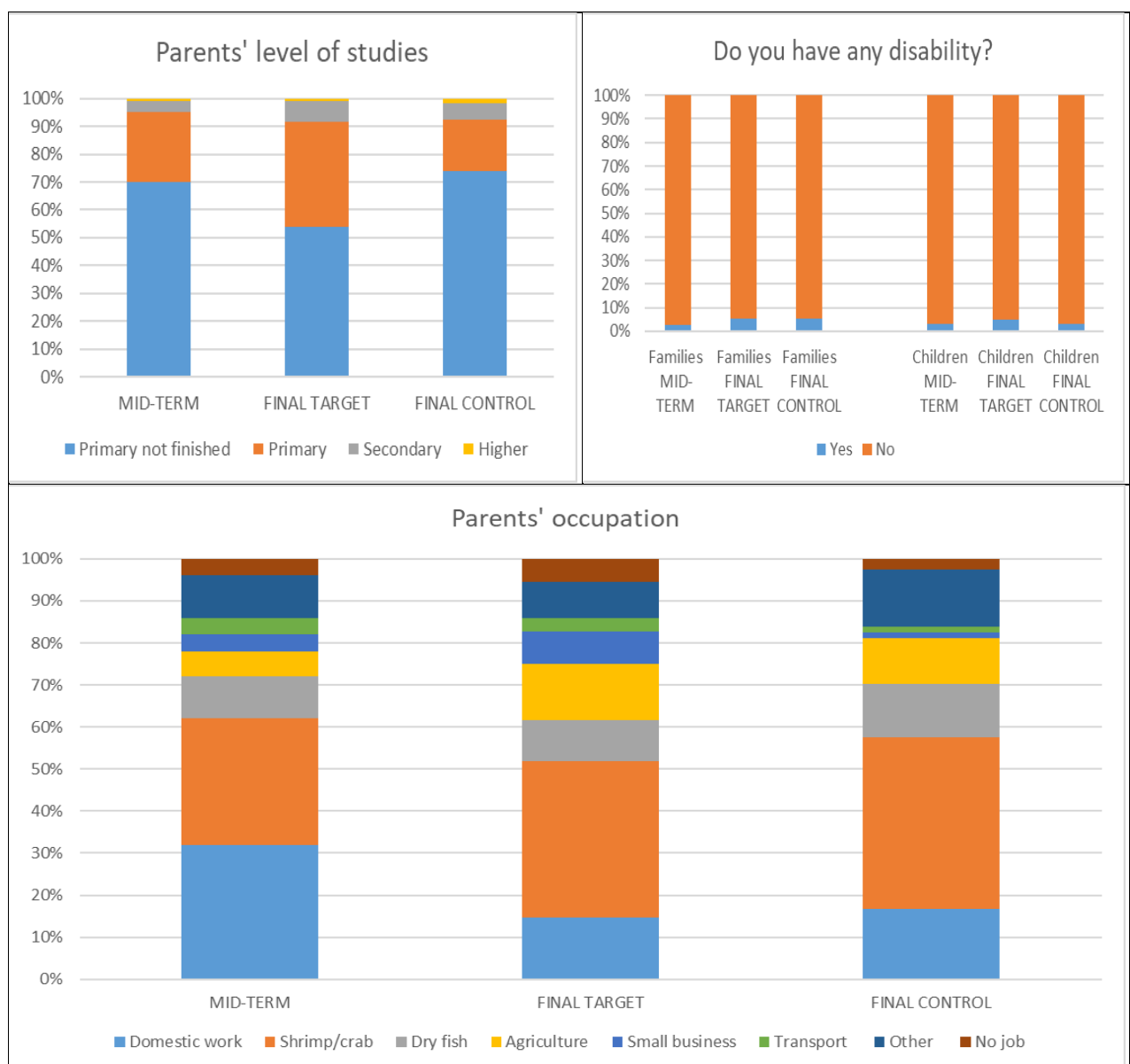


Fig. 3: Socio-economic profile of families surveyed

4.2 On the direct and immediate effects of the project

3. In total, since its inception, the **project has supported 500 children and adolescents**, facilitating their access to education and preventing them from engaging in child labour through six "bridge schools" offering non-formal education and psychosocial support to children and adolescents, created by the project. In addition, the project has provided **vocational education and training (VET) to 225 young people** so that they can start their own small businesses or access decent paid work. VET support appears to have been somewhat more intensive in Cox's Bazar, while awareness-raising components have had a slightly greater impact in Satkhira. **No significant differences were observed** in the components supported **between the mid-term and final evaluations**, except for a lower weighting of awareness-raising components in the final stage of the project, which is consistent given that this is usually carried out at the beginning of interventions. In terms of the **continuity of project support**, the final evaluation shows a slightly longer duration, especially in Cox's Bazar, as is to be expected given that more time has elapsed since its inception. However, many families have stated during the discussion groups organised for this final evaluation that **the duration of the project has been too short** and that they require greater continuity to achieve sustained effects and prevent the situation from reversing and their children from falling back into child labour. If we compare the impact of the project's support with other types of assistance, we see that it has hardly changed since the mid-term evaluation, representing **80-90% of all external support** received by families, with virtually no government assistance. On the other hand, it is confirmed that **the families in the control group have received little external assistance**, either from EDUCO or other sources, which guarantees their suitability as a control group.

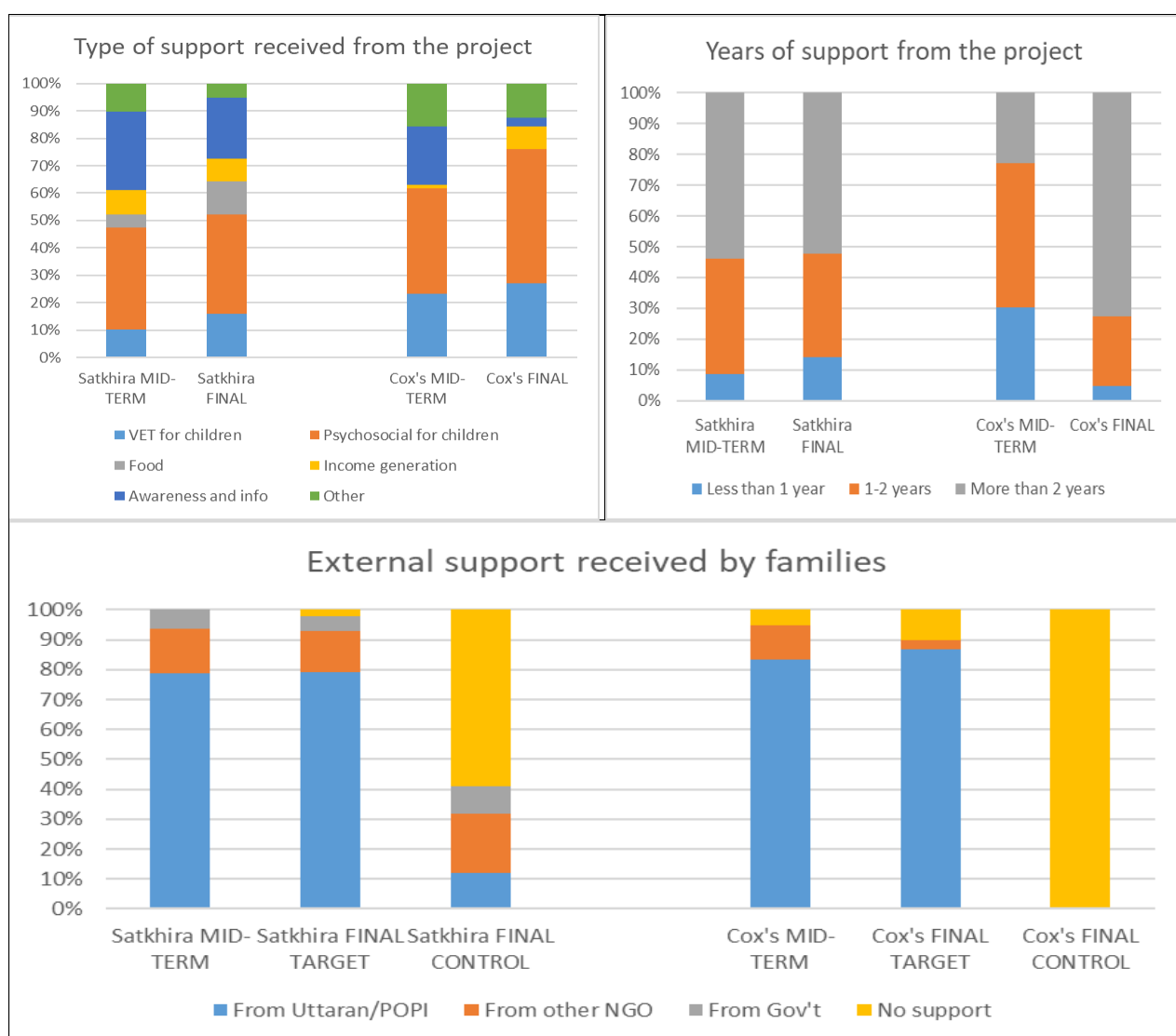


Fig. 4: Support received from the project

4. Both students and their families **rate the educational components** of the project (the main intervention strategy) **very highly**, both in the interim evaluation and in this final evaluation, with **satisfaction rates above 90%**. In general, the opinion of both groups is similar, although that of the students is slightly more positive than that of their families. The **quality of the teachers and the suitability of the subjects** taught are the most highly valued aspects, while the duration of the courses (especially the VET courses) is rated slightly lower. In this regard, during the discussion groups, many students said that the **duration of the VET courses, generally three months, was too short** and needed to be extended to six to twelve months to increase their effectiveness. Comparing the results of the interim evaluation with the final evaluation, there was a **slight decrease in the satisfaction of students and families with the educational components** of the project. This may be because it was initially a new activity that met priority needs in the community, which generated great enthusiasm, while as the years go by it is taken for granted and more critical views begin to emerge on certain aspects of it (which may even be positive). In any case, the discussion groups organised with families, teachers and students confirmed that the **educational components of the project had brought about significant changes** among children and adolescents, both **academically** (improved reading comprehension and mathematics) and in terms of **personal development** (communication, assertiveness, self-confidence) and even **attitude, behaviour, hygiene** and personal care.

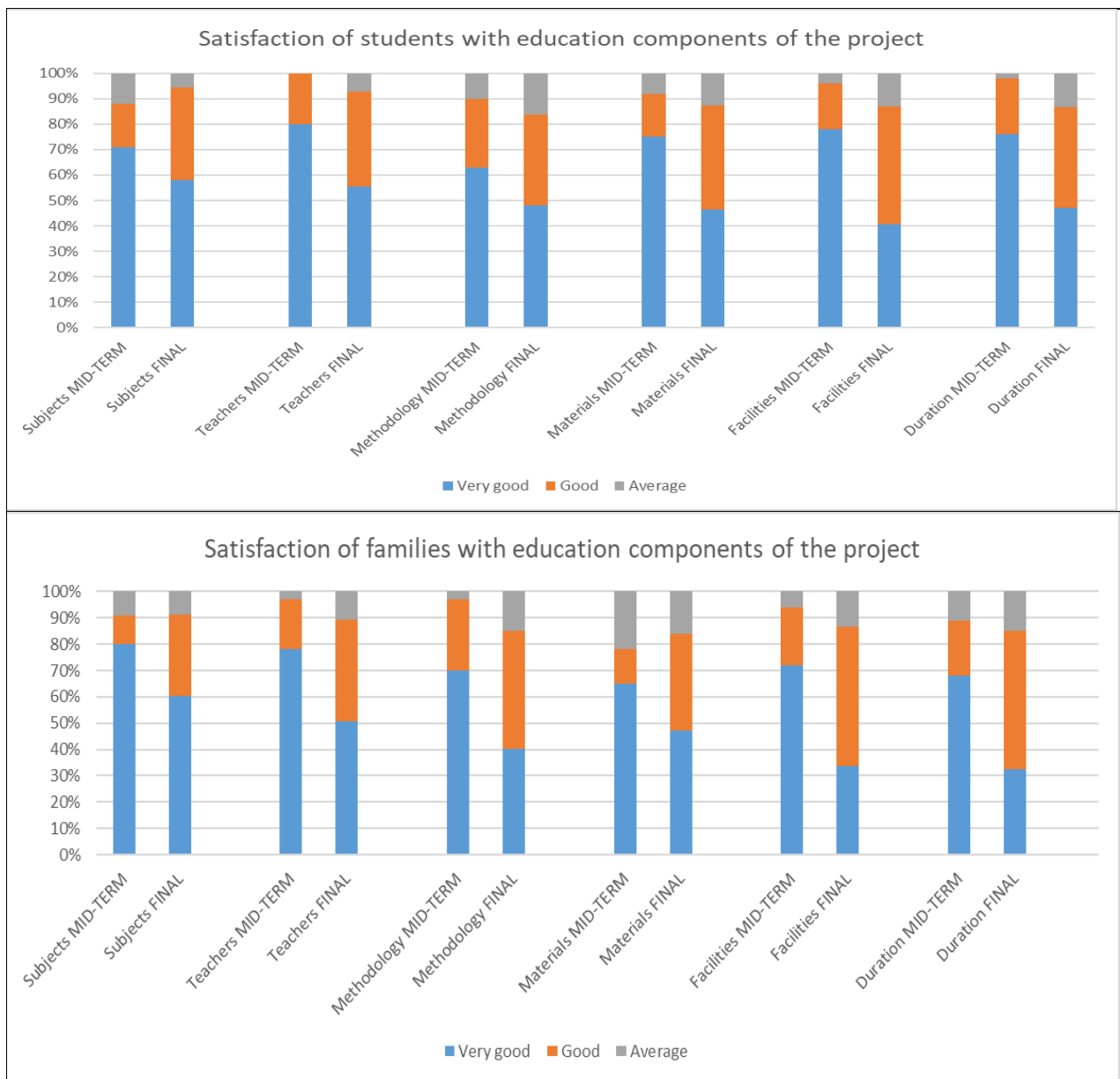


Fig. 5: Assessment of the educational components of the project by students and families

5. One of the direct effects sought by the project was to ensure that the children and adolescents worked with had an **officially registered birth certificate**, as this is an essential requirement for access to education and public health care, as well as other government assistance/programmes. In this regard, **no major changes were observed between the mid-term and final evaluations** (in both cases, **nearly 9 out of 10 children had birth certificates**), which is logical since the activities to promote the obtaining of these certificates were carried out mainly at the beginning of the project, in order to guarantee access to public services and programmes from the outset. However, there are **very significant differences between the children and adolescents with whom the project has worked (target groups) and others with whom it has not worked (control group)**. Specifically, the percentage of children and adolescents who do not have a birth certificate is twice as high (almost 2 out of 10) in this second control group. This clearly and directly suggests **that the project has been successful in its objective of obtaining these certificates for the children** with whom it has worked. If we analyse this result by gender and geographical area, it is clear that the percentage of children **without birth certificates is significantly higher in Cox's Bazar** (both in the target group and in the control group) and especially **among girls** in this locality (nearly 2 out of 10 children, and even 3 out of 10 in the control group, do not have birth certificates). These data are consistent with the observations made during the focus group discussions and are largely due to the presence of **more traditional and 'closed' groups in Cox's**, especially from a religious, social and cultural point of view, with **strong gender discrimination** that even leads to girls' births not being registered.

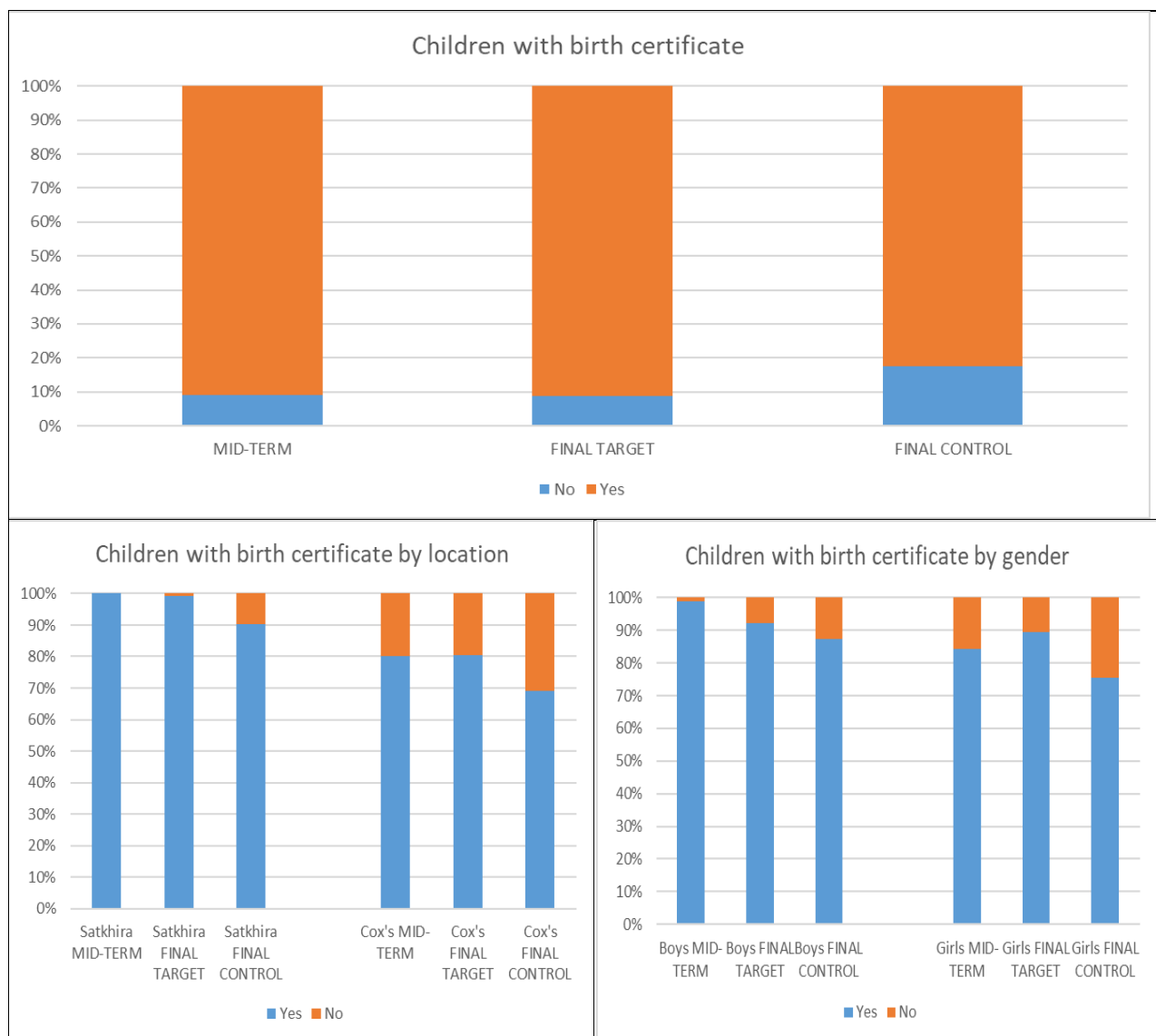


Fig. 6: Children with officially registered birth certificates

6. One of the main direct objectives of the project was to promote and strengthen **children's awareness of their rights**. The results of the evaluation confirm that the intervention has been **successful in this regard, with around 40-50% of the children and adolescents** worked with stating that they are well aware of their rights in different areas, particularly in education, with slightly lower awareness of their rights in the workplace. There do not appear to be significant differences by gender and/or geographical area, with only **a slight decrease in the case of girls in Cox's Bazar**. Comparing the evolution between the mid-term and final evaluations, the level of awareness of their rights among children is similar at both points in time, or even **slightly lower over time**. This may suggest that, despite significant improvement at the start of the intervention, children's full awareness and assimilation of their rights **requires regular and sustained support** over a considerable period of time, and that the changes achieved may be reversed if short- to medium-term actions are taken. This idea was also emphasised by the children and teachers themselves during the discussion groups held for this final evaluation. In any case, **clear differences** were observed **between the target group and the control group**. Indeed, the children and young people who have worked with the project (target group) clearly and consistently demonstrate greater knowledge of their rights than those who have not worked with the project (control group), with only 10-20% of the latter stating that they are well aware of their rights in different areas. This **clearly and directly confirms the success and effectiveness of the project** and its strategies in this key area.

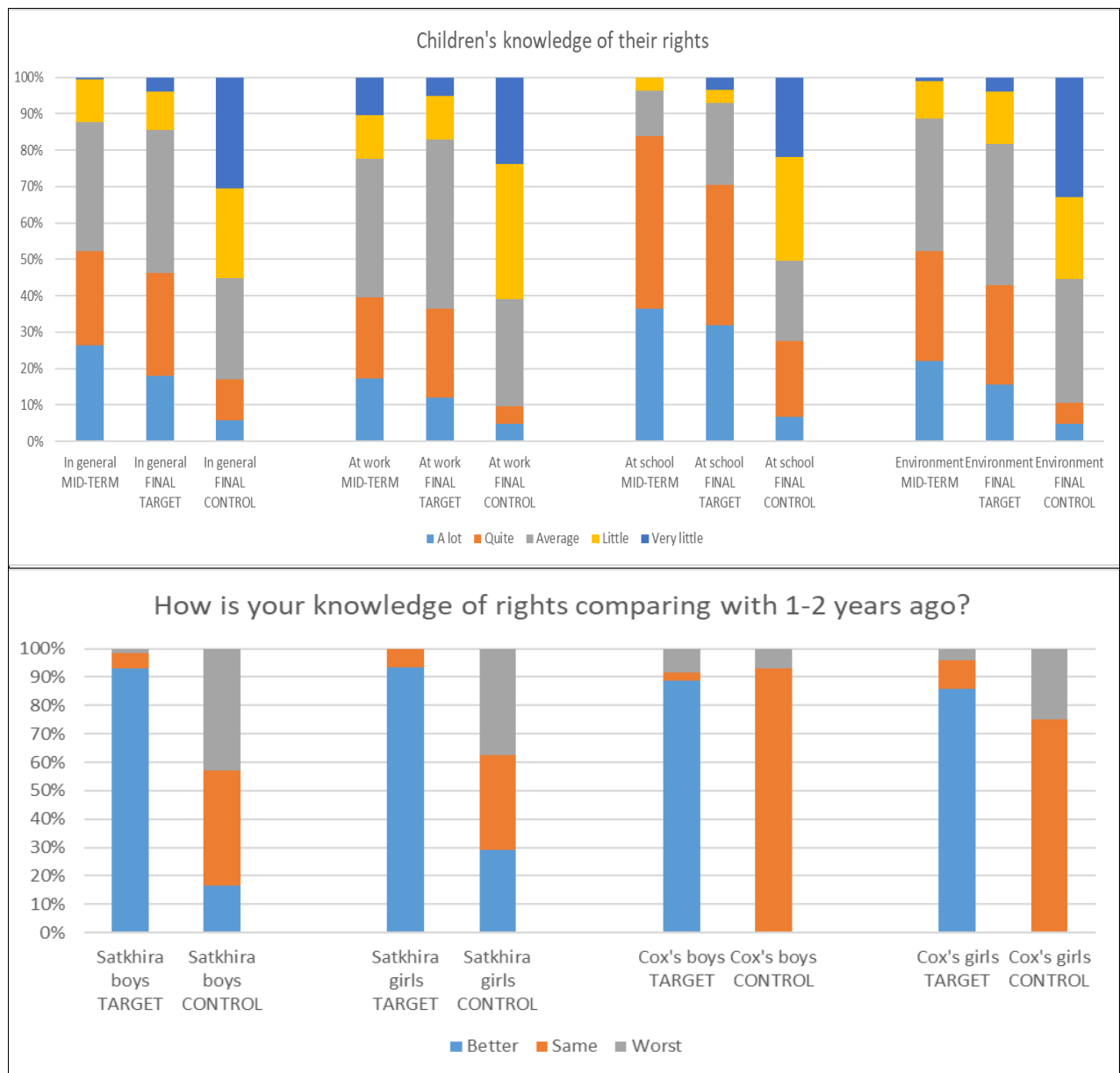


Fig. 7: Knowledge of their rights among children and young people

7. In relation to **knowledge of more specific issues related to child labour**, the children and adolescents with whom the project has worked show an adequate level of information and awareness of these issues, including the important aspect of the minimum age for working. Between **60-70% of them claim to have adequate knowledge** (good or very good) of these issues, with a large **majority (70%) stating that the minimum age for working is 18**. The level of knowledge and awareness of children about child labour is **higher in Cox's Bazar than in Satkhira** (which can be explained by greater economic vulnerability in Satkhira, which makes child labour more normal in this area than in Cox's Bazar) and is also **slightly higher among girls** than among boys. Comparing the results of the mid-term evaluation with those of the final evaluation, a **slight decline in knowledge of issues related to child labour** can be observed over time, which can be explained by the need to maintain awareness-raising and education components over time in order to avoid the risk of reversing the results achieved. In any case, with regard to specific issues such as the minimum age for working, the final assessment **shows an increase of almost 20% in the proportion of children and adolescents who believe that work can only be done from the age of 18**. More importantly, once again there are **significant, clear and consistent differences between the target group and the control group**, with the latter showing a much lower level of knowledge and awareness of child labour issues (one in three children and adolescents think that children can work at any age, and only 35% say that they should be over 18). These results are consistent with the information obtained in the focus group discussions with children and adolescents, in which they stated that they were now much more aware of the importance of avoiding child labour and going to school to build a better future.

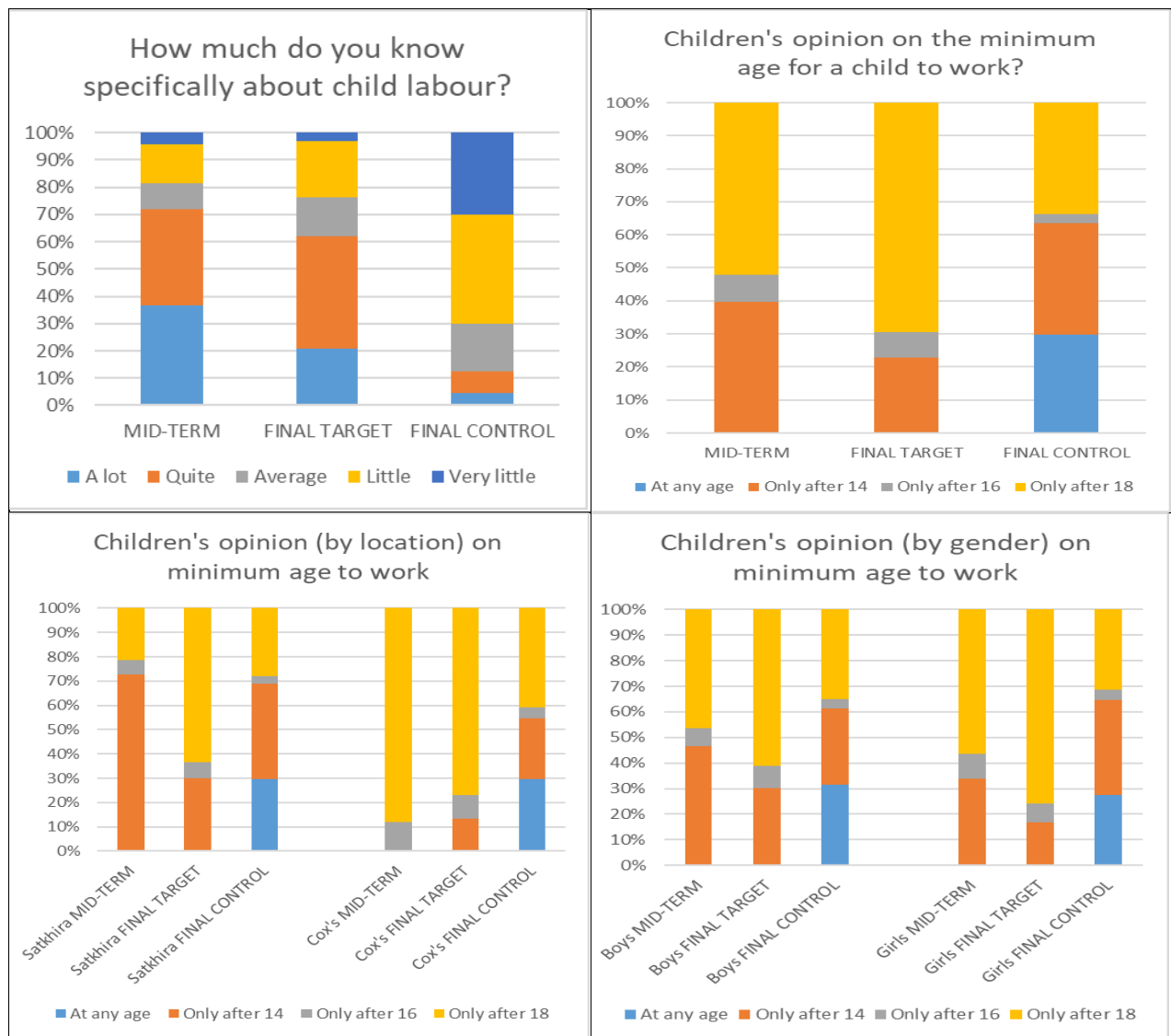


Fig. 8: Children's knowledge and awareness of child labour issues

8. The project has also worked **to raise awareness among families and communities about the importance of children attending school and not engaging in child labour**, achieving interesting results in this regard. Specifically, almost none of the families with whom it has worked believe that it is better for their children to work than to go to school (although in Cox's Bazar 6% still think so), with around 60-70% believing that children should never work before the age of 18 (again, the **percentage is slightly lower in Satkhira than in Cox's Bazar** for the reasons already explained above). Once again, the results of the final evaluation show a **slight decrease compared to those of the interim evaluation** (although there are now more families who consider that the minimum age for working is 18), the reasons for which may be the same as those already mentioned, relating to the **need to maintain these awareness campaigns over time**. Once again, the level of knowledge and awareness of child labour among target families is **consistently higher than that of the control group** (especially in Satkhira, where up to 35% of them think it is better for their children to work than to go to school, and 20% say that a child can work at any age). These results are consistent with those obtained in focus group discussions with families and employers, all of whom said they were now more aware of the importance of education for children and the need to eliminate (or at least limit as much as possible) child labour.

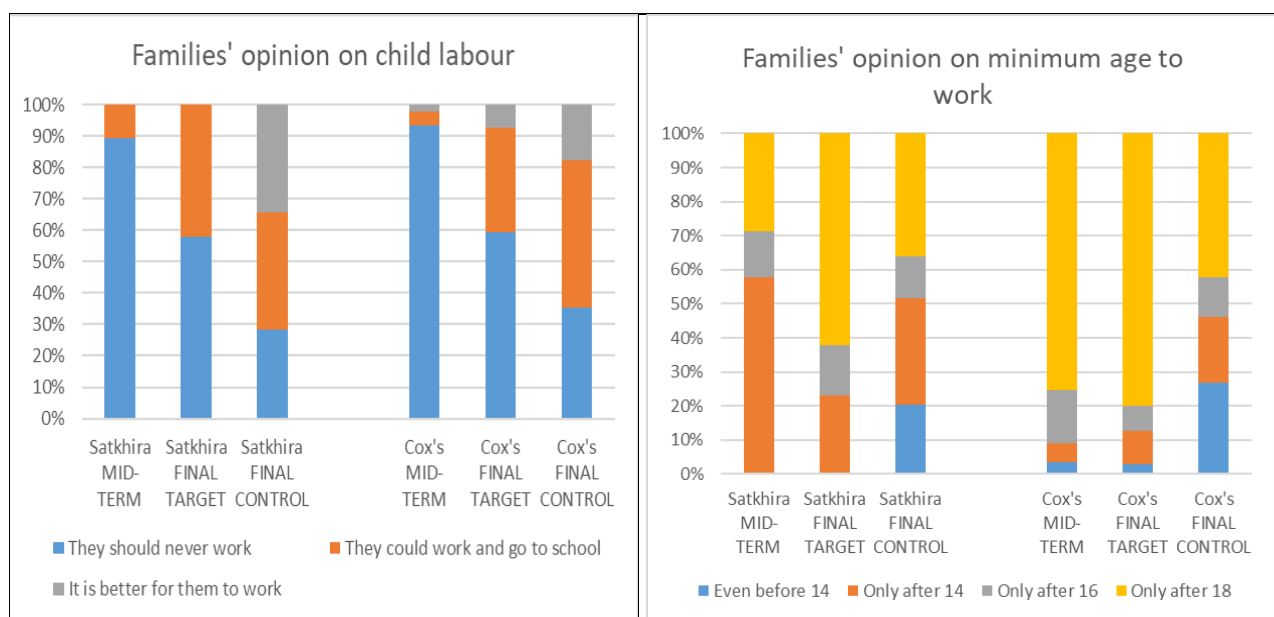


Fig. 9: Families' knowledge and awareness of education and child labour

9. The project has achieved visible results in terms of strengthening the capacities and **empowerment of children and adolescents to recognise and use existing reporting channels in cases of violence** of which they may be victims, **with all those who have been worked with stating that they know one or more ways of doing so**. The results of the final evaluation are even slightly better than those of the mid-term evaluation, where a small percentage (3-4%) said they did not know how to proceed if they were victims of violence. Between the two evaluations, there is a **slight upward trend in reporting cases to family members, while the option of reporting to teachers has decreased significantly**. According to the information gathered during the discussion groups, this may be because during the project, the children were in close contact with the teachers at the "bridge schools", with whom they had a high level of trust (especially in Satkhira), whereas now, once the project has ended, they do not show the same degree of trust in the teachers at the public schools they are required to attend. **The option of turning to community leaders and/or directly to the police is hardly valued by the children and adolescents in the project** (less than 5% mention it, especially girls). If we compare the results of the target group of children and adolescents with those of the control group, we again see very significant differences, with **nearly 30% of the children and adolescents who were not involved in the project stating that they would do nothing in the event of violence and/or would not know who to turn to**. This clearly and directly demonstrates the success and effectiveness of the project, especially in its component of training and empowering children and adolescents to react to cases of violence.



Fig. 10: Children's knowledge of channels and procedures for reporting cases of violence

10. The project has also achieved significant results in terms of **training families to protect their children** and **raising their awareness of how to react and support them** in cases of violence against them. Specifically, the **vast majority of families** with whom it has worked (over 90% in Satkhira, slightly lower, around 80%, in Cox's) **say they are able to protect their children**, with these percentages even improving slightly between the mid-term and final evaluations. Interesting results have also been achieved in terms of families' reactions to cases of violence, which were initially limited, during the mid-term evaluation, to talking to the children, whereas **in the final assessment, most families** (60% in Satkhira and up to 90% in Cox's) **chose to speak directly with the perpetrators**, reflecting greater empowerment and capacity on the part of families to deal with these cases without hesitation, even taking them outside the family sphere. Even so, few families would go directly to the police or authorities, reflecting **greater confidence in resolving conflicts within community institutions**, as expressed in the discussion groups held during this evaluation. When comparing the capacities and attitudes towards cases of violence against children and adolescents of the **target families with whom it has worked and those with whom it has not** (control group), very revealing differences can be seen, with **more than 65% of the latter stating that they are not equipped** to protect their children and nearly **40% acknowledging that they would not know how to act** or whom to turn to in a case of violence against children and adolescents.

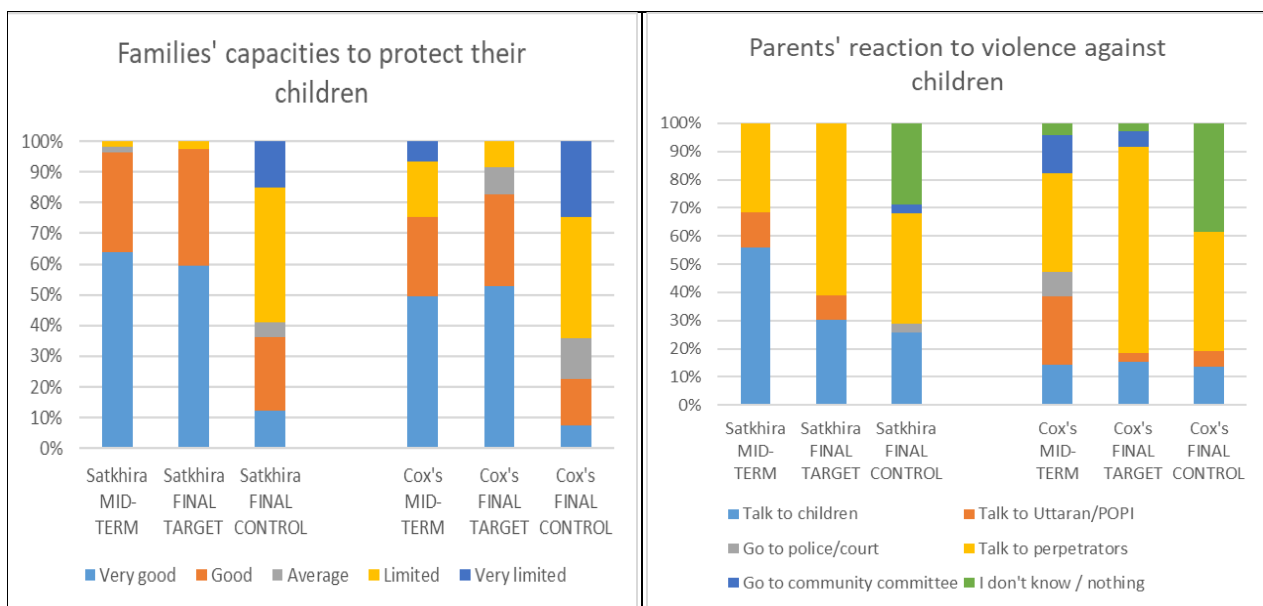
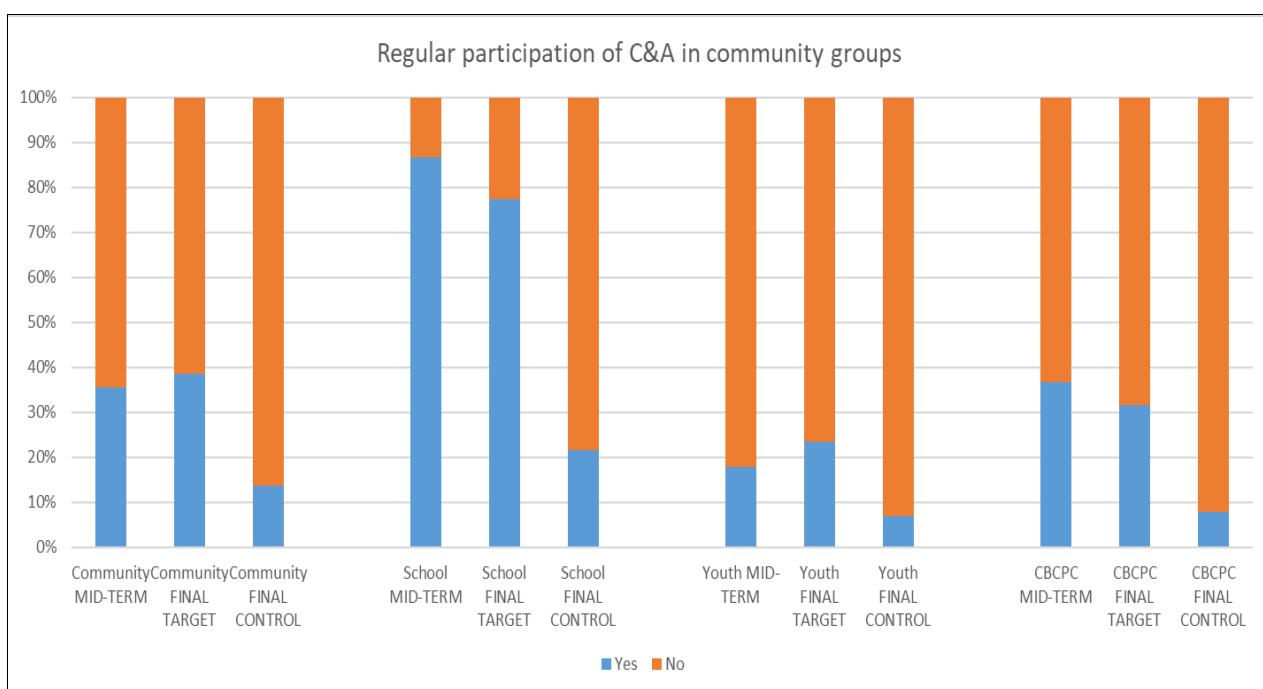


Fig. 11: Families' ability to protect their children and their response to cases of violence against them

11. The intervention sought to strengthen the **participation of children and adolescents in grassroots and community groups** as a cross-cutting strategy inherent to all of EDUCO's work. In this regard, the project can be considered a success, with around 75-80% of the children and adolescents who participated stating that **they are now more involved** than they were 1-2 years ago. There were no significant differences between genders, with only slightly lower participation in Cox's Bazar than in Satkhira. In particular, there is **strong participation by children and adolescents at the school level, with around 80-85% of them** stating that they regularly participate in school committees, especially within the framework of the "bridge schools" promoted by the project, as also mentioned in the discussion groups organised with students and teachers. However, despite a slight increase compared to the mid-term evaluation, the **participation of children and adolescents in other community committees and groups**, including youth groups and specific child protection committees (such as the CBCPCs promoted by the project) **is still limited, with less than 40%** stating that they regularly participate in these groups. In any case, the level of community participation of the children and adolescents with whom it has worked is significantly **higher than that of others who have not been involved in the project** (control group), among whom barely one in 10 say they participate in any group or committee in their communities, reflecting the success of the project in this key area.



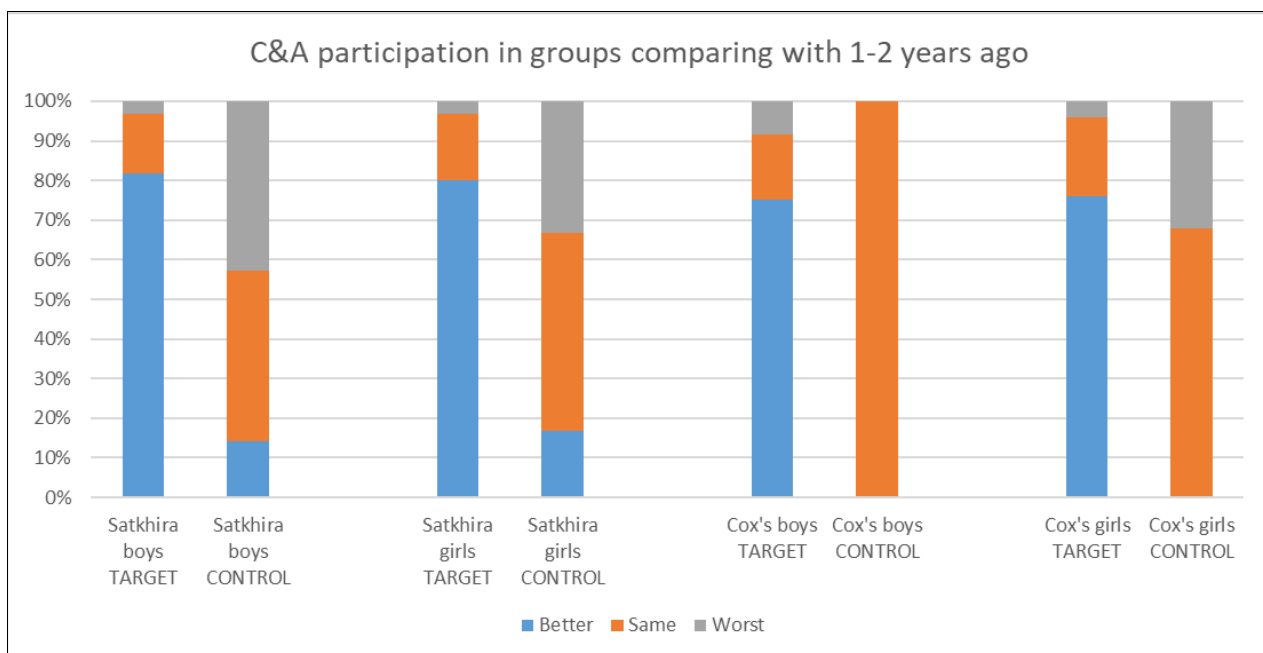


Fig. 12: Participation of children and adolescents in community-based groups and organisations

12. With regard to **family participation**, an aspect that has also been promoted by the project as a key strategy, there has been a **significant decline since the mid-term evaluation** (around 60% participated in community committees, especially in the CBCPCs created by the project in Satkhira) to less than half currently, especially in **Cox's Bazar, where only 1 in 10 families say they regularly participate** in community bodies and committees. However, interestingly, **participation in specific initiatives related to children's rights has remained high** in Satkhira and has even increased significantly from 40% to 70% in Cox's Bazar. According to information gathered from the discussion groups organised for the evaluation, three **of the four CBCPCs interviewed were apparently still active** and promoting initiatives on children's rights (hence the high percentage of family participation in these initiatives). However, these CBCPC members expressed a significant **risk of decline and paralysis if they did not continue to receive support** in the future. In any case, community participation and participation in child rights initiatives by families involved in the project is clearly **much higher than that of other families not involved in the project** (control group), among whom participation barely reached 5% in Satkhira and was almost non-existent in Cox's Bazar, once again **confirming the effectiveness of the project in this key objective**.

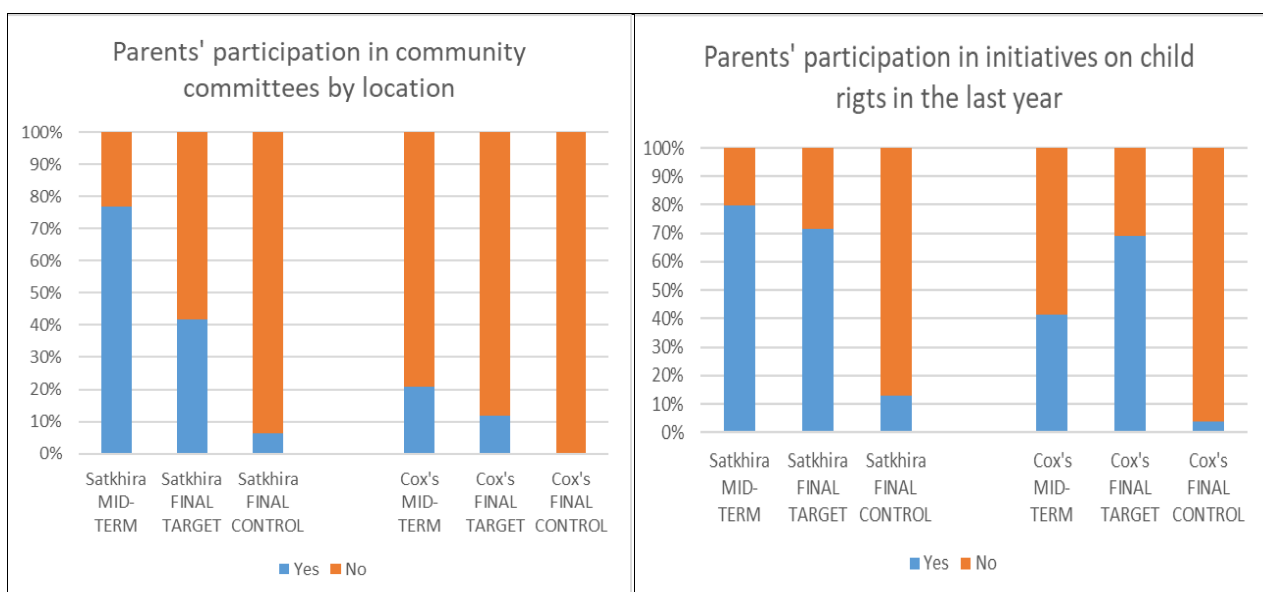


Fig. 13: Participation of families in community committees and initiatives on children's rights

13. Finally, to summarise, the level of **satisfaction of the families with whom it has worked regarding the work and performance of the project and the organisations** involved (EDUCO, Uttaran and POPI) remains **very high in Cox's Bazar** (having even increased since the mid-term evaluation), with 9 out of 10 families considering the work to be excellent. However, **the assessment is not as positive in Satkhira**, where the percentage of families expressing a high degree of satisfaction with the support received and the work of the organisations involved **has fallen from 75% in the mid-term evaluation to 45%** currently. According to information obtained in discussion groups with families, these results can be explained to a large extent by the greater degree of **vulnerability and dependence on external aid of families in Satkhira**, who requested that EDUCO/Uttaran continue its support in the future and may have been disappointed to learn that, in principle, the project was coming to an end.

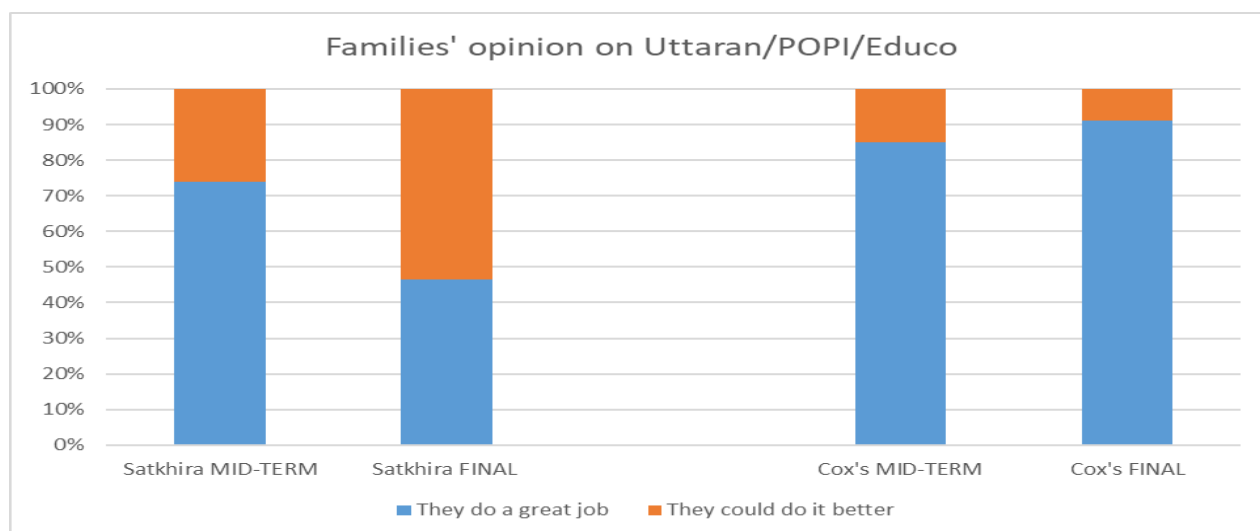


Fig. 14: Families' assessment of the success and performance of the project and the organisations involved

4.3 On the project's impact on the fight against child labour

14. The project has **made a significant contribution to the eradication of child labour** in the Satkhira and Cox's Bazar areas, which is the ultimate and main objective of the intervention. Indeed, if we compare the prevalence figures for child labour among the children and adolescents in the project, we can see that **nearly 65% of them do not perform any type of work**, which is almost **double the figure for the control group**, where only 35% said they did not work. Furthermore, there has been an **increase of almost 10%** in the percentage of children who do not work **between the mid-term evaluation** and this final evaluation, while the number of those who work full-time and exclusively, without even attending school part-time, has fallen by almost 30% since the mid-term evaluation, which is four times less than in the control group. If we analyse the data by geographical area, we can see that **in Satkhira there is still a significant number of children who work part-time** (around 40%) while attending school, while in Cox's this group is significantly smaller, at less than 20%. **There are no significant differences by gender**, with child labour being only slightly higher among boys than among girls. There has been little change since the mid-term evaluation in the **type of work performed by children** in Satkhira, with more than 60% working on crab and shrimp farms, while in Cox's there are now many more children engaged in this same activity compared to the mid-term evaluation. The **workshops and focus group discussions** held during the evaluation with families, teachers, children and employers qualitatively confirmed this conclusion, with all agreeing that the **prevalence of child labour had declined** significantly as a result of the project. In addition, these discussion groups provided relevant information on the causes of **the higher rate of child labour in Satkhira**, which is a rural and poorer area than Cox's, where it is more necessary and **socially and culturally more acceptable** for children and adolescents to contribute partially to their families' livelihoods through work.



Fig. 15: Prevalence of child labour in the project areas

15. The second direct objective of the evaluated project was **to ensure that children and adolescents attend school regularly**, which is directly related to a lower incidence of child labour. Once again, it can be said that the intervention has had clear and significant impacts in this regard, with **70% of children in the project stating that they attend school daily and regularly**, and an additional 15% mentioning that they attend more than three days a week. The percentage of children who **never attend school has been reduced by almost half** since the mid-term evaluation (from 14% to 8%). The **comparison with children who have not been involved** in the project (control group) is particularly revealing, with **less than 20% attending school daily and regularly** (almost four times less than children in the project) and **45% admitting that they never attend class** (almost six times more than children in the project). By geographical area, daily school attendance among children **in Satkhira is slightly lower than in Cox's**, which can be explained by the greater limitations and difficulties (physical, social and economic) in accessing education in Satkhira. By gender, **girls show a slightly higher school attendance rate than boys**, which is consistent with the higher prevalence of child labour among boys mentioned above. These results have been corroborated by focus groups and workshops held with children, teachers and families during the evaluation, who report a notable improvement in their children's regular school attendance, although many of them warn that once EDUCO's support is withdrawn, there is a **significant risk that they will not be able to continue sending their children to school** (especially to secondary and higher education centres) and that some of the achievements of the project will be reversed. It is important to mention that **the conclusions obtained in this final evaluation are consistent with EDUCO's own records and final reports**, according to which 77% of the children who studied in the "bridge schools" continue their studies on a regular basis in government schools.

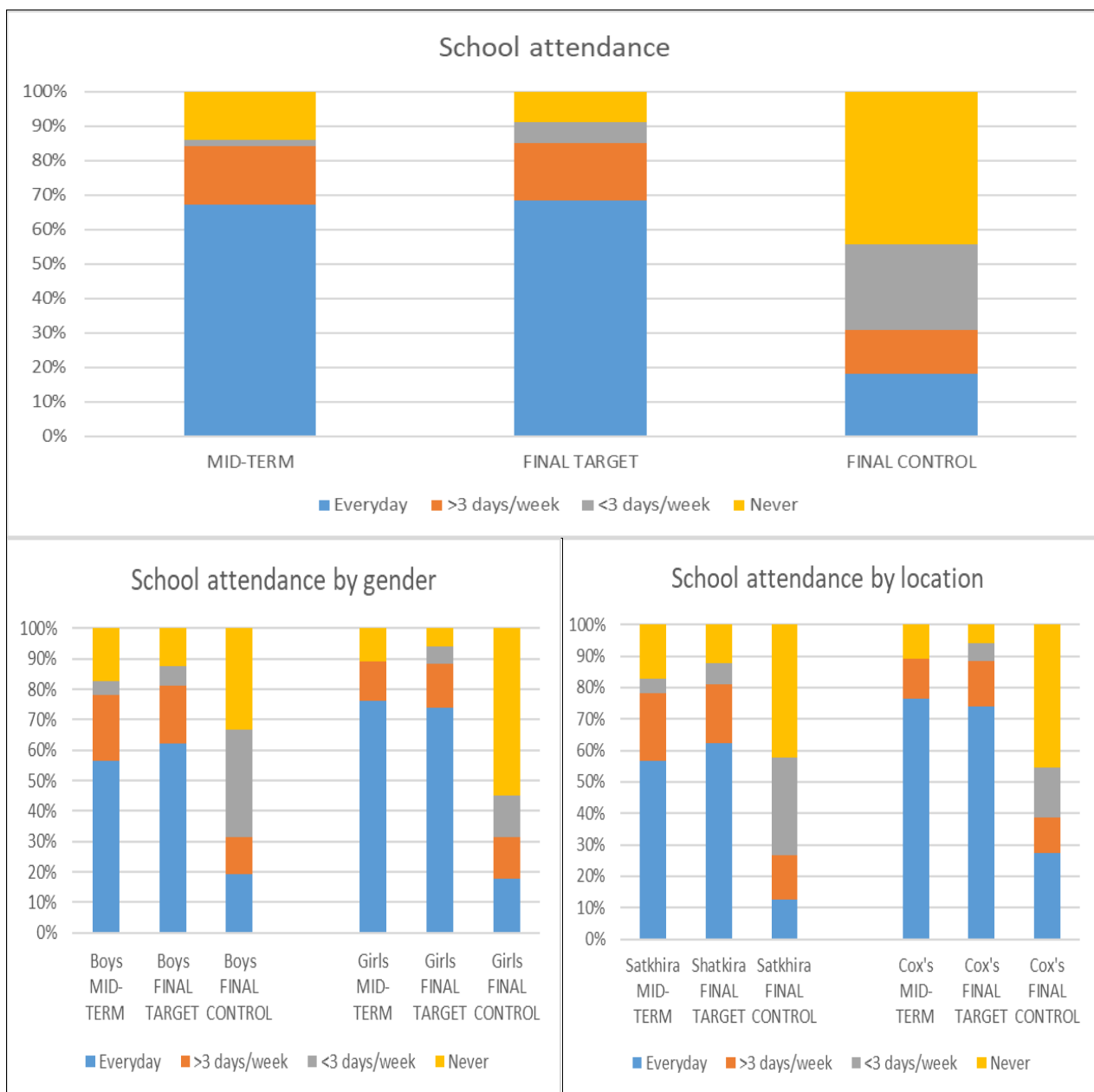


Fig. 16: School attendance in project areas

16. A key cross-cutting objective inherent in all EDUCO projects is **to improve the protection and safety of the children** with whom it works against all forms of violence. The project evaluated has achieved significant improvements in this regard, with almost **all of the children** involved in the project stating that **they now feel safer than they did 1-2 years ago**. The project's impact on this issue is confirmed by analysing the perception of safety and protection among children who have not been involved in the project (**control group**), among whom **only 18% said they felt safer** and nearly 40% said they now feel less safe and less protected from violence than they did 1-2 years ago. However, it is worth noting that the perception of safety and security among children and adolescents who have worked with the project is **slightly lower now than during the mid-term evaluation**, with no significant gender differences, but there are geographical differences, with **children and adolescents in Satkhira** generally feeling **less safe** (with more than 30% stating that they do not feel safe) than in Cox's (where only 18% say they do not feel safe). This slight regression comparing with the mid-term evaluation has not been directly addressed / clarified by the participants in the focus group discussions and could be affected by external factors (social media, cyber abuse, etc.) and/or be biased by the subjective perception of the children surveyed.

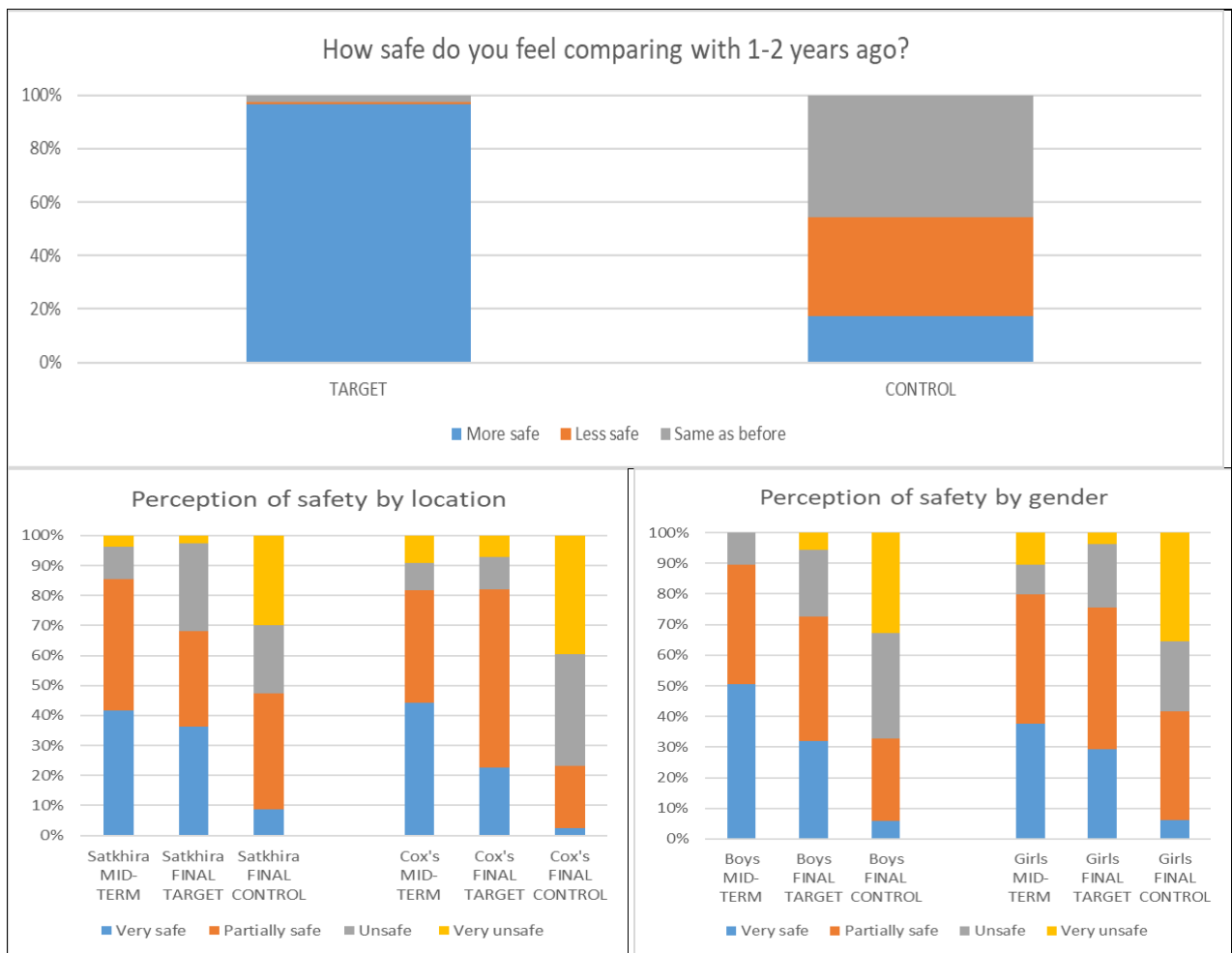
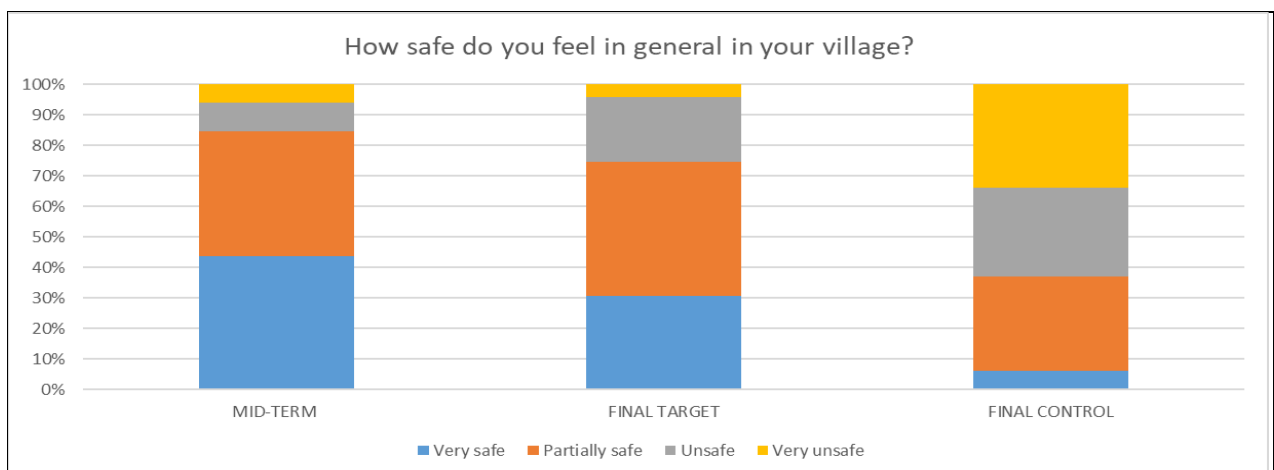


Fig. 17: Children and adolescents' perception of safety and security in general

17. In terms of the sense of safety and security in the **different areas in which children and adolescents operate**, it is undoubtedly **at school and at home where they feel safest** (more than 70% say so), while in other areas, such as the **community, work or their circle of friends**, the perception of safety and **security drops** dramatically to 30%. This may again be a positive impact of the project, as it has particularly promoted the protection of children and adolescents in educational and family settings. In all areas, there is a **slight decrease** in the sense of protection and safety **compared to the mid-term evaluation**, although no specific factors or causes for this were mentioned by children and adolescents during the focus groups. In any case, the **project's contribution to this impact seems clear**, given that, once again, the sense of protection and safety among the children and young people with whom it has worked is significantly **higher in all areas than among those with whom it has not worked** (control group).



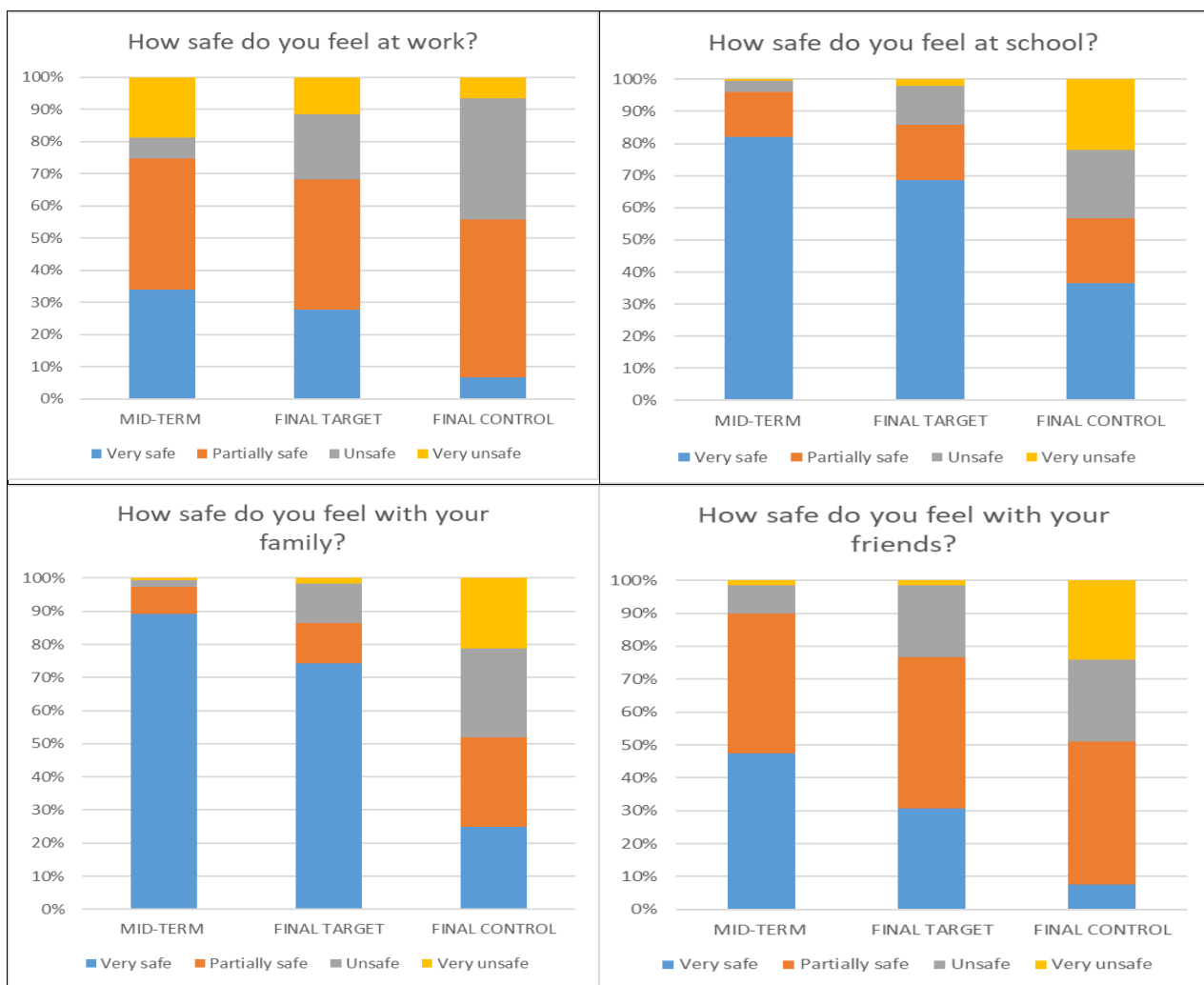


Fig. 18: Children's perception of safety and protection by area

18. With regard to the **protection of children and adolescents by type of violence**, they now seem to feel **slightly safer** than during the mid-term evaluation **in relation to the most serious forms** (i.e., physical and sexual), with around 60% saying they feel safe, while their perception of **safety in relation to psychological violence has decreased slightly**, with only 40% currently feeling safe. Once again, the comparison with the group of children and adolescents who have not been worked with (control group) provides **clear conclusions about the impact of the project**, with less than 20% of them feeling safe from the three types of violence.

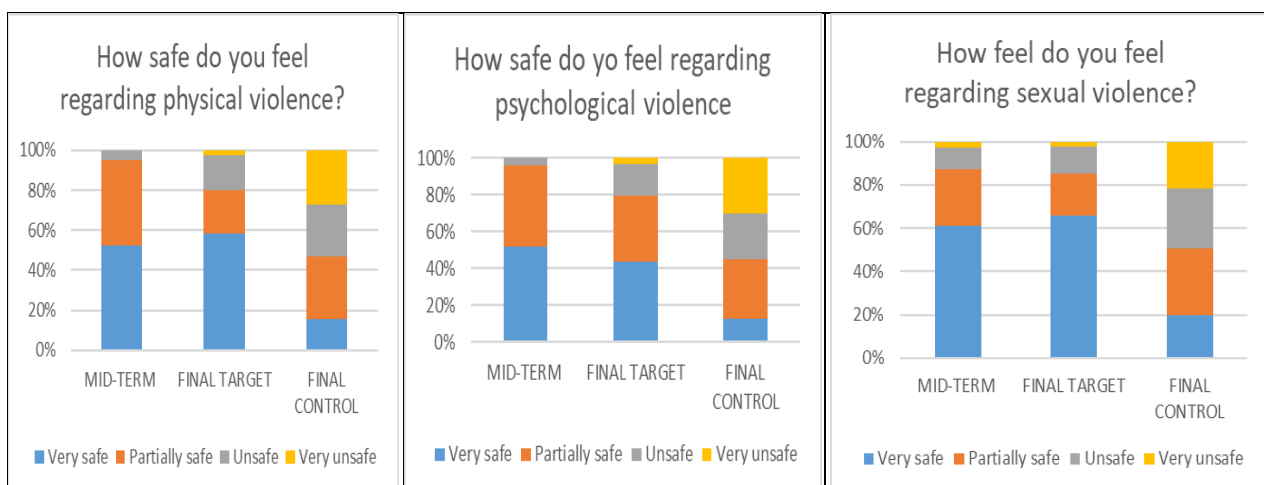


Fig. 19: Perception of safety and protection by type of violence among children and adolescents

19. Families' perceptions of their children's risks and exposure to violence are significantly **more negative than those of the children themselves**, especially in **the workplace and the community**, where perceptions of children's exposure to violence have even increased slightly since the mid-term evaluation. Far from being a negative finding, this probably reflects **greater awareness and concern among families** about the risks their children face, especially at work, which was a direct objective of the project. This conclusion has been confirmed in discussion groups with families, who said they are now more aware of the risks of child labour and more concerned about it. Families' perception of the **protection of their children at home and at school**, areas on which the project has worked directly, **is high**, reflecting the direct impact of the project. **Families with whom no work has been done** (control group) have a **much more negative perception of their children's safety**, especially at school (up to 50% consider that they are exposed to violence, compared to only 20% of target families), reflecting the impact and good work of the "bridge schools" implemented by the project in increasing student protection. In contrast, the perception of families with whom no work has been done regarding the **insecurity of their children in the workplace is the same or even slightly lower** than that of the families with whom work was done, possibly reflecting a **lower awareness** of the issue among the former.

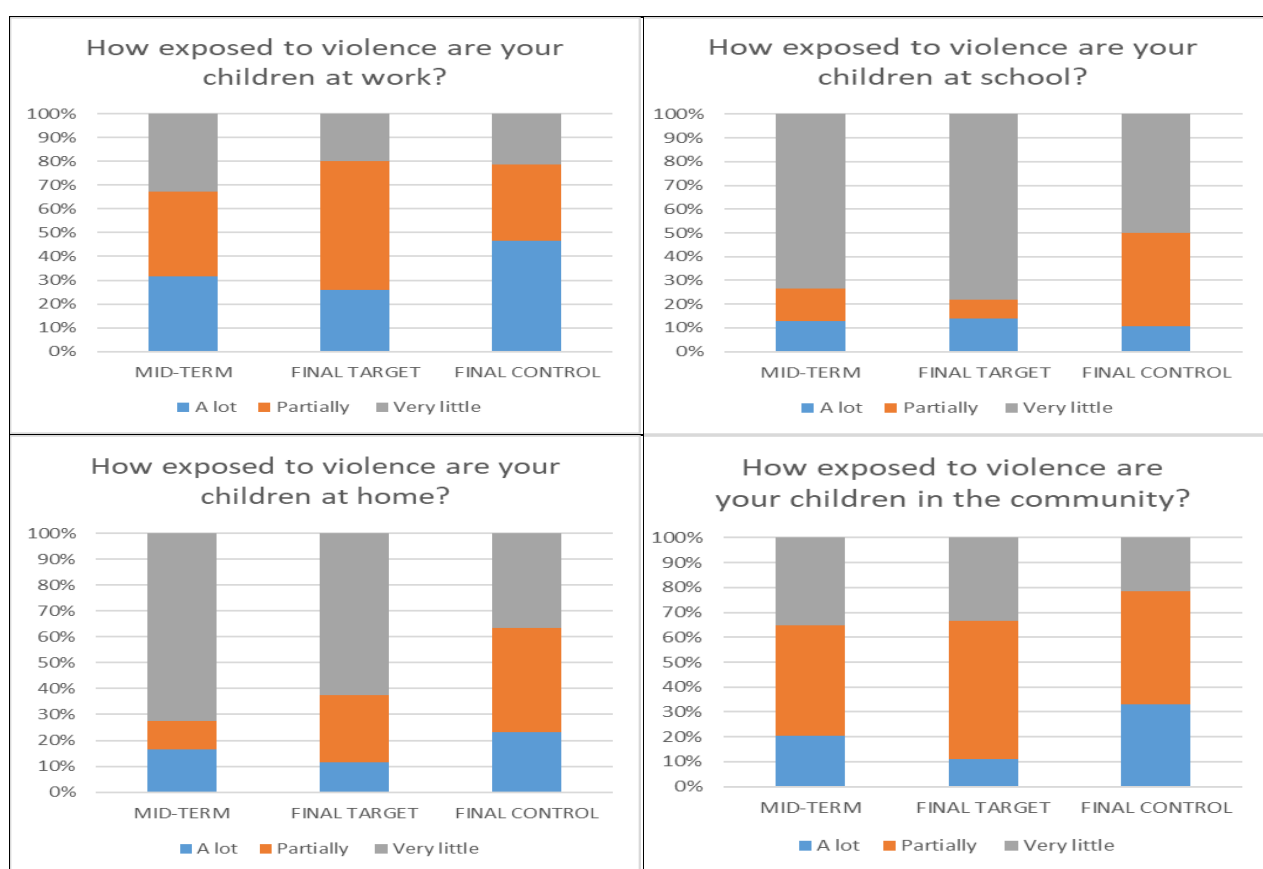


Fig. 20: Families' perceptions of the safety and protection of their children

20. Regardless of the subjective perception of children and families regarding safety and protection from violence, the **objective data on the actual incidence of violence against children** in the project show an **acceptable level** (around 75% of children have not suffered any violence in the last year), even with a **noticeable decrease of 10% compared to the mid-term evaluation**, which shows the impact of the project in this key area. This impact is confirmed even more emphatically when comparing data on incidents of **violence suffered by children** in the project with **those who have not been involved** (control group), **with less than 35%** (less than half of the target group) reporting that they have not suffered any violence in the last year. If we analyse the data by geographical area and gender, we see a **higher incidence** of violence against children **in Satkhira** (30%) than in Cox's Bazar (20%), **with more female victims** (30%) than male victims (20%).

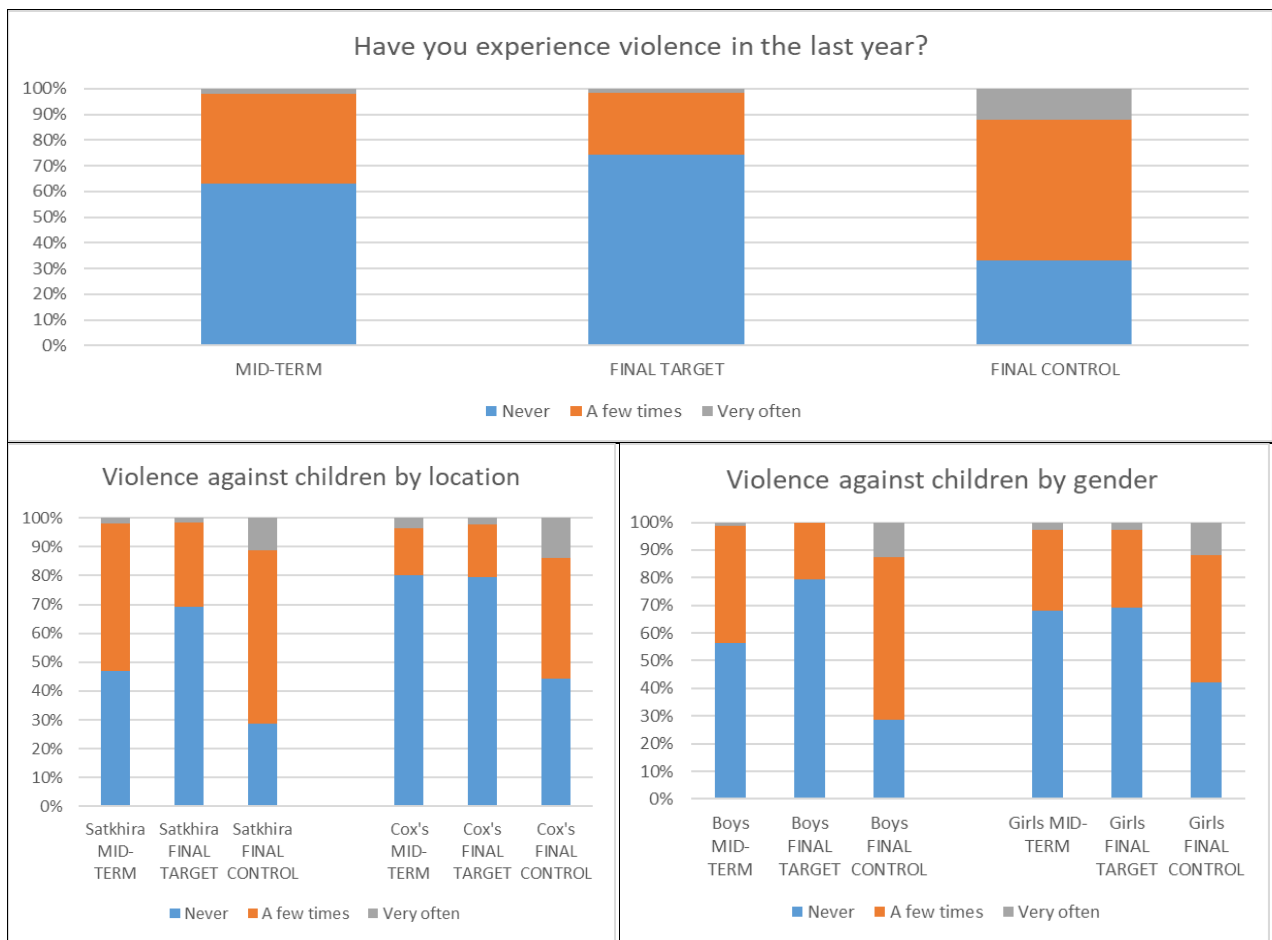


Fig. 21: Incidence of cases of violence against children and adolescents in project areas

21. One of the direct impacts sought by the project has been **to improve and strengthen reporting and protection mechanisms for children and adolescents** in the project areas, including direct advocacy with authorities and the creation of community protection committees (CBCPCs) for this purpose. In this regard, the intervention appears to be making progress, with nearly **70% of children in the project** who have experienced violence **reporting that they have reported it**, compared to **only 38% of children in the control group**. However, there has been a **slight decrease** in the percentage of cases reported compared to the mid-term evaluation, where 77% of children reported having reported cases of violence. The proportion of children who report cases of violence appears to be **similar between boys and girls**, but shows a significant difference by geographical area, with a **much higher percentage of cases reported in Satkhira** (almost 9 out of 10) than in Cox's (where only 2-3 out of 10 children do so). The preferred channel for reporting cases of violence by children and adolescents continues to be, as is obvious, **the family** (about 50% of cases in general). However, while the family is almost the only channel used in Cox's (and also among children in the control group), **in Satkhira, schools/teachers are also used** (30% of cases), reflecting the trust generated there by the project's "bridge schools" and their teachers. EDUCO's local partner in Satkhira (Uttaran) also seems to generate trust among children and adolescents when it comes to reporting cases of violence (20% turn to her), while the local partner in Cox's (POPI) does not seem to generate such a high level of trust. In any case, **neither the CBCPC nor the police are expressly mentioned as the preferred channels for children and adolescents** to report cases of violence. Finally, the **response to reports of violence** against children and adolescents varies greatly by geographical area: while in **Satkhira, action is taken in almost 100% of cases** (20% of which are formal), up from 75% in the mid-term evaluation, **in Cox's** (both in the target and control groups) **virtually no action is ever taken**. According to the discussion groups organised for the evaluation, the more closed and rigid religious, social and cultural context in Cox's, with greater social stigma towards those who report, in addition to a possibly weaker role of the CBCPCs compared to those in Satkhira, may explain the **lesser impact of the project in strengthening protection mechanisms** in Cox's.



Fig. 22: Functioning of reporting and protection mechanisms for children and adolescents in cases of violence in project areas

22. The last of the direct impacts sought by the project was to promote **income opportunities for vulnerable young people** at risk of labour exploitation, facilitating their access to VET so that they could find decent work and/or start their own small business. In this regard, it can be said that **the intervention has promoted significant changes**, with **nearly 40% of the 225 children and adolescents who participated** in the courses stating that **they have managed to find a new job**, a figure similar to that reported in the mid-term evaluation. In addition, around **15% have tried to start their own business**, although, as mentioned in the discussion groups, in many cases these businesses have made little progress, mainly due to a lack of financial resources, infrastructure, time and/or additional training. It is also important to consider indirect impacts, with **10% of children and young people participating** in VET courses stating that they **have found a better job** than the one they had before, and **more than 30%** saying that after the courses **they have returned to school** for higher education (twice as many as in the mid-term evaluation). By geographical area, **significantly greater success** is observed in **Satkhira** (with nearly 50% of participants in VET courses finding their first job) **than in Cox's** (where they barely reach 10%, with the level of interest in this component being significantly lower). In terms of gender impact, **a higher percentage of boys found a job** after the VET courses (45% compared to 35% of girls), but **girls were more likely to start** a small business (mainly a small sewing/textile workshop), with 20% doing so compared to 10% of boys. It is important to mention that **EDUCO has also carried out its own impact assessment** on this component (of a more qualitative nature and therefore complementary to this one), reaching **very similar conclusions** (36% of children and adolescents participating in VET courses have found a job, with a higher success rate in Satkhira than in Cox's). In addition, EDUCO's study provides interesting additional data on the economic impact of the VET component (average income between 2,000 and 5,000 taka/month, which represents a significant supplement to their families' income - between 10,000 and 15,000 taka/month).

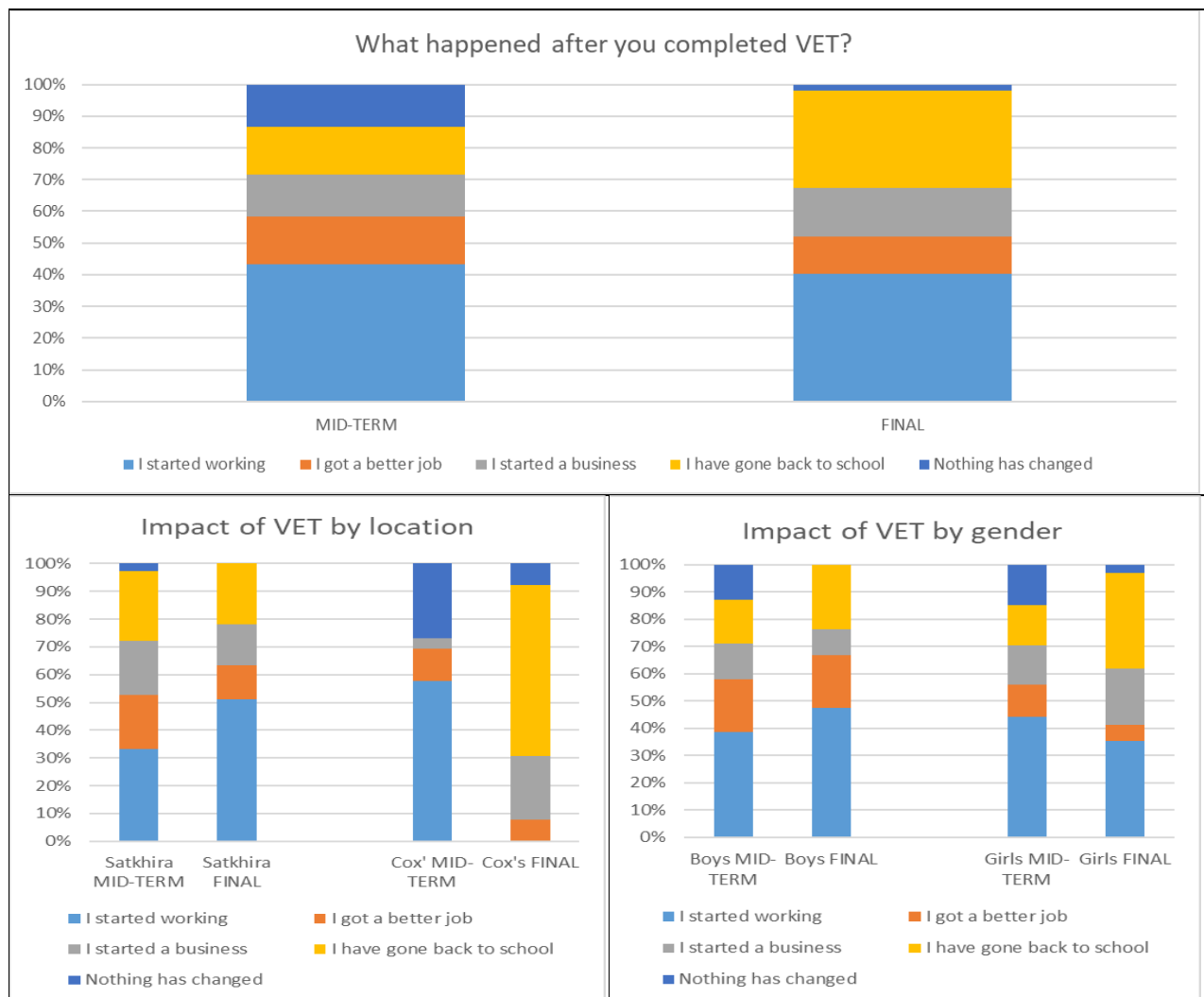


Fig. 23: Impact of VET on children and adolescents in the project

4.4 Other indirect impacts of the project

23. Indirectly, the project sought to contribute to **the well-being, happiness, satisfaction, confidence and future prospects of the children and adolescents** with whom we worked. When asked about this, the vast **majority said they now felt happier and more confident** than two years ago, **especially girls** in Satkhira (98%) and Cox's (90%), while the proportion of boys who were now happier remained at 80% in Satkhira and 70% in Cox's. Once again, the comparison with the level of happiness of the **children and adolescents with whom we did not work** (the target group) reveals very significant differences, with **only 15% of them saying they are happier now**. By area, the highest levels of happiness and confidence in the future (above 50%) were found in **education, family and sport/culture**, while health, work, friends and the environment generated a level of satisfaction or confidence close to or even below 30%. The discussion groups provided interesting qualitative data on this impact, with a large number of children and young people stating that **they now felt safer and more confident** about life in general, and **especially when expressing their opinions** in their families and communities, and that they felt they were more respected and taken into consideration.

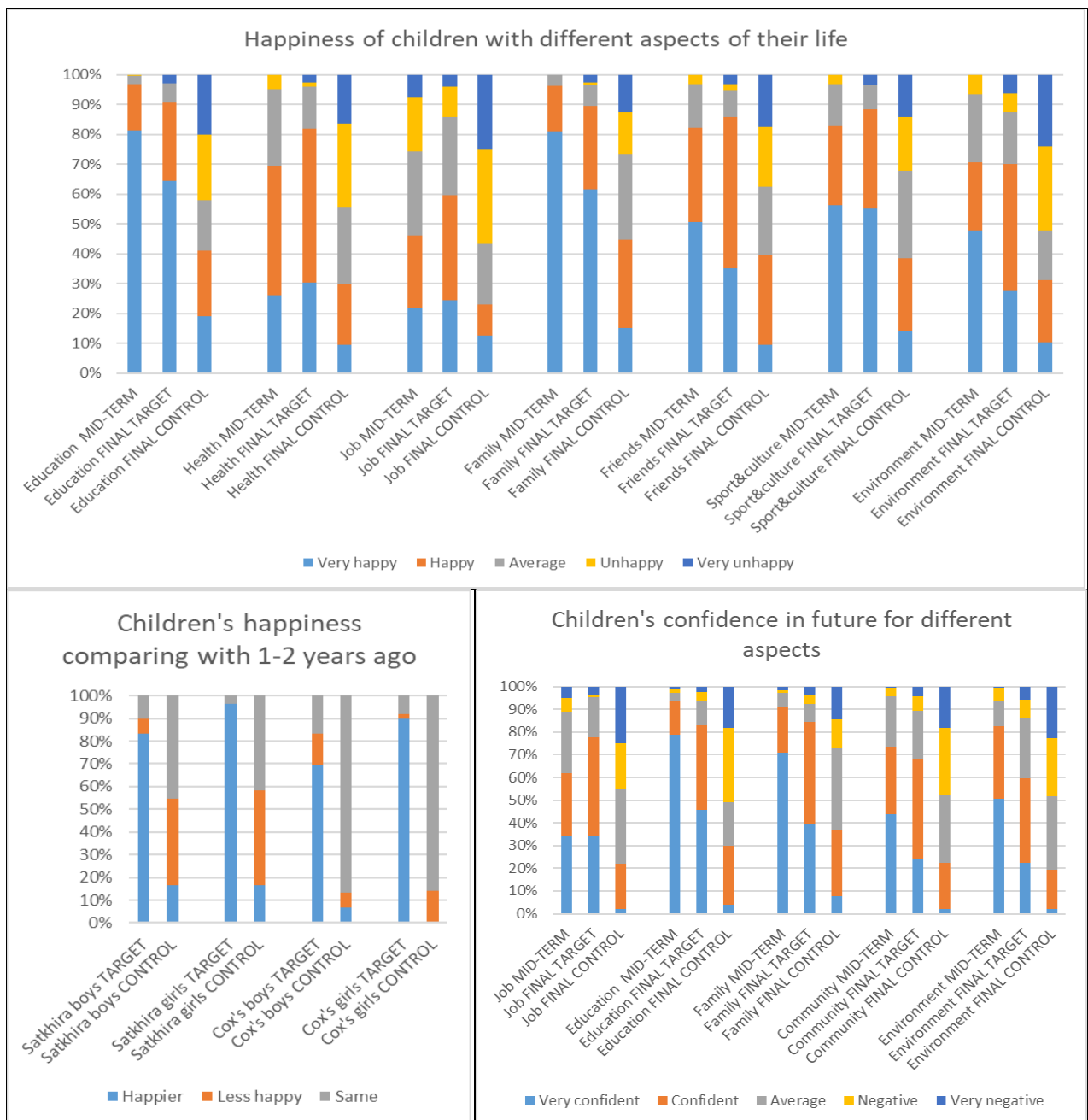


Fig. 24: Happiness, satisfaction and hope for the future among children and young people in the project areas

24. The project has contributed, albeit indirectly, to **improving the relationship with their families of the children and young people** with whom we worked, with **70% of them considering it good or very good**, compared to 29% of children and young people with whom we did not work (control group). Even so, the percentage has **decreased slightly** since the mid-term evaluation, when almost all children considered their relationship with their families to be good or very good. By geographical area, there is a **slightly greater perception of improvement in Satkhira than in Cox's**, where nearly 10% of children considered their family relationship to be worse now. There are no significant differences by gender in children's relationships with their families.

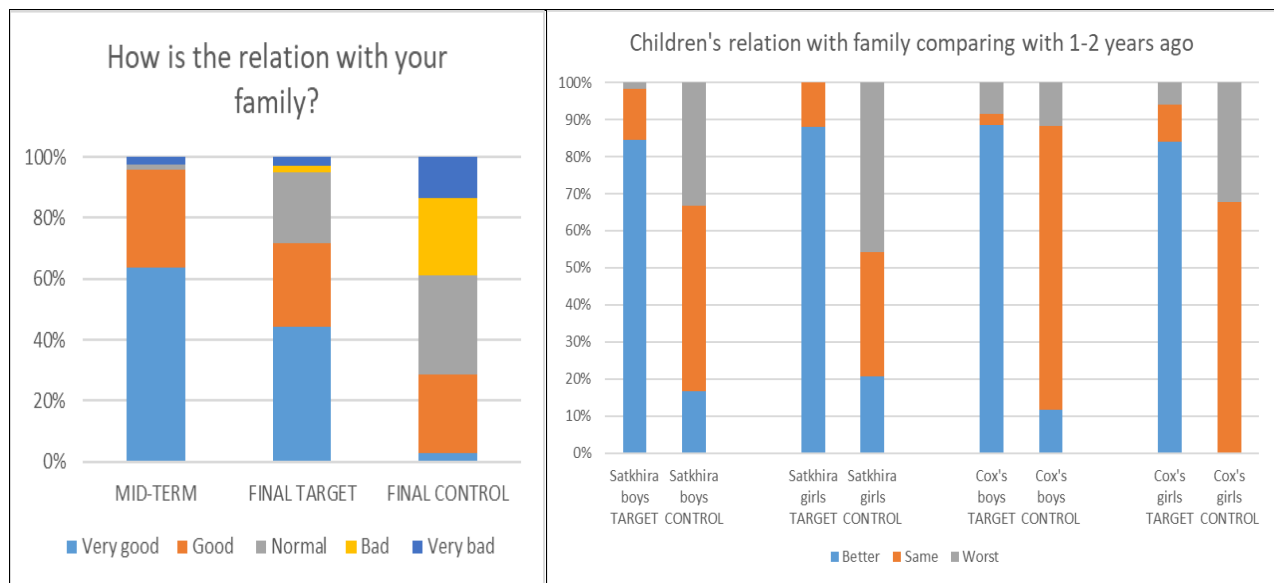


Fig. 25: Relationship of children and adolescents with their families in the project areas

25. Finally, as a key cross-cutting theme in all of EDUCO's interventions, the project has sought to **promote changes in gender roles, empowering girls** to reduce gaps and inequalities with boys. In this regard, the children themselves seem to perceive significant changes, with **nearly 90% of them considering that girls' lives are now better** than they were 1-2 years ago (with the opinion being slightly more positive in Satkhira than in Cox's). The project's contribution to this impact is demonstrated by comparing these opinions with those of **children who have not been involved in the project** (control group), with **only 25% of those in Satkhira** considering that girls now live better, and **virtually no children in Cox's** believing that girls' lives have improved recently. **Parents, on the other hand, seem to have a somewhat more cautious opinion** on the matter, with no more than 40% believing that their daughters live better now than before, and more than 60% believing that their daughters' job prospects are now worse than 1-2 years ago. In any case, gender issues require **structural and long-term changes** that cannot be addressed by short-term interventions such as the one evaluated. As a result, a significant percentage of children (around 40%) believe that, despite improvements, **girls' lives are still more difficult than boys'**, especially in aspects related to work. In this regard, almost **9 out of 10 children and adolescents consulted believe that a major change is still needed** in gender issues, this being one of the few areas where there are no significant differences between the opinions of the group of children and adolescents involved in the project and those who were not involved (control group).

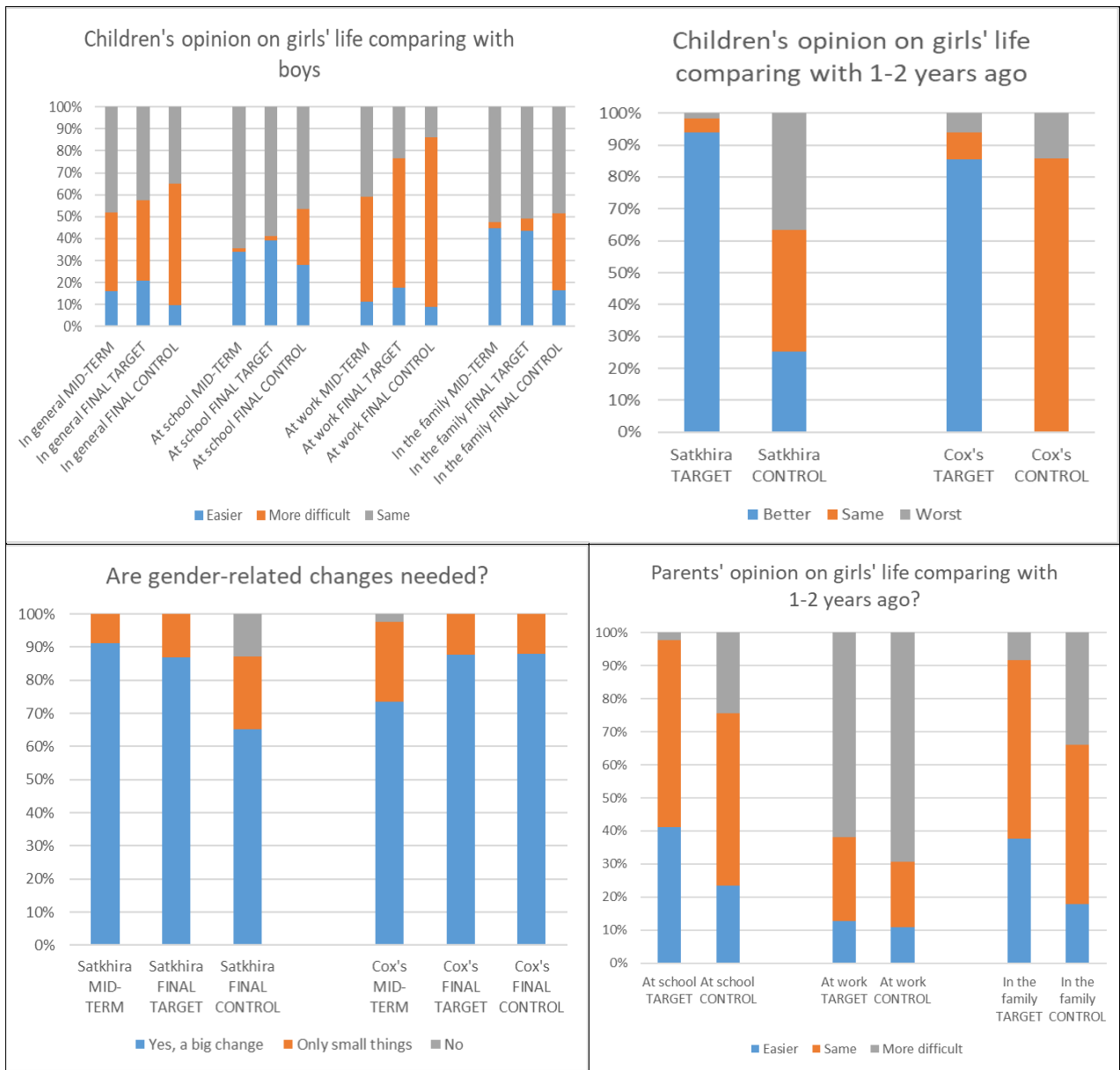


Fig. 26: Gender impacts in the project areas

5 CONCLUSIONS OF THE STUDY

The project "*From Work to School*" has **made a clear and consistent contribution to generating significant impacts and changes directly attributable to the intervention**, in relation to its main objectives (i.e., **reducing child labour** in the project's target communities; promoting **regular school attendance** among children at risk of falling into child labour; improving **access to decent work** for vulnerable young people; strengthening **protection and safety mechanisms** against violence against children). In addition, it has indirectly contributed to generating other effects related to the **well-being and happiness of the children** and their families with whom it has worked, as well as to advancing the **reduction of gender gaps** prevalent in the project areas.

These achievements can be observed, to a greater or lesser extent, in the two geographical areas where the project has been implemented: Satkhira and Cox's Bazar. However, in general terms, **the quality and scope of these impacts are slightly greater in Satkhira than in Cox's Bazar**, which seems to be explained not so much by different project performance in the two locations, but rather by the **different starting contexts and external factors** in each (i.e., Satkhira is more rural and vulnerable, while Cox's Bazar is more urban and has a more "closed" society in religious, social and cultural terms).

Below are some **key data reflecting the main impacts and achievements** of the project:

- ✓ Almost **7 out of 10 children involved in the project do not perform any type of work**, an improvement of 10% since the mid-term evaluation and almost double that of the control group, where only 3-4 out of 10 children said they did not work. In Satkhira, the prevalence of child labour is significantly higher than in Cox's Bazar, with 4 out of 10 children doing some part-time work (although they combine this with school attendance).
- ✓ **Seven out of ten children involved in the project continue to attend school daily and regularly**, with the percentage of those who never attend having halved since the mid-term evaluation. These figures are significantly better than in the control group, where less than 20% attend school daily and regularly and up to 45% admit to never attending. Class attendance in Satkhira is slightly lower than in Cox's, while girls generally have a slightly higher attendance rate than boys.
- ✓ Almost **all of the children and adolescents targeted say they now feel safer and more protected than they did 1-2 years ago**, especially at school and within their families, compared to only 18% of those in the control group. However, this sense of security has declined slightly in Satkhira since the mid-term evaluation, and is lower in the workplace, with friends and in the community, particularly in relation to psychological violence.
- ✓ Nearly **40% of the 225 young people who have attended the project's VET have found decent work**. However, the employment rate is much higher in Satkhira (almost 50%) than in Cox's (only 10%) and slightly higher among boys. In addition, 15% of those who attended VET have tried to start their own business, although in many cases without continuity due to a lack of support and resources after the training.
- ✓ Around **75% of children and young people involved in the project have not experienced any violence** in the last year, representing a 10% decrease since the mid-term evaluation and contrasting sharply with the control group, where only 35% said they had not experienced violence in the last year. Incidents of violence against children are slightly higher in Satkhira than in Cox's and against girls than against boys.
- ✓ **Seven out of ten children and adolescents targeted by the project who have suffered cases of violence have reported it**, compared to only 38% of children and adolescents in the control group. The percentage of children and adolescents who report cases of violence is similar between boys and girls but is much higher in Satkhira (almost 9 out of 10) than in Cox's (only 3 out of 10).

In addition to these key impacts, there are **other important changes** that confirm the success of the project's strategies and components:

- ✓ **90% of families and children** participating in the educational and VET components of the project report a **very high** level of **satisfaction with these components and, in general, with the work of EDUCO, Uttaran and POPI**. However, satisfaction in Satkhira is somewhat lower, having declined since the mid-term evaluation, possibly due to frustration at knowing that the project is coming to an end.
- ✓ **Nine out of ten children involved in the project have an official birth certificate**, compared to an average of only eight out of ten in the control group. The percentage of girls without a birth certificate is slightly higher than that of boys, especially in Cox's Bazar.
- ✓ Nearly **50% of children targeted say they know their rights**, particularly their right to education, compared to only 15% in the control group. Girls' awareness of their rights in Cox's Bazar is slightly below average.
- ✓ Around **70% of children in the project say that the minimum working age is 18**, an increase of 20% compared to the mid-term evaluation, and well above the 35% of children in the control group who think so.
- ✓ As for families, **65% of those involved in the project believe that their children should never work before the age of 18**, although the percentage is slightly lower in Satkhira than in Cox's Bazar. In any case, it is much higher than among families in the control group, where one in three believe that it is better for their children to work than to go to school.
- ✓ **100% of the children and adolescents targeted say they know how to report cases of violence** against them, compared to only 70% in the control group. The preferred options are to turn to family and/or teachers, but not so much to the police or community committees such as those created by the project (CBCPC).
- ✓ **Nine out of ten families in the project in Satkhira and eight out of ten in Cox's claim to be trained to protect their children** from violence, while only four out of ten families in the control group say they are.
- ✓ Nearly **8 out of 10 children and adolescents involved in the project regularly participate in grassroots groups and community organisations** (mainly at school level, not so much in CBCPC), in contrast to the control group, where only 1 in 10 children and adolescents regularly participate in these groups.
- ✓ The **channels used by children and adolescents to report cases of violence** are mainly their families and teachers, while only 20% file formal complaints with the police or judicial authorities. In general, after complaints **are made, measures are usually taken** (not necessarily legal/judicial, they can be community-based) **in Satkhira** (100% of cases, compared to only 38% in the control groups) **but not in Cox's** (in almost no cases, both in the target and control groups).
- ✓ **Concern and awareness for the safety and protection of their children has increased among project families** since the mid-term evaluation, with only 20% considering that there are no risks, which is not necessarily a negative result but may reflect greater awareness of the issue. In any case, this perception of insecurity remains significantly lower than among families in the control group, especially in the school environment, where 5 out of 10 say they are concerned about violence against their children.
- ✓ Nearly **9 out of 10 children involved in the project now feel happier and more confident about their future** than they did 1-2 years ago, especially girls in Satkhira, compared to only 15% in the control group.

- ✓ **Seven out of ten children in the project consider their relationship with their families to be positive** (again slightly better in Satkhira than in Cox's), compared to only three out of ten in the control group.
- ✓ **Nine out of ten children and adolescents in the project believe that girls' lives are now better** than they were 1-2 years ago, compared to 25% in the control group. However, a huge majority (6 out of 10 families, 9 out of 10 children) **still believe that fundamental changes are needed** to make the lives of girls the same as those of boys.
- ✓ Although this should be treated with caution and there is no certainty about its net attribution to the project, there are **indications that the families involved in the project may have slightly improved their socio-economic vulnerability** compared to the mid-term evaluation (almost 15% more have completed primary education; almost 40% fewer are engaged in domestic work, and the number of those who now have a small business has doubled).

6 LESSONS LEARNED

- The **model and working strategy implemented by EDUCO** in the project "*From Work to School*", which focuses on access to education, community capacity building and VET training, **has proven effective** in achieving the goal of reducing child labour in vulnerable areas of Bangladesh.
- Along with this effectiveness/impact analysis, **it would be interesting to carry out an additional efficiency analysis** (relationship between results and the costs of obtaining them) in order to ensure the financial viability and, therefore, the **replicability of the successful model** tested by EDUCO by other actors, including local authorities in Bangladesh.
- It is important to analyse in depth and consider in detail the **different specific socio-economic contexts of each of the geographical areas** where a project to combat child labour is to be developed, adapting the strategies, actions and implementation modalities to these contexts in order to increase effectiveness, as the same model may not be equally effective in all contexts (especially rural vs. urban).
- Similarly, **gender aspects** must **be considered in depth and detail**, both when designing a project to combat child labour and when implementing and evaluating it. The challenges, limitations, external factors, potential, needs and practical and strategic interests of girls can (and often do) differ significantly from those of boys.
- This type of intervention to combat child labour **should be considered in the medium to long term** (at least five years, but preferably longer) given the depth and complexity of the changes sought, especially those related to changes in attitudes and the consolidation of new community groups. **Short-term interventions run the risk of being unsustainable**, generating frustration among the communities with which they work, and even reversing the results achieved once external support ends.
- A comparison between the results of the mid-term evaluation and this final evaluation suggests that, in 3-4 year interventions, **the most visible and striking changes are achieved in the first 2 years**, as the project serves as a "*shock intervention*", with improvement subsequently being slower and the final years serving mainly to consolidate and/or consolidate the results initially achieved.
- A complete and detailed **baseline** must **be established** before the start of the project, agreed upon by all stakeholders involved, including EDUCO (i.e., local partners, international donors) and applying **similar indicator measurement tools throughout the intervention** (i.e., baseline, mid-term evaluation, final evaluation) in order to be able to compare its evolution in a consistent and accurate manner.
- Despite the methodological and even ethical doubts and limitations it raises, the **decision to use a control group** (i.e., a group with characteristics similar to those of the project, but with which no work has been done) whenever possible, for evaluation purposes, **is very interesting and valuable** in order to compare indicators and ensure the net attribution of the project's impacts.
- For the **objectives of improving access to jobs**, VET is a key element, but it must be of **sufficient duration** (three months seems insufficient) and focus above all on work experience in real work environments. Furthermore, for the objective of **promoting new ventures**, it is absolutely necessary to guarantee, in addition to training, **support in the form of resources, technical assistance, mentoring**, etc. during the start-up phase and at least the first year of the new business.
- Community-based structures, as the **Community-Based Child Protection Committees** (CBCPC) proposed by the project are highly pertinent and appropriate to increase awareness and engage people in the protection of their children. However, these structures **need a strong, regular and long-term support**, including liaison with relevant public institutions, to become sustainable. Otherwise, they tend to decline and become inactive after the external support is withdrawn.

7 ANNEXES

7.1 Table of achievements, indicators and sources of the project

A) LATEST MEDIUM-TERM ACHIEVEMENTS (IMPACTS)

RESULT/ ACHIEVEMENT	INDICATOR
Children and adolescents from Satkhira and Cox's Bazar are protected against violence and exploitation	-% and number of target C&A (disaggregated boys/girls and age) withdrawn from hazardous child labour -% and number of target C&A (disaggregated boys/girls and age) feeling now safer and less exposed to violence , by source of violence (i.e., parents, family, teachers, employers, other C&A, others) and type of violence (physical, sexual, psychological) -% and number of target C&A (disaggregated boys/girls and age) who have denounced cases of violence / and received effective, appropriate and satisfactory support from child protection mechanisms/systems (i.e., legal, judicial, community-based, counselling, etc.)
Children and adolescents from Satkhira and Cox's Bazar develop their capacities and personality	- % and number of target C&A (disaggregated by boys/girls and age) now engaged in decent work (type, salary, conditions, duration) and/or having started their own small income-generating activities (IGA) (type and income generated) - % and number of target C&A (disaggregated by boys/girls and age) enrolled in mainstream schools (by grade) and passing to upper grades - % and number of target C&A (disaggregated by boys/girls and age) feeling that they are happier and have a better life now (education, health including SRHR, job, sport & culture, environment, others) - % and number of target C&A (disaggregated by boys/girls and age) affirming that they have a clearer plan for their future (study, work, start a family, other) -% and number of target C&A (disaggregated boys/girls and age) affirming that they have a better relationship with/support from their family (father, mother, other family member)
Children and adolescents from Satkhira and Cox's Bazar influence social and policy changes	- % and number of target C&A (disaggregated by boys/girls and age) affirming that they know more about their rights (education, health including SRHR, job, sport & culture, environment, others) and how to claim them - % and number of target C&A (disaggregated by boys/girls and age) considering that life for girls/women is more difficult than for boys/men (education, health including SRHR, job, sport & culture, environment, others) and that something must and can be done about it - % and number of target C&A (disaggregated by boys/girls and age) who participate actively and regularly in consultative and/or decision-making committees (at community, CBCPC, youth councils, at school, others) - % and number of target C&A (disaggregated by boys/girls and age) who have participated recently (last year) in any collective initiative (at community, town, upazila, district, national level) to improve things for themselves and their community (education, health, job, sport & culture, environment, others)

B) DIRECT SHORT-TERM ACHIEVEMENTS (RESULTS)

ACHIEVEMENT / ACHIEVEMENT	INDICATOR
Non-formal education and decent job opportunities for vulnerable C&A are created in Satkhira and Cox' Bazar	-Number of VET schools and learning sessions implemented by the project (location, duration and type) -Number of C&A (disaggregated boys/girls and age) enrolled in VET provided by the project -Number and % of C&A (disaggregated boys/girls and age) having successfully completed all VET sessions provided by the project -Number and % of C&A (disaggregated boys/girls and age) showing their satisfaction with the VET received (subjects, teachers, materials & equipment, duration, methodology, others) -Number and % of teachers (disaggregated men/women) showing their satisfaction with the VET conducted (subjects, students, materials & equipment, duration, methodology, others) -Number and % of parents (disaggregated men/women) showing their satisfaction with the VET conducted (subjects, teachers, materials & equipment, duration, methodology, others) -Number of events (type and participants) organised to link students from VET to potential employers in the target areas (and eventual collaboration agreements formalised from them) -Number and % of target C&A (disaggregated boys/girls and age) who have received psychosocial support from the project
Institutional, policy and community child protection mechanisms are strengthened in	-Number and composition of Community Based Child Protection Committees (CBCPC) newly created by the project in the target areas -Number and composition of existing CBCPC reactivated/strengthened by the project in the target areas -Number (eventual increase) of child protection cases registered and effectively addressed by the CBCPC supported in the project target areas

<p>Satkhira and Cox' Bazar</p>	<ul style="list-style-type: none"> -Number and % of CBCPC members who consider that the committee is now more effective and operational in protecting children's rights -Number and type of other child protection initiatives implemented by CBCPC and/or local authorities in the project target areas -Institutional, policy and/or monitoring improvements at Upazila Child Labour Monitoring Committee (UCLMC), as a direct consequence of the project -Number of (and participants in) coordination meetings between local authorities and other stakeholders (schools, employers, etc.) involved in child protection in the target areas -Number and % of C&A targeted (disaggregated boys/girls and age) having a birth certificate as a direct consequence of the project -Number and type of public stakeholders who spontaneously identify EDUCO, Uttaran and POPI as reference/leading organisations in the fight against child labour and protection of child rights in Bangladesh and in the target areas.
<p>Awareness of child rights (particularly regarding child labour) is increased at family and community level in Satkhira and Cox' Bazar</p>	<ul style="list-style-type: none"> -Number, type and participants in community awareness events organised by the project in the target areas -Number and % of target parents (disaggregated by men/women) who prefer that their children (disaggregated by boys/girls) complete their studies (by level) instead of starting work as soon as possible to earn money for the family -Number and % of target parents (disaggregated by men/women) who consider child protection as a key priority and think they are capable enough to do something effective about it (concrete actions) -Number and % of target parents (disaggregated by men/women) who spontaneously identify CBCPC as key bodies for child protection at community level -Number and % of target parents (disaggregated by men/women) who actively and regularly participate in CBCPC -Number and % of target parents (disaggregated by men/women) who consider that girls/women are discriminated against (education, health including SRHR, job, sport & culture, environment, others) and that something must and can be done about it -Number and type of employers and business owners in the target areas who spontaneously identify ILO's "decent job" standards and declare that they would never be engaged in child labour practices

7.2 List of focus group discussions and interviews conducted

- 1 focus group discussion with members of 1 CBCPC in Cox's Bazar
- 3 focus group discussions with members of 3 CBCPCs in Satkhira
- 1 focus group discussion with children and adolescents from Cox's Bazar
- 1 focus group discussion with children and adolescents from Satkhira
- 1 focus group discussion with families from Cox's Bazar
- 1 focus group discussion with families in Satkhira
- 2 in-depth interviews with teachers from bridge schools in Satkhira
- 2 in-depth interviews with teachers from bridge schools in Cox's Bazar
- 2 in-depth interviews with business owners in Satkhira
- 2 in-depth interviews with business owners in Cox's Bazar

7.3 List of documentation analysed

- Proposal submitted by EDUCO and approved by ADEY
- Collaboration agreement between ADEY and EDUCO
- Interim and final project monitoring reports (narrative and financial)
- Internal project design by EDUCO
- Baseline study prepared by EDUCO
- Context study on child labour in Bangladesh prepared by EDUCO
- External evaluation of projects in Bangladesh commissioned by EDUCO
- EDUCO internal framework documents, manuals and impact measurement tools
- External mid-term evaluation of the project commissioned by ADEY
- Impact report on the VET component prepared by EDUCO
- Study on child labour and income-generating opportunities in coastal areas of Bangladesh conducted by EDUCO

7.4 Evaluation matrix

No	EVALUATION CRITERIA/ ASPECT	No	INDICATOR / OPERATIVE QUESTION	SOURCE OF VERIFICATION / ACTIVITY		
3	EFFECTIVENESS					
3.1	Is the project benefiting the most vulnerable children and their families?	3.1	Criteria and procedures for selecting direct beneficiaries (i.e. 300 children in Satkhira and 150 in Cox' Bazar) are clear, transparent, involve relevant stakeholders (local authorities, community organisations) and prioritise groups previously identified as highly vulnerable (see 1.1.3)	Interviews with EDUCO, Uttaran and POPI		
				Group discussion with families		
				Group discussion with children		
				Group discussion with CBCPC		
						Massive questionnaire to families and children
						Review of project documents and external information
		3.1	The actual profile of direct beneficiaries of the project is consistent with the criteria and priorities defined beforehand (see 3.1.1 and 1.1.3)			Interviews with EDUCO, Uttaran and POPI
						Group discussion with families
				Group discussion with children		
				Massive questionnaire to families and children		
				Review of project documents and external information		
3.2	Is the project achieving relevant direct results (outputs/outcomes) in the short term?	3.2	Non-formal education and decent job opportunities for vulnerable C&Aare created in Satkhira and Cox' Bazar	Interviews with EDUCO, Uttaran and POPI		
				Group discussion with families		
				Group discussion with children		
				Massive questionnaire to families and children		
						Review of project documents and external information
		3.2	Institutional, policy and community child protection mechanisms are strengthened in Satkhira and Cox' Bazar			Interviews with EDUCO, Uttaran and POPI
						Group discussion with families
						Group discussion with children
						Group discussion with CBCPC
						Massive questionnaire to families and children
						Review of project documents and external information
		3.2.3	Awareness of children's rights (particularly regarding child labour) is increased at family and community level Satkhira and Cox's Bazar			Interviews with EDUCO, Uttaran and POPI
						Group discussion with families
						Group discussion with children
						Massive questionnaire to families and children
						Interviews with employers/entrepreneurs
						Review of project documents and external information
		3.2.4	Other results not initially identified are being achieved			Interviews with EDUCO, Uttaran and POPI
						Group discussion with families
						Group discussion with children
				Group discussion with CBCPC		
				Massive questionnaire to families and children		
				Review of project documents and external information		

4		IMPACT			
4	Is the project contributing to achieve the expected impacts among target groups?	4	The project is contributing to protect children and adolescents from Satkhira and Cox's Bazar against violence and exploitation.	Interviews with EDUCO, Uttaran and POPI	
				Group discussion with families	
				Group discussion with children	
				Group discussion with CBCPC	
				Massive questionnaire for families and children	
				Review of project documents and external information	
		4.1.	The project is contributing to developing the capacities and personalities of children and adolescents from Satkhira and Cox's Bazar.	Interviews with EDUCO, Uttaran and POPI	
				Group discussion with families	
				Group discussion with children	
	4.2.	The project is contributing to strengthening the role and agency of children and adolescents from Satkhira and Cox's Bazar in social and policy changes.	Group discussion with CBCPC		
			Massive questionnaire to families and children		
			Review of project documents and external information		
	4.2	Is the project generating other unexpected/indirect impacts?	4.2	The project is contributing to other indirect positive impacts, particularly regarding social cohesion, ownership, mutual support and empowerment of right holders (e.g., strengthening CBO/GRO, trade unions, integration of minorities, etc.) and governance, accountability, transparency from duty bearers (e.g., policy and institutional improvements on child labour, compliance/enforcement, etc.).	Interviews with EDUCO, Uttaran and POPI
					Group discussion with families
					Group discussion with children
Group discussion with CBCPC					
Massive questionnaire to families and children					
Interviews with employers/entrepreneurs					
4.2			The project is not generating unexpected/unwanted negative impacts (e.g., conflicts between beneficiaries and non-beneficiaries in the target areas, conflicts with employers, economic losses at local businesses, dependency among beneficiaries/communities, etc.).	Interviews with UCMC, DIFE and LGA	
				Review of project documents and external information	
				Interviews with EDUCO, Uttaran and POPI	
					Group discussion with families
					Group discussion with children
					Group discussion with CBCPC
					Massive questionnaire for families and children
					Interviews with employers/entrepreneurs
					Interviews with UCMC, DIFE and LGA
	Review of project documents and external information				
	Group discussion with children				
	Massive questionnaire to families and children				
Group discussion with CBCPC					

7.5 Questionnaire for children and families

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Where do you live?

- Satkhira
- Cox' Bazar

You are

- Boy
- Girl
- Other

How old are you?

- less than 8 years
- 8-11 years
- 12-13 years
- 14-17 years
- 18 and above

Do you have any disability?

- Yes
- No

Do you live with your parents?

- Yes, with both of them
- Only with one of them
- I live with other members of the family
- I live with other persons
- I live alone by myself

Who do you live with?

Have you always lived in this place?

- Yes, in the same village/upazila
- No, I come from other upazila in the same district
- No, I come from other district
- No, I come from other country

Which country do you come from?

What is your religion?

- Muslim
- Hindu
- Buddhist
- Christian
- Other
- None

Are you currently going to school?

- Yes, everyday
- Yes, more than 3 days/week
- Sometimes, less than 3 days / week
- No, I do not go to school

What is your level of studies?

- Primary school (Grade 1-3)
- Primary school (Grade 4-5)
- Secondary school (Grade 6-8)
- Secondary school (Grade 9-10)
- Secondary school (Grade 11-12)

Are you working / have you worked?

- I am currently working full-time
- I am currently working only some days/week
- I am currently working only some days/month
- I worked in the past, but not now
- I have never worked

In which sector do/did you work?

- Shrimp / crab collection
- Shrimp / crab production/processing
- Dry fish processing
- Garbage/plastic recycling
- Domestic work
- Transport sector
- Textile factory
- Other

In which other sector?

Have you received any support / help from some organisation in the last 2 years?

- Yes, from POP/Uttaran
- Yes, from other NGO
- Yes, from government
- No

Since how long are you being supported by them?

- Since less than 1 year
- Since 1-2 years
- Since more than 2 years

What kind of support did/do you receive from them?

- Vocational Education Training
- Enroll / go back to school
- Help me to get birth certificate
- Legal support
- Psychosocial support
- Support for my parents
- Organize events in my community
- Talk to my employers for improving working conditions
- Other support

What other support?

Have they asked you about your opinion, needs, interest, preferences, etc.?

- Yes, even before they started
- Yes, during the activities
- No, they did not ask me

Have you got a birth certificate?

- Yes, I always had it
- Yes, I got it just recently with support from Uttaran/POPI
- No

Tell us your opinion on the following aspects of VET you have participated in

	Very bad	Bad	Average	Good	Very good
Regarding the subjects/contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding teachers/facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the methodology used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the teaching materials, equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the teaching spaces / facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the duration of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you completed your VET?

- Yes
- No, still ongoing
- No, I quit

Do you feel capable and willing to work and/or start your small business after completing VET?

- Yes
- No

Why not?

- I still need more skills
- I need money to start a business
- I need to stay at home and take care of my family
- I need documents
- I cannot alone
- It is too demanding
- Other

Please, explain

After attending VET

- I quit my previous job and have been hired in a good/decent job
- I have started working for the first time
- I have decided to go back to school
- I have started my own business
- Nothing has changed

How safe and protected against violence do you feel?

	Very unsafe	Unsafe	Partially safe	Very safe
At work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With your family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your village	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How safe and protected against violence do you feel regarding	Very unsafe	Unsafe	Partially safe	Very safe
Physical violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual abuse/harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, you feel now

- More safe / protected against violence
- Less safe / protected against violence
- Same as before

Have you experienced any case of violence (physical, psychological, sexual) in the last year?

- Yes, a few times
- Yes, very often
- No, never

Have you reported it to someone?

- Yes
- No

To whom have you reported it?

- POPI/Uttaran
- Other NGO
- Parents/family
- Teachers
- Employers
- Local authorities/police
- Others

Who else you have reported it to?

How was the response after reporting it?

- Nobody took care of it
- A formal denounce was filed
- Effective actions were adopted

What actions were adopted?

How happy in general do you feel regarding these aspects?

	Very unhappy	Unhappy	Average	Happy	Very happy
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sport&Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, you feel now

- Happier
- Less happy
- Same

How confident and positive do you feel for your future, regarding these aspects of your life?

	Very negative	Negative	Average	Confident	Very confident
Job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, you feel now

- More confident / positive
- Less confident / positive
- Same

How would you describe the relation with your family and the support you receive from them?

- Very bad
- Bad
- Normal
- Good
- Very good

Comparing with 1 year ago, the relation with your family and the support you receive from them is now

- Better
- Worst
- Same

How much do you know about your rights and how to claim for them

	Very little	Little	Average	Quite	A lot
Regarding your rights in general as a child/adolescent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding your specific rights at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding your specific rights at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding your specific environmental rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, the knowledge you have about your rights is now

- Better
- Worst
- Same

What do you think is the minimum acceptable age for children to work?

- After 18
- After 16
- After 14
- They could always work, even under 14

What do you think about children working?

- They should never work, but just go to school
- They could work but also go to school
- It is better to work rather than going to school

If you felt that someone is not respecting your rights, you would share it first with

- Police/local authorities
- Your parents/family
- Your teachers
- Your employer
- Your friends
- Community leaders
- Others
- I would not share it with anyone
- I would not know where to go

Who else would you share it with?

Do you think that life for girls/women, comparing with boys/men is

	More difficult	Same	Easier
In general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specifically at work

Specifically in the family

Comparing with 1 year ago, life of girls/women in your community is now

- Better
- Worst
- Same

Do you feel that something must be done to improve the life of girls / women in your village?

- Yes, a big change is urgently needed
- Yes, but only small things
- No

Do you participate actively and regularly in any of those groups?

Yes

No

Community groups	<input type="radio"/>	<input type="radio"/>
School groups	<input type="radio"/>	<input type="radio"/>
Youth councils	<input type="radio"/>	<input type="radio"/>
Community Based Child Protection Committees	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, your participation in groups is now

- Better
- Worst
- Same

Have you been actively involved in the last year in any initiative to promote the rights of children and adolescents?

Yes

No

In your community	<input type="radio"/>	<input type="radio"/>
In your school	<input type="radio"/>	<input type="radio"/>
At upazila/district level	<input type="radio"/>	<input type="radio"/>

What do you think about the work done by Educa/Uttaran/POPI?

- They could do it better
- They do a great work
- I do not know much about them

Please, share your suggestions for improvement

Thanks a lot for your collaboration ;; Please, share with us any other comment you may have

translated_KOBO Bangladesh families_20.04.23_Guardian

Where do you live?

- Sakkhira
- Cox' Bazar

You are

- Man
- Woman
- Other

How old are you?

- less than 18 years
- 18-30 years
- 31-45 years
- 46-60 years
- Above 60 years

Do you have any disability?

- Yes
- No

How is your marital status?

- I have a partner / I am married
- I am a widow/er
- I am divorced / split up with my partner
- Other

How many persons are in total in your family (including yourself)?

- 1
- 2
- 3
- 4
- 5
- More than 5

How many children under 18 are you in charge of?

- No one
- 1
- 2
- 3
- 4
- 5
- More than 5

How many of them are going to school?

- All
- Some of them, mostly boys
- Some of them, mostly girls
- Some of them, either boys or girls
- None of them

How many of them are working?

- All
- Some of them, mostly boys
- Some of them, mostly girls
- Some of them, either boys or girls
- None of them

Have you always lived in this place?

- Yes, in the same village/upazila
- No, I come from other upazila in the same district
- No, I come from other district
- No, I come from other country

Which country do you come from?

Since how long are living in this village?

- Since less than 1 year
- Since 1-3 years
- Since more than 3 years

Which is your religion?

- Muslim
- Hindu
- Buddhist
- Christian
- Other
- None

Which is your level of studies?

- I have not finished primary school
- I finished primary school
- I finished secondary school
- I finished higher education

What is your occupation?

- Shrimp / crap collection
- Shrimp / crap production/processing
- Dry fish processing
- Garbage/plastic recycling
- Domestic work
- Transport sector
- Textile factory
- Industry
- Other
- Agriculture
- Other
- I have no occupation

In which other sector?

Have you or your children received any support / help from some organisation in the last 2 years?

- Yes, from POP/Ultaran
- Yes, from other NGO
- Yes, from government
- No

Since how long have you / are you being supported by them?

- Since less than 1 year
- Since 1-2 years
- Since more than 2 years

What kind of support did / do you receive from them?

- VET for my children
- Psychosocial support for my children
- Support for food
- Support for income generation
- Information events in my community
- Other support

What kind of other support?

Have they asked you about your opinion, needs, interest, preferences, etc.?

- Yes, even before they started
- Yes, during the activities
- No, they did not ask me

Have you participated actively during last year in any community event regarding the rights of children?

- Yes, once
- Yes, more than once
- No

Tell us your opinion on the following aspects of VET received by your children

	Very bad	Bad	Average	Good	Very good
Regarding the subjects/contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding teachers/facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the methodology used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the teaching materials, equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the teaching spaces / facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regarding the duration of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have your children completed the VET already?

- Yes
- No

After attending VET your children

- Quit previous job and were hired in a good/decent one
- Started working for the first time
- Decided to go back to school
- Started own business
- Nothing has changed

How would you describe the relation with your children and the support you provide for them?

- Very bad
- Bad
- Normal
- Good
- Very good

Comparing with 1 year ago, the relation with your children and the support you provide for them is now

- Better
- Worst
- Same

How much do you know about child rights and how to claim for them	Very little	Little	Average	Quite	A lot
Regarding child rights in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically regarding child labour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically regarding child education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, your knowledge about child rights is now

- Better
- Worst
- Same

What do you think is the minimum acceptable age for children to work

- After 18
- After 16
- After 14
- They could always work, even under 14

What do you think about children working?

- They should never work, but just go to school
- They could work but also go to school
- It is better to get them working rather than going to school

What are your plans for your children?

- They start working as soon as possible
- They complete primary education and then start working
- They complete secondary education and then start working
- They complete higher education and then start working

How important is for you to protect children against any kind of violence?

- Very important
- Important
- Average
- Not so important

How much do you think children in your community are exposed to violence?

	Very little	Partially	A lot
At workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing with 1 year ago, now children from your community are	More exposed to violence	Same	Less exposed to violence
At work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you define your capacities, knowledge and resources to protect children from violence?

- Very good
- Good
- Average
- Limited
- Very limited

Comparing with 1 year ago, your capacities, skills and resources to protect children are now

- Better
- Worst
- Same

Should you know about a case of violence against children in your community, what would you do?

- Talk to the children
- Talk to the persons who committed violence against them
- Take the case to the police / court
- Take the case to community committees
- Talk to Uttaran / POPI
- I would not do anything
- I would not know what to do

To which committee would you take the case?

Do you think that life for girls/women, comparing with boys/men is	More difficult	Same	Easier
In general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specifically in the family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comparing with 1 year ago, life of girls/women is now

- Better
- Worst
- Same

Do you feel that something must be done to improve the life of girls / women in your village?

- Yes, a big change is urgently needed
- Yes, but only small things
- No

Do you participate actively and regularly in any community committee?

- Yes
- No

Please name the committee/s

Comparing with 1 year ago, your participation in community committees is now

- Better
- Worst
- Same

Have you been actively involved in the last year in any initiative to promote the rights of children and adolescents?

- No
- Yes, at community / village level
- Yes, also at district/upazila level

What do you think about the work done by Educo/Uttaran/POPI?

- They could do it better
- They do a great work
- I do not know much about them

Please share your suggestions for improvement

Thanks a lot for your collaboration ; Please, share with us any other comment you may have
