



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

## ***IPEC Evaluation***

# **Supporting the Time Bound Programme on the Worst Forms of Child Labour in Tanzania**

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**An independent final evaluation by a team of external consultants**



February 2007

**This document has not been professionally edited.**

## **NOTE ON THE EVALUATION PROCESS AND REPORT**

This independent evaluation was managed by ILO-IPEC's Design, Evaluation and Documentation Section (DED) following a consultative and participatory approach. DED has ensured that all major stakeholders were consulted and informed throughout the evaluation and that the evaluation was carried out to highest degree of credibility and independence and in line with established evaluation standards.

The evaluation was carried out a team of external consultants<sup>1</sup>. The field mission took place in August - September 2006. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO, the government of the United Republic of Tanzania, or any other organization involved in the project.

## **NOTE FROM THE EVALUATION TEAM**

The evaluation team have tried to avoid excessive use of jargon and abbreviations, yet in some cases this could not be avoided in order to develop a readable report. Hopefully sentences like “the NISCC endorsed the ECLS to be the SPF for its TBP” will not be encountered too often.

The evaluation team would like to thank all persons met for their patience and kind assistance during the evaluation process and would appreciate it very much if those who read this, could extent our warmest greetings and thanks to those we have met but who do not read this report.

*Funding for this project evaluation was provided by the United States Department of Labor. This report does not necessarily reflect the views or policies of the United States Department of Labor nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.*

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## List of abbreviations and acronyms

AIDS	Acquired Immuno-Deficiency Syndrome
AP	Action Programme
APSO	Action Programme Summary Outline
ATE	Association of Tanzania Employers
CDP	Child Development Policy
CHODAWU	Conservation, Hotels and Domestic Workers Union
CL	Child Labour
CLCom	Child Labour Committee
CLMS	Child Labour Monitoring System
COBET	Complementary Basic Education in Tanzania
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
CTA	Chief Technical Advisor
DCLC	District Child Labour Coordinator
DED	Design, Evaluation and Documentation (ILO-IPEC-Department)
DIS	Department of Information Services
ECLS	Elimination Child Labour Strategy
EFE	Expanded Final Evaluation
FGD	Focus Group Discussion
GoT	Government of the United Republic of Tanzania
HIV	Human Immunodeficiency Virus
IA	Implementing Agencies
IGA	Income Generating Activity
ILO	International Labour Organisation
IPEC	International Programme on the Elimination of Child labour
KAB	Knowledge, Attitude and Behaviour
KIWOHEDE	Kiota Women's Health and Development Organization
LESCO	Labour Economic and Social Council
MCDGC	Ministry of Community Development Gender and Children
MGHP	Mererani Good Hope Programme
MKUKUTA	Mkakati wa Kukuza Uchumi na Kuondoa Umaskini Tanzania
MOE	Ministry of Education and Culture
MLE&YD	Ministry of Labour, Employment and Youth Development
MOU	Memorandum of Understanding
MTR	Mid Term Review
MVC	Most Vulnerable Children
NGO	Non-Governmental Organisation
NISCC	National Inter-Sectoral Coordination Committee
NSGRP	National Strategy for Growth and Reduction of Poverty
PRSP	Poverty Reduction Strategy Paper
RA	Rapid Assessment
RDS	Routine Data Collection System
REPOA	Research on Poverty Alleviation
SPF	Strategic Programme Framework
S-TBP	Programme of Support for the Time Bound Programme
TAMICO	Tanzania Mine Workers Union
TAMWA	Tanzania Media Women Association
TBP	Time Bound Programme
TIE	Tanzania Institute of Education
TOR	Terms of Reference
TPAWU	Tanzania Plantation and Agricultural Workers Union
TPR	Technical Progress Report
Tsh	Tanzanian Shilling (currency)
TTU	Tanzania Teachers Union
TUCTA	Trade Union Confederation of Tanzania
UMASIDA	Mutual Health Scheme
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children Education Fund
URT	United Republic of Tanzania
USD	United States Dollar (currency)
USDOL	United States Department of Labor
VETA	Vocational Education Training Authority
WFCL	Worst Forms of Child Labour
WFP	World Food Programme

## **Executive Summary**

### **The project**

A Time Bound Programme (TBP) is essentially a strategic programme framework of tightly integrated and coordinated policies and programmes to prevent and eliminate a country's worst forms of child labour within a defined period of time. Preparatory activities undertaken for the Tanzanian TBP date back to the May 2000 Washington Conference while the National Round Table in 2001 marked the start of this TBP, one of the first three TBPs in the world.

The International Programme on the Elimination of Child Labour (ILO/IPEC) has been providing assistance to the government and other social partners in Tanzania since 1994 in order to design and implement specific action programmes aimed at protection and elimination of child labour. The implementation of the ILO/IPEC Project of Support to the national TBP (S-TBP) started in September 2001 with the financial support of the USDOL amounting to USD 5,406,168 for a period of 42 months, ending August 2006.

The S-TBP seeks to support the creation of an enabling environment conducive to the elimination of the worst forms of child labour. It wishes to reduce the incidence of child labour through the development of a strategic programme framework and the implementation of targeted interventions aimed at highly vulnerable groups at the district level and targets 30,000 children up to the age of 18 years.

### **The evaluation**

As this project is one of the first generation projects of support to TBPs, this final evaluation is done as an Expanded Final Evaluation (EFE) which combines a target group impact assessment and a final evaluation<sup>2</sup>. An impact assessment tries to measure the direct impact on children and their families that directly benefited from targeted interventions by comparing their situation before and after the intervention for five major impact areas. The final evaluation has focused on the S-TBP, its achievements and its contribution to the overall national efforts to eliminate child labour and especially the overall national TBP. The purpose of the EFE is to draw lessons from experiences gained and how these lessons can be applied in future programmes, projects and activities.

The international team leader and the national consultant studied the provided documents, where after the national consultant elaborated a background report focusing on the targeted interventions component. The Evaluation Team (ET) interviewed a selection of stakeholders, partners and implementers, using structured interviews and a stakeholders' workshop was held towards the end of the two-week fieldwork.

### **The findings**

This S-TBP is one of the first TBPs worldwide, and as such one could have expected that many more "challenges" would have been encountered. This TBP has been truly a pilot project for ILO/IPEC, an initiative that has by now has triggered other countries to embrace such support programmes for their national TBPs.

Considerable changes have occurred that made the environment more conducive to the elimination of the worst forms of child labour. The main achievement has been that child labour has been included as one of the indicators in Tanzania's Poverty Reduction Strategy paper better known as MKUKUTA. This will ensure that budget resources can be made available for interventions to combat child labour. A national child labour strategy is part and

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<sup>2</sup> The approach to EFE is still evolving in ILO/IPEC, particularly as to the optimum use of the target group impact assessment survey

parcel of the child development policy and the child rights bill has been submitted to parliament. The list of hazardous child labour activities has been prepared and labour laws have been reformed and are now consistent with the ILO conventions 138 and 182. The Ministry of Labour, Employment and Youth Development (MLE&YD) stated that it is developing a national action plan to upscale interventions and in three “non-TBP-districts” some replications have been initiated.

Alliances have been built, especially in light of the MKUKUTA consultation process, resulting in the successful inclusion of child labour elimination targets. Institutions have been strengthened, most prominently the Child Labour Unit (CLU) at the MLE&YD. The National Inter Sectoral Coordination Committee (NISCC) has been established and is a broad representation of government and non government institutions. In the eleven TBP districts child labour committees have been established at district level, other committees are operational at sub district levels, and child labour coordinators have been appointed at these districts. There is increased awareness of child labour and there is anecdotic evidence of national ownership, having resulted in resource mobilisation at district level for targeted interventions.

A number of models have been developed and pilot tested such as a *district model* to strengthen local capacity and the work of child labour committees linked to local development committees and child labour monitoring and a *referral model* for identifying children and linking them with providers of education and vocational training. Further validation, documentation and implementation in some cases are required of these models before proceeding with replication and up-scaling.

## **Conclusions and recommendations**

ILO/IPEC through its S-TBP has contributed to most of the aforementioned results. For some changes and achievements the attribution is very clear, for others the attribution is probable and sometimes only possibly. The success of this S-TBP in this respect depends to a large extent on the dynamic national consultative processes and the ability of ILO/IPEC to analyse the changing context, create alliances and grasp opportunities.

The successful inclusion of child labour monitoring in the MKUKUTA might also harbour its main risk: the fact that nobody in particular is responsible for monitoring child labour, enlarging the knowledge base and developing elimination strategies. The role of the NISCC and the CLU appear to be changing and it is recommended that the S-TBP reconsiders its strategies and alliances, and analyses and designs structured capacity building plans for its partners whereby (national) child labour monitoring systems should be prioritised.

ILO/IPECs influence in the targeted interventions is of course much more direct. The four implementing partners have identified some 35,000 children (more than the original target of 30,000 children) that were either at risk or were active in the worst forms of child labour. These children were counselled and offered an alternative, often transitional basic education or vocational training.

The target number reached of children withdrawn and prevented suggest that in the target districts, given certain assumptions about age, population growth and overall increase, the incidence of Worst Forms of Child Labour have been reduced by 45% by 2006, which is a halfway point for the target of 75% reduction by 2010 in the national TBP.

While there are certain methodological observations on the impact assessment survey including whether it is completely representative of the target group, some of the findings suggest that 80% of those covered by the impact assessment have completed primary school

and that some 33% of the vocational training graduates have found employment. Some 87% indicated satisfaction with the training provided.

Unfortunately the main focus has been on achieving numerical targets and less attention has been paid to the qualitative aspects, including monitoring, analysing and documenting the lessons learned. The S-TBP has definitely played a catalytic role and its contribution to the elimination of the worst forms of child labour in the eleven districts is likely to be significant, yet the documentation thereof is weak. It is strongly recommended that the S-TBP pays utmost attention to project monitoring, measuring impact and documenting experiences. A number of issues require in-depth analyses soonest, such as the results of the educational programmes, the vocational training interventions and a proposal how the centrally designed district model can be decentralised, including building local capacities of present and future partners.

Last but not least, it is obvious that a second phase is welcomed and that a S-TBP2 can be justified in the light of the above, but only under the condition that more attention is paid to learning, developing and focussing on interventions that might be tested in the so called 'TBP districts' but that are replicable and applicable for all worst forms of child labour in all districts.



# 1 Introduction

## 1.1 Child Labour in Tanzania

Work has traditionally been a means of socialisation of children and the dividing line between what is and what is not in the child's interest remains blurred. All members of a poor family are expected to contribute to the family's income, forming the conflict between the short term needs of the family and the long term interests of the child.

In 2001<sup>3</sup>, it was estimated that there were some 4.1 million children out of an estimated 10.2 million children aged 5-14, that were not attending school. Nearly 4 million children out of the 10, 2 million children were engaged in either economic or household activities. For the age group 5-17, the percentage of children attending school was less than 60% while rapid assessments hinted that also a significant portion of the school going children were economically active. Child labour is most prevalent in small holder and commercial agriculture, small scale mining and quarrying, fishing, construction, informal sector activities and domestic work.

## 1.2 The Time Bound Programme

A Time Bound Programme (TBP) is essentially a strategic programme framework of tightly integrated and coordinated policies and programmes to prevent and eliminate a country's worst forms of child labour within a defined period of time. National TBPs emphasise the need to address root causes, linking direct action against child labour to the national development effort, with particular emphasis on the economic and social policies to combat poverty and to promote universal basic education and social mobilisation.

Preparatory activities undertaken for the Tanzanian TBP date back to the May 2000 Washington Conference "*advancing the campaign against child labour: progress made and further action*" organised by the United States Department of Labour (USDOL) and the International Labour Organisation (ILO), during which the Government of the United Republic of Tanzania (GoT) made an explicit commitment and request for support in developing a comprehensive national programme. The National Round Table meeting, convened by the Prime Minister's Office in 2001, was another mile stone marking the start of this TBP, one of the first three TBPs in the world.

The objectives of the Tanzanian TBP is the elimination of the worst forms of child labour by the year 2010, with an initial focus on four priority sectors, namely commercial agriculture, mining, domestic service and prostitution, and to be expanded through replication and up scaling of policies and programmes, based upon demonstrated success.

## 1.3 Supporting the TBP

The International Programme on the Elimination of Child Labour (ILO/IPEC) has been providing assistance to the government and other social partners in Tanzania since 1994 in order to design and implement specific action programmes aimed at protection and elimination of child labour. The implementation of the ILO/IPEC Project of Support to the national TBP (S-TBP) started in September 2001 with the financial support of the USDOL amounting to USD 5,406,168 for a period of 42 months, ending August 2006.

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<sup>3</sup> Child Labour Survey 2000/2001

## Chronology

1994	ILO/IPEC operational in Tanzania
2000	May: the Washington Conference Seven Rapid Assessments undertaken Consultative meetings held with social partners
2001	National Round Table Meeting Start of the 5 year programme in September 2001
2002	Arrival of the CTA
2004	Mid Term Review
2005	National TBP Consultation Workshop Departure CTA
2006	July: Arrival CTA August: Expanded Final Evaluation September: start of phase 2

The S-TBP seeks to support the creation of an enabling environment conducive to the elimination of the worst forms of child labour. It wishes to reduce the incidence of child labour through the development of a strategic programme framework and the implementation of targeted interventions aimed at highly vulnerable groups at the district level and targets 30,000 children up to the age of 18 years.

The approach of the S-TBP has been to initiate and support a process aimed at scaling up interventions that combat the worst forms of child labour to cover the whole nation. The S-TBP therefore comprises of two project components. The outputs of the first project component are to contribute to an enabling environment for the elimination of the worst forms of child labour. Its major intervention areas are the creation of a knowledge base, the development of a strategic programme framework, awareness raising and advocacy, and the legal and policy framework.

The targeted interventions of the second component include the identification, withdrawal and rehabilitation of children in the worst forms of child labour as well as preventive measures for children at risk. The direct beneficiaries were some 30,000 children spread over four priority sectors in eleven districts<sup>4</sup> that would be offered an alternative to child labour, such as transitional education or vocational training, while some of their families would be assisted to increase their incomes. The project approach included elements to build the capacity of local partners in district and community planning, mobilisation and monitoring.

### 1.4 The Expanded Final Evaluation

The S-TBP is subject to an end of project evaluation in accordance with ILO procedures and in agreement with the donor. As this project is one of the first generation projects of support to TBPs, this final evaluation is done as an Expanded Final Evaluation (EFE) which combines a target group impact assessment and a final evaluation.

An impact assessment tries to measure the direct impact on children and their families that directly benefited from targeted interventions by comparing their situation before and after the intervention for five major impact areas; employment, economic well being, education, health & recreation and attitude. The impact assessment has been

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<sup>4</sup> See the map of Tanzania in annex 4

undertaken by REPOA<sup>5</sup> that has sampled and traced some 400 children from the four sectors in four representative districts and has compared the children's' present situation with their situation during the baseline survey in 2001-2002. Reference is made to section 1.5.

The final evaluation has focused on the S-TBP, its achievements and its contribution to the overall national efforts to eliminate child labour and especially the overall national TBP. It has paid attention to the linkages and synergies of the components and has assessed key aspects of the S-TBP such as strategy, implementation and achievement of objectives, evaluating its effectiveness, relevance, impact and sustainability. The purpose of the EFE is to draw lessons from experiences gained and how these lessons can be applied in future programmes, projects and activities. The Terms of Reference is provided in annex 1.

The international team leader and the national consultant studied the provided documents<sup>6</sup>, where after the national consultant elaborated a background report focusing on the targeted interventions component, of which summarised fact sheets for each action programme are provided in annex 7. The Evaluation Team (ET)<sup>7</sup> interviewed a selection of stakeholders, partners and implementers, using structured interviews and focusing on the impact at the level of the beneficiaries, the targeted intervention, the organisation and the role of ILO/IPEC therein. A stakeholders' workshop was held towards the end of the two-week fieldwork, to verify some of the preliminary findings and to further analyse and discuss some of the key issues. The proceedings of the workshop are provided in annex 8.

This draft report was submitted to the Design, Evaluation and Documentation Section (DED) of ILO/IPEC that has circulated it to the stakeholders for their review, where after this final report has been prepared, taken into consideration their comments.

## **1.5 Impact Assessment Survey**

The survey was undertaken by REPOA, supported by the DED of ILO/IPEC and initial findings became available during the evaluation itself. Unfortunately there were a number of time and methodological constraints limiting the use of these findings. Whenever possible findings could have been included, they are mostly as quotations from the original survey report.

The baseline estimated some 13,205 children in various sectors of child labour in the selected four districts<sup>8</sup>. Interviews were complemented by focus group discussions with children, parents, politicians, religious leaders and teachers. The sample size of 400 children was proportional to districts and sectors and lists of names were provided by the S-TBP.

A number of obstacles were encountered. The lists of beneficiaries (provided by ILO/IPEC) did not always correspond with the lists from implementing partners and a large number of beneficiaries (from the lists provided by ILO/IPEC) were difficult to trace. The original selection has therefore been replaced with sampling from the lists provided by the IAs. In some areas beneficiaries were found to be children not having completed vocational training so impact could not be measured yet. The survey omitted verifying ages stated, resulting in children being interviewed that were 20-26 years,

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<sup>5</sup> Research on Poverty Alleviation, REPOA, NGO based in Tanzania: [www.repoa.or.tz](http://www.repoa.or.tz)

<sup>6</sup> List of documents is provided in annex 3

<sup>7</sup> [www.hposthumus.nl](http://www.hposthumus.nl)

<sup>8</sup> Simanjiro, Arusha Urban, Iringa Rural and Kinondoni

while the number of respondents per ward are not equally distributed, influenced by poverty levels and levels of cooperation by the IAs.

Notwithstanding the aforementioned, some 397 children were interviewed of which 40% males. Some 54% (of all respondents) resided in rural areas, 15% in peri-urban and 30% in urban areas. The characteristics of the respondents differ from the baseline survey: the base line survey interviewed children that were on average younger, included more males and were involved in child labour. The respondents from the impact assessment survey were older, included more females and were beneficiaries from the interventions.

## **1.6 Report structure**

In chapter 2 an overview is provided of the some of two major milestones during the implementation of the S-TBP, the Mid Term Review in 2004 and the National TBP Consultation Workshop in 2005. In chapter 3, the component that aims to create an enabling environment is presented, focussing on few major issues such as policy formulation, knowledge building, institutional strengthening, building alliances and raising awareness. Chapter 4 is dedicated to the national poverty reduction strategy and its relevance for the elimination of child labour. In chapter 5, the component that targets interventions is discussed by assessing the applied model and intervention logic, including some observations on the implementing agents, the providers and project monitoring. In chapter 6, some reflections are presented with respect to the contribution of the S-TBP, followed by chapter 7 that presents the main conclusions and the report ends with a summary of recommendations.

## 2 Mile stones

In this chapter two milestones are presented and reviewed: the recommendations of the Mid Term Review in 2004 and the National TBP Consultation Workshop in 2005<sup>9</sup>. The Mid Term Review has resulted in a number of recommendations as a result project implementation (2002-2004) and therefore taken as a point of departure for this EFE. The Consultation workshop in 2005 included a lessons learned element and defined the need and strategy for the second phase. Hence these two milestones provide strategic information.

### 2.1 Mid Term Review 2004.

The Mid Term Review (MTR) recommended a number of alterations to project strategies and modalities. The rather problematic cooperation with EDC, responsible for implementing the Education Initiative project, was resolved through a memorandum of understanding and subsequently budget revision. As a result, information was shared but the conflicting modalities became independent and this has improved the performance of both projects. It also implied that one implementing agent (CHODAWU) was tasked with providing vocational training to a portion of “their” children.

The recommended project advisory group to the NISCC was created, officially named the Policy Advisory Sub Committee. In addition a technical sub committee to review and endorse action programmes was created which led to smooth approvals of action programmes but maybe also to fewer meetings by the NISCC. The recommendation to strengthen the Child Labour Unit (CLU) with staff from other ministries appeared not practical and did not materialise, yet the CLU was reinforced with one more member. More information on the CLU is provided in relevant chapters.

The inaccuracy of the Rapid Assessments<sup>10</sup> (and maybe the inability of the IA) implied that the target number for the agricultural sector (15.000 children) was initially reduced with 3000 children, while other sectors were therefore able to service a higher number of children, principally KIWOHEDE in the prostitution sector. This appears to have been a wise decision. At a later stage, the IA for the agricultural sector reduced its target with another 7000 children that were then addressed by 5 district action programmes.

The recommendations to develop action programmes for police officials, magistrates and village elders was not followed, apparently because the new labour law has not yet been approved. The ET regrets this, even if it would imply that only some initial training could have taken place, since this could have served as a pilot. The recommendation for a mini action programme in collaboration with UNICEF and MoE never materialised for unclear reasons<sup>11</sup>.

The recommendations with respect to alterations and improvements for vocational training to improve the process and quality of output of the programme appear very relevant to the ET and are very much in line with the findings and recommendations of this EFE as presented in section 5.2.2. The ET therefore regrets that only few of the recommendations were actually implemented.

The same applies to the recommendations to intensify project monitoring, to increase efforts to build the capacity at district levels and to improve information sharing among

<sup>9</sup> It might be that an uninformed reader shall have to read other relevant sections of this report simultaneously.

<sup>10</sup> The characteristic of a rapid assessment implies that outcomes are “indicative only”

<sup>11</sup> The information the ET received was incomplete and contradicting and therefore classified as “unclear” by the ET

partners. The EFE findings confirm the usefulness of these recommendations and the ET expresses its concern that they were either not accepted or sufficiently implemented.

## **2.2 The National TBP Consultation Workshop**

The National TBP Consultation Workshop that was held in May 2005 in preparation of the S-TBP2 included a number of major findings and recommendations. Most of these recommendations that are listed in the report can be confirmed by the ET as a result of this EFE.

The recommendations focussed on the need to document and disseminate the experiences made in the S-TBPs, including the need for awareness raising, albeit that the ET suggests that is done at district levels using alternative communication forms and partners. The report stresses the need for impact assessments, capacity building and improved monitoring, which all appear still very relevant recommendations and in line with the MTR recommendations.

The recommendation for appropriate coordination and the orientation that NGOs should accept local government structures as coordinating frameworks hints that there have been some frictions. The findings of the EFE workshop more or less confirm these frictions between local ownership (the district model) and the centralised direct action programmes.

The ET would like to express their concern about the recommendation that support should be provided to poor families to boost their income, since poverty is a main cause of child labour yet the experiences of the S-TBP have not yet been assessed sufficiently. The ET has not seen documented evidence that express the relationship between increased income (as a result of a project intervention) and therefore reduced incidence of child labour.

The conclusion that S-TBP2 should be extended and include other districts and possibly another sector goes hand in hand with EFEs recommendation that all intervention models and mechanisms might be tested in these 'TBP districts', but that most attention should be paid to design and test interventions that can be applied at national level, applicable (and not only replicable) to all "TBP and non-TBP" districts.

### 3 Enabling Environment

The component's objective is "*to contribute to the creation of an enabling environment conducive to the elimination of the worst forms of child labour*" and has been formulated by defining three immediate component objectives.

The first immediate objective is to have a Strategic Programme Framework (SPF) in place that is supported by the national partners. The second immediate objective is to ensure that the child labour elimination policy is in conformity with ILO standards, while the third immediate objective is to strengthen partners to undertake child labour sensitive interventions and incorporate the issue into their programmes.

This chapter highlights the main topics of the component's objective and achievements.

#### 3.1 National Policy Formulation

The first attempt to develop a national *SPF* was undertaken during the early stages of the S-TBP, resulting in a draft SPF in November 2002. The consultative process included mapping key government, non-government, donor and United Nations (UN) organisations and their programmes, with a focus on the eleven TBP-districts. Although developed by ILO/IPEC<sup>12</sup>, it served as a living document and apparently has assisted in the mind-setting of relevant partners and has been instrumental in developing national Child Labour (CL) policies and strategies.

Soon after, a *Child Labour Policy* was developed and submitted by the Ministry of Labour, Employment and Youth Development (MLE&YD) to the secretariat of the Cabinet. However, a Child Development Policy (CDP) had already been designed under responsibility of the Ministry of Community Development, Gender and Children Affairs (MoCDGC). It was thought more appropriate to ensure that the CDP included an *Elimination of Child Labour Strategy* (ECLS). ILO/IPEC therefore supported the development of the ECLS<sup>13</sup>, which is now part and parcel of the CDP. The CDP has been submitted and is awaiting Cabinet approval, while the National Inter Sectoral Coordination Committee (NISCC) had endorsed the ECLS to be the SPF for its TBP.

In retrospect one could question whether such inclusion could not have been opted for in the first place, yet it appears that little time was lost in the process and the consultative process for the revision of the CDP enabled ILO/IPEC and its partners to integrate CL issues even more into the CDP. The CDP was reviewed in view of the development of the second national Poverty Reduction Strategy Paper (PRSP) and these consultations were enhanced by the fact that the NISCC also includes representation of the Children's Department of the said MoCDGC.

The *list of hazardous child labour activities* has been prepared and formulation of the regulations is being carried out by the tripartite Labour Economic and Social Council (LESCO). Although the draft list has been distributed among the stakeholders and partners, its implementation including national dissemination is awaiting the approval of the new labour law. This experience of the process of formulating such lists has been shared with other programmes, for instance with the S-TBP in Ghana.

The labour law reforms have been supported by Danida and a complementary and supportive action by ILO/IPEC has ensured that CL issues are included in the *Labour Law Reforms*. The laws are thus going to be consistent with the ILO conventions 138 and 182, and implementation thereof does not depend on the progress of the second

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<sup>12</sup> SPIF, November 2002, CTA/ILO/IPEC

<sup>13</sup> Strategies for Elimination of Child Labour, MLE&YD, April 2004.

PRSP, the National Strategy for Growth and Poverty Reduction (NSGRP). The laws will be enforced on their own accord following the completion of the Regulations. It appears that the each ministry will be responsible for developing sector specific indicators, and this will be (or would have been) an opportunity for S-TBP partners to negotiate inclusion of CL indicators and targets.

Although the main reform supporter has been Danida, it seems that ILO/IPEC played an appreciated role of advising and assisting partners during the reform and consultation process. Unfortunately it also implied that the planned activities<sup>14</sup> regarding training (district) partners in CL issues pertaining the new law have not yet been undertaken. ILO/IPEC has however supported training institutions that train social welfare officers who are responsible for following up CL issues at district and national level.

ILO/IPEC has also been actively supporting a number of NGOs in tabling the *Child Rights Bill*. It's role has been one of a mediator as it has successfully tried to avoid that two (divergent) Bills would be submitted, which would have delayed the process even further. Again, the Bill has been submitted but is awaiting approval of Cabinet. The role that ILO/IPEC has played in the process shows that it is respected by most parties as an expert in CL issues.

ILO/IPEC appears to have focussed more on targeted interventions at district level than at policy level with respect to *educational and vocational training policies*, apparently since most of these policy issues were now part of the Education Initiative programme. Although this has been probably a practical agreement with respect to education, more attention could have been paid to the vocational training policy whereby learning from the action programmes could have resulted in more policy developments<sup>15</sup>.

Last but not least, CL issues have been included in the NSGRP, also known and hereafter referred to as MKUKUTA in the Swahili language. This MKUKUTA is output oriented and addresses key issues of growth, governance as well as social protection issues. The reduction of CL is included as an indicator while specific targets are set in the MKUKUTA that address the causes of CL. As such, one may conclude that the MUKUKUTA includes major elements of a SPF and therefore the SPF is internalised to the maximum extent possible. Yet, more considerations are made regarding the MKUKUTA in the following sections.

### 3.2 Building knowledge

Some 7 *Rapid Assessments* (RA) were undertaken to determine the incidence of CL and those RAs provided a major input into the formulation of the S-TBP and its Action Programmes (AP). Although the nature of the RAs imply that they provide indicative information only, they have proven to be useful and are apparently still quoted. However, care should be taken since it has also proven that they are not always as accurate as desired, such as in the case of the agricultural sector.

A *baseline survey* (BLS) was undertaken in 2002 and its results discussed and disseminated. At the start of the S-TBP, a joint national labour force and child children survey was undertaken and the results were launched in 2003 with a considerable number of ministries being involved. This year another labour force survey inclusive of CL issues has been completed and its results are expected in September 2006.

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<sup>14</sup> Recommendation of the Mid Term review

<sup>15</sup> See the chapter on vocational training for more information



It is regretted that the *Knowledge, Attitude and Behaviour (KAB) survey* of 2003 has not been repeated since this would have been an excellent opportunity to measure possible impact areas. The impact assessment survey<sup>16</sup> did provide some findings related to KAB, which are quoted in relevant sections of this report.

In how far the information obtained through the aforementioned surveys has contributed to an increased knowledge base remains difficult to judge. Obviously it has assisted the most interested partners like the MLE&YD to prove their case, given the success of the S-TBP. The inclusion of the targets set in the MKUKUTA for elimination of child labour could not have been set without the surveys initiated by the ILO/IPEC.

The S-TBP combines objectives to improve the enabling environment at national level with targeted interventions to withdraw, prevent and rehabilitate children at district level. This is done to actively reduce the incidence of child labour but also to design, test and learn from these interventions, so that grassroots' experiences are fed into national policies. Although there must have been a daily 'learning and feeding' process throughout the project period, it remains difficult (as an outsider) to grasp these examples because they are hardly documented. This may also be due to the fact that many policy development proposals and instruments were being developed during the initial stages of the S-TBP, while most of the targeted interventions only bore fruits (and opportunities to analyse) in the second half of the S-TBP.

Two examples of how studies could have contributed to an enlarged knowledge base were the pilot tracking and tracing studies undertaken in 2004. Although their main objective was to test the methodology, they also shed some light on the actual targeted interventions and when properly analysed, could have resulted in an enlarged knowledge base. The question remains in how far the gained knowledge has been internalised.

On the one hand it is obvious that ILO/IPEC and the tripartite partners, particularly the CLU, have gained knowledge and skills, yet it seems that there is so much (daily) pressure on staff to deliver, that there is insufficient time or attention to reflect. One may thus also wonder in how far other partners, stakeholder and the general public have gained access to that knowledge base.

There are numerous publications, including brochures and leaflets<sup>17</sup>, yet it remains difficult to estimate the impact thereof, even though it is said that many stakeholders request and quote from the studies. It is assumed that new knowledge is integrated in the capacity building activities, yet it could become a good practice to organise special events (workshops, seminars) to periodically discuss and disseminate new knowledge with a number of partners or stakeholders.

### 3.3 Strengthening institutions

One of the main objectives of the S-TBP is to strengthen the capacities of partners with respect to understanding the causes of CL and developing elimination policies and strategies.

**At national level** the key partner is the *Child Labour Unit* (CLU) at the MLE&YD and as such in the centre of many capacity building activities. The approach taken is one of indirect capacity building: Actions Programmes are being developed and ILO/IPEC supports the CLU to identify consultants to undertake studies and to contract trainers to train others, and as such gains knowledge and experience.

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<sup>16</sup> Part of the EFE – August 2006

<sup>17</sup> Including a Swahili version of applicable clauses of the new labour law as well as the hazardous list

The advantage of such an approach is of course the improved visibility, local ownership and reputation of the local partner. This approach however does imply that these consultants and trainers have the required skills and capacity themselves. One may wonder if that is always the case and in how far ILO/IPEC could have played more often a 'trainer-of-trainer-role'. Moreover, with such an approach due attention should be given to the development of the terms of references and to the management of that process, which is often more difficult than a direct service provision.

Given the trend that UN organisations (and donors) should focus on core sectors and develop core expertise (i.e. the comparative advantage of that organisation), one may suggest that building capacity (skills and resources) to train partners on CL issues could be further developed by ILO/IPEC. A prominent area of expertise would be in designing monitoring instruments and indicators with respect to CL, including impact assessments.

The capacity of the CLU is still considered weak, yet it appears to have improved a lot over the past 5 years. The relatively weak position of the CLU in the MLE&YD has been subject to various discussions and the proposed option to upgrade the unit to a division seems not very realistic. However, the CLU was recently allocated a more suitable office; including equipment and one additional staff member, as well as a small (USD 5,000) budget<sup>18</sup>. The gain is not so much the actual budget allocation itself, but the fact that the CLU was included in the ministries budget with its own budget line. This is a positive sign, as opposed to another signal received during the EFE that the CLU would be temporary project structure to serve the S-TBP.

Although the term '*temporary project*' is relative and maybe justifiable<sup>19</sup>, it might imply that not all departments within the MLE&YD view the CLU in the same way. An unpleasant interpretation thereof would be that the CLU is seen by some as a mechanism to serve the needs of the S-TBP, as that would imply a donor driven programme and lack of national ownership. It is uncertain whether all stakeholders share the vision that the national TBP will continue (with a need for a CLU) after termination of the S-TBP2 (2005-2008). It is important that the S-TBP pays attention to this aspect now (stakeholder consultation and analysis) and ensures that a shared view on the position of the CLU is obtained for the next phase.

This position of the CLU also relates to the possible roles of the CLU within the MLE&YD. It had been suggested<sup>20</sup> that staff from other ministries should be integrated in the CLU to ensure a wider coverage, yet this has proven to be too complicated. It is also noted that at the district levels CL coordinators are appointed that are not (or no longer<sup>21</sup>) part and parcel of the MLE&YD structure but report to other ministries or to local government structures only. The CLU is unlikely to operate in a hierarchical manner when such district structures are to be set up in 'non-TBP' districts and once the MKUKUTA is in full swing. It might therefore be more appropriate for the CLU to become less of an implementer and more of an advocator for mainstreaming CL in other policies and activities, both for the departments of the MLE&YD as well as for other ministries.

The CLU is also the secretariat of the *National Inter Sectoral Coordination Committee* (NISCC). This NISCC is chaired by the Prime Ministers Office (PMO) and it is strategically placed with members from various ministries and stakeholders. There are a number of sub committees of which the technical committee is the most active

<sup>18</sup> For the financial year 2006/2007 an increased budget of USD 12,545 has been allocated.

<sup>19</sup> Why would one need a CLU once CL has been eliminated and the objectives of the national TBP accomplished?

<sup>20</sup> Recommendations MTR

<sup>21</sup> The department of Social Welfare is no longer under the Ministry of Labour

committee. It is obvious that the NISCC has been instrumental in various policy issues during the S-TBP. However, it appears that the technical committee meets mostly to discuss Action Programmes proposed by the S-TBP and that the NISCC and other committees don't meet that often anymore. This might hint at less interest by the chair or its members, maybe partly due to a changing environment. The roles of the NISCC and committees have been changing; whereby it is not very promising that the technical committee mainly meets to approve the APs of ILO/IPEC.

At national level few *other partners* have been strengthened; the most notable ones being the Ministry of Education (MoE) and the Ministry of Community Development, Gender and Children affairs (MoCD&C). The latter was assisted in reviewing their curricula for community workers and added a topic on CL. The MoE has been assisted to integrate CL in their curriculum for Compulsory Basic Education Training (COBET) and the recruited trainers were trained in teaching children withdrawn from the worst forms of child labour<sup>22</sup>.

Although there were no other targets set regarding the strengthening of other ministries in the S-TBP, it seems that some other ministries could have been involved more intensively such as the Ministry of Agriculture, the Ministry of Energy and Minerals, the Ministry of Natural Resources and the Ministry of Local Government and Regional Administration. After all, a major portion of the worst forms of child labour are prevailing in these sectors and a considerable action programme had been designed to withdraw children active in these sectors. It is therefore recommended for S-TBP2 to identify needs and linkages to involve such relevant ministries in order to lift interventions to a higher level, thereby increasing leverage and impact. The same applies to the Ministry of Planning for which reference is made to the chapter on the MKUKUTA.

**At district level**, there have been considerable inputs to strengthen the local capacity in terms of eliminating the worst forms of child labour in the so-called TBP-districts. Through a number of preparatory activities, Child Labour Committees (CLCom) were established in each of the eleven districts, supported by District Child Labour Coordinators (DCLC). This CLCom is a sub committee of the Social Committee in which many officers participate including the Implementing Agents of the Action Programmes. Some districts are supported by a Regional Child Labour Coordinator who covers a number of districts in his region.

The strengthening of these district structures has partly been done through a number of workshops co-organised by the CLU, mainly at zonal level, whereby district CL coordinators were trained in various aspects of CL. The coordinators have also been financially supported for example through the provision of motorbikes to enable them to travel to the districts. In addition, ILO/IPEC and the CLU have provided additional 'on-the-job' support to the districts, especially in those districts that were lagging behind.

There appears to be a considerable difference in performance between the various districts and it would be interesting to analyse the causes thereof. It is said that much depends on the interest of the district leaders and of the coordinators, and that may of course vary accordingly. It should be realised that district officers receive a considerable number of 'additional' tasks and coupled with the variations of the districts (rural/urban, educational levels, logistics, etc) implementation is easier in one than in another district.

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<sup>22</sup> See also the paragraph on COBET under the chapter on the targeted interventions

Another complicating factor might be that the number of transfers is considerable<sup>23</sup>. With only structured capacity building at the beginning of the S-TBP, there is a considerable loss of capacity, even if one could argue that the transferred officer might apply that knowledge and skills in another district. It is thus recommended that a structured capacity building plan is developed in S-TBP2 that clearly defines the needs and competences of the district coordinators in the (new) TBP districts. Moreover, it is recommended that opportunities are identified, such as working with the Ministry of Local Government, to enable that training is done by the GoT for all its district officers, possibly supported by ILO/IPEC in terms of technical assistance.

The districts and the coordinators have also benefited (in varying degrees) by the work done by the IAs at village and ward level. Most of the IAs have been crucial in establishing structures at these sub district levels that are, again in varying degrees, responsible for supporting and monitoring interventions at these levels. Without these IAs it is unlikely that the district coordinators would have been able to reach down to grassroots levels that easily. On the other hand, it might have been also a bit confusing as different IAs were operating in different wards using different modalities, possibly causing the coordination thereof to be challenging.

That the capacity (combined with motivation and ownership) at district level has increased is demonstrated by the fact that in the last phase of the S-TBP mini action programmes were executed by some of the district structures for targeted interventions, which was unthinkable before the S-TBP. This also surfaced during the stakeholders' workshop whereby there was consensus that the APs in S-TBP2 should be more district based and less centrally designed and managed.

The issue at stake remains whether the chosen structure is the most ideal, especially in light of scaling up to cover most Tanzanian districts (depending on the prevalence of CL in the districts). There are more district subcommittees and it might be considered not to create another CLCom but to integrate the CL issue in existing (or likely to be created) committees such as the committee dealing with the Most Vulnerable Children (MVCs). Given the prominence of MVC in the MKUKUTA it might be opportune to mainstream CL in these committees rather than to create separate institutions and channels. It is recommended to further analyse this district approach and explore alternatives that ensure that CL is properly dealt with in an institutionally sustainable manner.

Results of the strengthened district institutions (and internalisation of the CL issue) are to some extent reflected in the inclusion of interventions in the district development plans. In some districts local by-laws are implemented while in other districts small budgets are made available for targeted interventions. Although these results would actually be some of the main indicators of success, these inclusions are unfortunately not reported upon and this will be discussed further in the chapter on the MKUKUTA.

### **3.4 Building alliances**

The S-TBP has tried to build strong alliances in order to combat CL. This is reflected in the composition of the NISCC at national level, in which various key ministries, the employers' organisation and trade unions are present, as well as a representation of several key stakeholders, but also at district level as reflected in the composition of the Child Labour Committees. These stakeholders include a number of civil organisations, including universities and research institutions as well as civil society organisations, some doubling as implementing agents. It seems that the number of identified stakeholders has increased over the years, also reflected in the number and type of

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<sup>23</sup> It was mentioned that in one district there had been 3 changes in less than 18 months

implementing agents of the S-TBP. The opinion of most stakeholders was that the S-TBP has been able to build alliances.

ILO/IPEC has been very keen to establish good working relations with other UN organisations. This was of course stimulated through the UNDAF initiative that has been cited as very effective in Tanzania, but also likely to be the result of strategic and commendable efforts of ILO/IPEC. It was thought that in order to put CL on the agenda, it would pay off investing in relationships with other likeminded organisations such as UNICEF. This implied prioritising issues, sometimes giving in, maintaining a humble position (as a minor player) and forming alliances with various people within various departments of the organisations<sup>24</sup>. Personal relationships and joint organisational visions appear equally important.

The success of the alliances is reflected in the inclusion of a CL indicator in the MKUKUTA. The question that remains unanswered is whether the UN organisations would have been equally cooperative if they were not 'forced by circumstances', i.e. due to the MKUKUTA development process. Reciprocally, one may question whether the inclusion of CL in the MKUKUTA is due to the alliances formed.

Simultaneously cooperation had been sought with governmental organisations. As mentioned before, this has to a large extent been the MoE and the MoCDGC, although it is understood that due to the broad composition of the NISCC access to various departments has been enhanced. The cooperation with the employer's organisation and the trade unions has received equal attention, partly evidenced through active participation in meetings, forums, the NISCC and in Action Programmes. It is of course realised that the entire process of alliance building is a dynamic process that is not that easily captured afterwards by outsiders, yet the aforesaid is the conclusion of the participants of the stakeholders' workshop. It would be useful to document the process and results of building alliances by S-TBP as a good practice document.

It has however been noted that Civil Society Organisations (CSOs) are not prominent in the ILO/IPEC partnerships. Not surprisingly, taking into consideration the institutional setting of the ILO, but it could have been advantageous to pay more attention to these CSOs. At present only one NGO is a member of the NISCC and no concrete relationships with other CSOs or networks have been noted. NGOs might learn from experiences gained by ILO/IPEC, and visa versa. Moreover, the CSOs are often the ones that are playing the role of 'watchdogs' to safeguard the interests of the most vulnerable in society, especially with respect to PRPSs. Now that CL is mainstreamed in the MKUKUTA, there might be a need for such actors in the near future.

### **3.5 Raising awareness**

The S-TBP has also tried to increase awareness of the general public. The most notable intervention has been the AP with the Department of Information Services (DIS) and the Tanzania Media Women Association (TAMWA) that assessed the media in all eleven districts and trained a number of journalists, where after they were assisted to write a number of articles. It is reported that a considerable number of articles, radio and television programmes were aired as well as a considerable number of leaflets and posters. Raising the awareness of the public has also been part and parcel of the APs of the IAs. One quoted example thereof is an interactive radio programme initiated by KIWOHEDE that still exists today on Radio One.

It was recommended that future campaigns should be initiated at district levels, implying some empowerment of for example district coordinators in developing media

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<sup>24</sup> View expressed by the previous CTA of ILO/IPEC

campaigns, based upon the assumption that media will not need to be paid for what is considered 'news', and CL stories can be 'news' relatively easier at local than at national level. It needs to be accepted that media do not have the means (or interests) to finance featured articles. It was also mentioned that traditional media are less effective at local levels than theatre and other verbal ways to tell a story.

## 4 MKUKUTA

Alliance building might have contributed to the fact that CL is now included as an indicator in the MKUKUTA<sup>25</sup>. What remains unanswered is whether CL would have been high on the agenda of the GoT would there not have been a consultative PRPS process? As a first step, it would be wise that the S-TBP documents the process highlighting the role and results achieved by the S-TBP. Maybe that appears a hypothetical question, but it points out that ILO/IPEC and the S-TBP programme are very dependent on the context they are operating in. This implies that management (and partners) must be context sensitive, avoid linear planning and identify and grasp opportunities whenever they appear to occur. ILO/IPEC has obviously taken such an approach, and it must be mentioned that most of this has been done without accompanying budgets, and mainly undertaken by ILO/IPEC staff using its operational budget. This however may also be the strength of this approach as it may be questioned whether such sensitive lobby activities can be replaced by 'Action Programmes'.

The main issue at stake is now whether inclusion is sufficient? In principle many of the activities listed under some of the MKUKUTA headings should contribute to the progressive elimination of CL and as such 'are taken care of'. Government ministries, departments and districts can now plan activities and allocate resources if these can be linked to certain elements of the MKUKUTA. Therefore it is interesting to look at the capacity of the MKUKUTA implementers in order to first monitor CL trends and then design interventions to combat CL, and to see what the role of the S-TBP has been or can be in S-TBP2. One would of course first have to analyse these needs and capacities in detail, yet areas of interest would be the capacity of monitoring bodies with respect to monitoring CL and the capacity of others in designing interventions to combat CL.

### 4.1 Child Labour Monitoring

The system is under review and will be coordinated through four working groups: census and surveys, routine data system, research analysis and dissemination.

A number of surveys will periodically report on the incidence of CL, such as national integrated labour force and child labour surveys, household surveys, national census and health and demographic surveys. Given the experiences with previous surveys and the indicator on CL, it can be assumed that these periodic surveys will no longer need to be actively supported by ILO/IPEC.

The Routine Data System (RDS) is to inform policy makers on the actual situation and the effect of their (policy) interventions, both at district and national level. This implies that a system needs to be developed that includes data collection at the lowest levels and information flows between the various levels. At present there is no such system in place and it will be a challenge to set it up and make it operational. The design task lies with the responsible working group and implementation falls under the responsibility of the Ministry of Planning.

ILO/IPEC has been piloting a Child Labour Monitoring System (CLMS) in one district. The conclusion was that that it was extremely difficult: the monitoring tools were too detailed and the capacity to implement this CLMS was insufficient at (sub-) district, regional and national levels. Moreover, the CLMS would be not sustainable and run parallel to the RDS and the suggested option was therefore to "*integrate a simplified CLMS into the RDS*".

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<sup>25</sup> Mkakati wa kukuza uchumi na kuondoa umaskini Tanzania

The ET agrees that the RDS is in the best position to monitor CL and that there is no need for a parallel system, yet stresses that it is not simply a matter of simplification and integration of the CLMS. The CLMS pilot did not pass the test and was only piloted by one project in one district<sup>26</sup>. There is no operational system in place in the eleven TBP districts, let alone in other districts.

Given the fact the MKUKUTA is operational and that the RDS is now being developed<sup>27</sup>, one would have expected the S-TBP to play an important and supportive role in the process, but few activities have been noted. Moreover, the impression prevails that the design and implementation of the RDS is viewed as the sole responsibility of the working group and a 'laissez fair' attitude has been encountered<sup>28</sup>. This would imply that ILO/IPEC and its partners do not see the necessity to ensure that valuable experiences of the S-TBP are taken into consideration.

The ET wonders whether there is no lost opportunity in supporting the development of a useful and practical RDS that provides practical information on the prevalence and dynamics of CL. Since the MKUKUTA shall collect information on CL from all and not only from the 11 TBP districts, it is likely that possible support should be geared towards the implementers of the RDS which are possibly not the traditional partners of the S-TBP. It would be interesting to hear their views regarding the need to involve and replicate the (sub-) district structures established in the 11 TBP districts or whether there are other options that enable implementation on a larger scale.

## **4.2 Design and resource mobilisation**

The RDS is supposed to reveal trends in CL and to inform policy makers on the needs and effects of interventions to combat CL. The objective of the S-TBP has been to capacitate partners to design appropriate and effective interventions and that capacity has de facto been labelled an important element of sustainability of the S-TBP.

There are a number of examples whereby districts and wards have financed certain activities, either in coordination with the implementing agents or more independently, yet the ET has not come across structured reporting on these very positive and promising signs. Moreover, there is no information about the quality of the design or the quality of implementation that would enable the S-TBP to draw lessons on the effects of their capacity building, or on their further needs for support. It is strongly recommended that an inventory is made of the various experiences that would enable learning lessons, identifying needs and providing additional support and to use the exercise as a dissemination tool for other districts.

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<sup>26</sup> The ILO/IPEC subregional programme Comagiri n Urambo district

<sup>27</sup> One comment to the draft report states that "the RDS is fully operational" yet the ET assumes that this reflects different interpretations of the commenter and the ET of 'being fully operational'

<sup>28</sup> One comment to the draft report stated that the S-TBP "has been actively involved in the consultative processes around the RDS through SIMPOC representation" yet the ET assumes that this reflects different interpretations of the commenter and the ET of "actively supporting"



## 5 Targeted Interventions

This component was to target highly vulnerable groups at district level to reduce the incidence of the worst forms of child labour. The project has applied a sector cum area based approach by focusing on the four sectors of commercial agriculture, mining, prostitution and domestic work in the eleven TBP districts.

Targeted interventions were realised through Action Programmes (AP) that appear quite similar in terms of approach and activities, with the exception of those APs that focused on for example capacity building or research. The direct action APs included baseline surveys, identification and withdrawal activities, counselling and advisory services, and referral services to other providers of transitional education or vocational training. Four Implementing Agents (IAs) were invited to implement the APs: the NGOs KIWOHEDE for prostitution and Mererani Good Hope for mining, the trade union CHODAWU for domestic work and the trade union TPAWU together with the organisation of employers ATE for the agricultural sector.

At the time of designing the S-TBP, reliable data regarding the incidence of child labour was limited, especially regarding the four sectors and eleven districts. Based upon the Rapid Assessments and preliminary findings of the Child Labour Survey it was agreed that in order to make a substantial contribution towards the elimination of the worst forms of child labour, some 30.000 children should be withdrawn and rehabilitated or prevented from entering.

The targeted interventions are reviewed from two angles: the referral model and the intervention logic. The first relates to a model whereby some implementing agents identify and withdraw children and then refer them to other education and vocational training providers. The second explores whether the logic of providing children with education and training (only) is an effective strategy to combat CL. In addition some issues are presented with respect to the IAs themselves.

### 5.1 The referral model

The ratio behind the referral model is that organisations that are experienced and close to the children are best at identifying children and are better positioned to provide them with the most immediate services such as counselling or repatriation. These activities are linked to other activities of the IAs such as mobilising the community and stimulating them to reduce CL in their communities. Likewise it was assumed that educational and vocational training providers are best at providing these services and both providers were governmental: Complementary Basic Education (COBET) and the Vocational Education Training Authority (VETA). Transitional education would be offered (by COBET) to those children that are relatively young and c/should be mainstreamed into (primary) education, while the VETA would provide vocational training to the older children for them to earn a decent income. It was also rightly thought that any referral should be designed in such a way that it could be up-scaled and therefore COBET and VETA appeared most suitable.

The design of the APs has been centralised and sometimes even cited as designed by ILO/IPEC, which is also reflected in the rather standardised APs. This is quite a logical and acceptable starting point, given the limited knowledge at the start of the S-TBP, as long as there is sufficient flexibility to adjust during implementation. In retrospect, most players state that a serious disadvantage of the design is the limited involvement of local actors such as community based organisations and district governments, since the situation in each district is different and needs to be taken into consideration. On the other hand, the fact that stakeholders recognise these shortcomings is in itself an achievement of the S-TBP because this was probably not possible 5 years ago. Now

involvement of local stakeholders at district level is not only considered possible but also desired by the actors involved.

Another challenge related to the centrally designed model is the need for thorough planning and coordinating in order to streamline the flow of children that are spread over a fair number of districts and that are under the responsibility of different IAs. This, in combination with the complexity of the child labour phenomena in general, demanded more planning and coordination than was actually in place according to the IAs. It has resulted in children being identified and withdrawn from the worst forms of child labour but awaiting alternatives since they could not yet be referred to these providers. It should also be realised that the IAs faced quite some managerial challenges as they were to set up an organisational structure in districts and in wards where they not necessarily had had a presence before. The same applies to the VETA that was in the initial stages of its programme and faced some natural growing pains.

Partly for these reasons, some of the IAs have initiated their own training centres, some with support of the VETA. They are now operating these centres as certified training centres with qualified and certified trainers. ILO/IPEC has, partly for this reason and partly for managerial and budgetary reasons, adjusted the second phase of some APs. In this second phase, IAs could directly refer children to other (or their own) VETA certified centres, thereby reducing the need for central planning and coordination.

The main constraint with this model appears to be the last link in the chain: which institution is responsible for coaching and linking the graduates after they have graduated from COBET or VETA? In principle there is no institution directly responsible, although it has been reported that often children return (somehow) to the IAs' centres while others state that it is only logic that this rests with the Child Labour Committees<sup>29</sup>. One may argue that once enrolled in the primary schools (after COBET) the responsibility lies with the primary schools themselves. On the other hand, not all primary schoolteachers have not been trained in dealing with children withdrawn or at risk and it is not unlikely that children will drop out again. More worrying is that the referral model does not place that follow-up responsibility with anybody, and as such also little is known about the impact of the withdrawal and prevention model. Given the increased capacity of the ward and district structures one could have imagined that they would have been allocated such tasks.

The impact assessment survey indicates that 80% of the respondents had completed primary school and that 38 (out of the 397) were now of school going age. Of these 38 children, 11 children (29%) were not going to school. Of those that stated that they were now working, 8 out of 128 children were younger than 15 years. Such figures confirm that more attention and follow-up support is needed.

A major advantage of the referral model is that it allocates specialised tasks with specialised organisations, each one focusing on what it can deliver best. It has avoided duplication and probably considerable start up problems. It has also reduced the management burden of the IAs and has given them room to pay attention to other equally important tasks like community mobilisation and organisation.

## **5.2 The intervention logic**

The IAs identified children at risk or within the worst forms of child labour, through or in coordination with the local ward and village structures. Thereafter most but not all IAs provided initial counselling or active psychosocial support, where after they referred children to COBET, VETA or other providers.

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<sup>29</sup> A statement received as comment to the draft version of this report

### **5.2.1 Transitional education**

The idea has been that younger children that had dropped out of school were offered transitional education through the COBET centres, where after they would be mainstreamed. Although the MoE is operating COBET centres throughout the nation, it is understood that the centres supported by the S-TBP are especially designed for children at risk of child labour or withdrawn from child labour, and as such operate differently from other centres. The AP includes provision of teaching materials and uniforms as well as stipends for the teachers.

There are two cohorts and the results are quite contrasting. Till February 2006<sup>30</sup>, some 10,343 children had been enrolled in both cohorts. In cohort I in which 6,661 children enrolled, some 2,492 have set for standard IV exams and 2,019 children (81%) passed these exams. This figure is higher than the national average of 69% for primary schools and it is likely to be higher than the other COBET centres. There is however no information readily available on the performance of these children once they are mainstreamed into primary schools, a finding which would have been most interesting. The impact assessment survey states that participants suggest that afternoon meals would improve school going, as well as improved classrooms, desks and schoolbooks and that reasons for not going to school include lack of school uniforms and the distance between residence and schools.

It is therefore disappointing that from the 3,682 children that were enrolled in cohort II, only 110 children (18%) of the 599 children that sat for their exams, actually passed their exams. The reasons for this unsatisfactory result are unknown, but likely to be related to the age of the children and the fact that many children had a strong preference for vocational training. It is strongly recommended that more in-depth analyses are undertaken to identify causes and remedies. On a more positive note, it appears that only 3,869 children were referrals from the four IAs, while some 7,043 children were identified by the community. Another 3,091 children that were identified by the IAs were directly enrolled into primary education.

All in all, with some 10,343 children enrolled into COBET and the 3,091 children that were directly enrolled into primary education, it appears that the target of 16,000 children has not been achieved. Moreover, the percentage of graduated and mainstreamed children is likely to be lower.

Unfortunately the impact assessment undertaken in preparation of this EFE included a too small sample to be representative. This impact assessment survey states that only 27 out of the 38 tracked COBET graduates (71%) are going to school. It also states that at present 11% of the girls and 19% of the boys are going to school (57 boys and girls of all the 397 respondents). Thereof, some 35 are 15 years or younger, the rest are said to be above that age. This supports the recommendation that additional research needs to be undertaken before a similar strategy is proposed for S-TBP2.

### **5.2.2 Vocational training**

The older children that preferred to learn a trade were offered a short vocational training at one of the VETA certified providers. VETA offers various standard training programmes for which competition is fierce and therefore VETA was requested by ILO/IPEC to design special 3 months courses<sup>31</sup> for children that were to be referred to

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<sup>30</sup> Written information provided by COBET as per Feb 2006 (appendix B1 and B2)

<sup>31</sup> The impact assessment survey states that parents and children consider three months as too short

them by the IAs. The demand for the relatively expensive courses has been much higher than was expected and budgeted for, and as such a relatively small portion of the children (4,910<sup>32</sup>) have benefited from these trainings.

The impact assessment, however restricted it might have been, raises a number of interesting issues that need to be considered. The number of boys that were trained is considerably less than the number of girls, yet it appears that the boys had more success in finding employment. The reasons are not yet known, but might be caused by socio-cultural factors as well as by the type of profession that they were trained in. Most of the children (87%) stated they are satisfied with the training and even more stated they considered the training useful. It appears that the number of traditional trades (carpentry, tailoring, cookery, house-keeping) are dominant and might not be a reflection of the real market demands. The impact assessment survey reports that 70% of the females interviewed were trained in tailoring and 16% in cookery, while 44% of the males received training in mechanics and 26% in carpentry.

It is also unknown whether those that are (self-) employed, are working in the area they were trained in. The impact assessment survey revealed that some 33% of the graduates is now working, a figure that might improve since a considerable percentage of the respondents graduated only very recently. Some 40% of the employed children have a regular wage job and only a minor percentage is self-employed. The reason given by those that are not working is that they have not completed their studies yet, which would imply that these children are still receiving training (i.e. have not yet graduated from the VETA course) or are also frequenting basic education, which might raise some questions on the targeting.

The children that are offered training include those that were withdrawn and those that were at risk and their context is probably quite different. It is therefore difficult to draw firm conclusions regarding the targeting. If however many children are indeed frequenting primary or secondary school, one may wonder if these children should have been offered vocational training as well, considering the fact that vocational training was in high demand with few opportunities.

A similar targeting question arises when looking at the age of the respondents, whereby it is noted that some 20% is (now) above 18 years, which could be explained if the intervention had taken place some years ago but not if the majority of respondents graduated quite recently. Anecdotic evidence also suggest that interpreting the definition of children at risk and children active in the worst forms of child labour might differ and probably needs more attention.

The majority of the children state that they believe that they will benefit from the training, yet discussions with the IAs revealed a number of shortcomings and possible improvements. There is consensus that training alone is insufficient, and that more attention is needed in terms of preparing them for (self-) employment. This implies that attention must be given to career counselling, linking them to employers and in the case of self-employment, linking them with micro finance institutions or with other business development service providers. Moreover, it was stated that the training period is simply too short to learn a marketable trade.

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<sup>32</sup> Source: VETA AP reporting

### 5.2.3 Other services

Some 35,514 children have been identified, of which some 10,343 children enrolled into COBET and some 4,910 children received vocational training through VETA<sup>33</sup>. This leaves some 20,261 children that must have been offered another alternative. Some of the IAs report that they were directly mainstreamed into primary education; others state that they referred them to other providers, while a fair number of them must have been still in school.

The most recent update states that 16,314 children were withdrawn and 19,200 children were prevented. The number of withdrawn children (16,314) seems to correspond reasonably with the number of referrals to COBET and VETA (15,253), yet it would be interesting to find out more about the other 20,261 that were not offered these alternatives: are they at school, did they complete primary education, did they enrol in secondary education, did they find work and in general, did the offered services by the IAs had a positive effect? The impact assessment survey interviewed mainly VETA graduates (87%) and COBET graduates (9%) and states that 4% were from one group that went to primary school and did not receive any other services. With that in mind, it states that 29% of the children of the school going age are not going to school, and that 8% of the boys and 4% of the girls are working although they should not according to their age.

The same applies to the effect of the support given to the families of children at risk or withdrawn. The ET did not encounter much information on the selection of the beneficiaries, the support provided to the families and the effect it had on the household economies and assumed attendance rate of school going children. It is strongly recommended that further research is undertaken to understand the complex situation and the varying degrees of success of such interventions.

## 5.3 The Implementing Agents

Most IAs had been active with CL interventions before the S-TBP and it appeared logic to continue with them. KIWOHEDE was the only organisation active with CL and prostitution, while CHODAWU was a major player in the field of CL and domestic work. The others did not have that much experience yet, and they were linked to others (World Vision International and the Association of Tanzanian Employers) that were assumed to have more project management capacity.

Throughout the implementation period concerns have been raised on the management capacity of the IAs. The S-TBP provided some start-up workshops and has been providing on-the-job advice and support to the IAs during implementation. However, the provided support was probably limited due to the limited capacity of the ILO/IPEC that had also staffing limitations and delivery pressure. Although understandably, if the project management capacity was such a major concern, one would have expected more activities to improve it.

The complexity of the program might have been slightly underestimated, especially since many IAs are operating in a considerable number of districts that were sometimes new to them and where communication and logistics are challenging. The mostly dedicated staff are faced with many tasks in organisations that are operating in an environment that is not the most supportive. The APs do not include payment of salaries for staff or support for head office costs and as such most IAs are struggling to survive with limited means.

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<sup>33</sup> This preliminary figures obtained from IAs reports might slightly change during the final reporting of the S-TBP

An illustrative example is the problem that some of the IAs face in submitting financial reports. Only when they submit all original receipts and once the accounts are certified, can the next phase be financed. In principle such an approval should take no more than 3 weeks, but in reality it easily consumes up to 3 months. The on-the-job-training provided by ILO/IPEC has improved the quality of the reports and the suggested improvements should be seriously considered<sup>34</sup>.

The question arises as to how the IAs were selected to implement these targeted interventions. It appears that the ILO constituents had to be involved, but one may wish to reconsider their role. The action programmes appear not very related to their core activities, capacities and missions. The exception might be CHODAWU that used the CL issue to build its reputation and be able to 'show something to their members'. It appears that there have not been many attempts to identify other organisations that are at least equally qualified to manage such interventions, even though it is suspected that they do exist. Opening up the programme to more or other organisations might also be constrained by the limited management capacity of ILO/IPEC, such as limited financial and human resources<sup>35</sup>.

It is recommended that for S-TBP2 an inventory and organisational scan of possible partners is made to enable a short listing according to clear criteria, taking into consideration the experiences made in this S-TBP. It is expected that other organisations might qualify for these targeted interventions as well.

Such an analysis might also lead to another role for the ILO constituents. There are examples that other interventions could build on the Corporate Social Responsibility (CSR) of the employers (the case of cut flowers and possibly the fishing industry in S-TBP2) or that they become involved in for example linking VETA graduates to other support programmes and employers.

## 5.4 The providers

**COBET** is a temporary programme of the MoE in order to reduce the backlog of out-of-school children. ILO/IPEC has been supporting a considerable number of children to go through COBET and has done so by supporting the MoE in running a number of COBET centres in the eleven districts. The support included training of teachers and volunteers as well as financial support to supplement their stipends and procure teaching materials. It is without doubt that this support has led to a high graduation rate, yet it says little about the success rate of the support programme itself.

The so-called "ILO/IPEC COBET centres" are better off than the other COBET centres, partly due to limited resources of the MoE that considers COBET a temporary programme and has prioritised formal education. This is reflected amongst others in the remuneration of the teachers and volunteers that receive a stipend of Tsh 20,000 compared to Tsh 80,000 that primary school teachers receive as a salary and the minimum wage that is set at Tsh 48,000. The reported progress over the past 5 years in terms of enrolment and graduation in the formal education is impressive, yet one may wonder if there will ever be a situation whereby there are no school drop outs.

Given the cost per student at around USD 30<sup>36</sup> and the number of children in the worst forms of child labour, it is obvious that the S-TBP shall have to look for other means to ensure that both quality and quantity can be improved and applied at a national scale.

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<sup>34</sup> E.g. Procuring a proper accounting programme and computer equipment, and training of staff therein.

<sup>35</sup> For ILO/IPEC, dealing with 4 IAs is easier than dealing with e.g. 8 IAs.

<sup>36</sup> The AP budget was around half a million USD and supposed to reach some 16,000 children

Such activities might be oriented to inclusion of CL in the curriculum and training of primary school teachers as well as the inclusion of CL in the COBET curriculum.

**VETA** has considered the AP a special programme for a special target group on top of their own programme and has clearly indicated that it is willing to assist ILO/IPEC in the future, yet in another manner than the role it played in the APs of this S-TBP. The reason for the special programming is the high demand<sup>37</sup> for their courses and the limited chances of ILO/IPEC's target group to participate in terms of qualifications and ability to pay. The VETA programmes require that entrants have at least standard VII and this is a severe limitation for many children. The entry requirements for the special short ILO/IPEC supported courses have been reduced to standard V and thus enable more children to enrol. In how far this still excludes children not able to go through COBET from participating in VETA courses is unknown and should be investigated.

VETA has faced some challenges in developing courses and identifying and certifying training centres, especially in the rural areas. Although some labour market needs assessment has been done, the number of courses are limited and the type of courses rather traditional. It is recommended to undertake more labour market needs analyses before embarking on new training programmes.

A good initiative appears the more traditional apprenticeship scheme whereby children are trained by master craftsmen. Such schemes not only train them in the profession, it also exposes them to 'real life'. Moreover, it would enable enrolment of children that do not meet the relatively high educational requirements. Many lessons learned can be obtained from West African countries. Last but not least, a word of caution is expressed with respect for the need to train for self-employment: self-employment opportunities are limited and success rates in general are low for adults, and there is no reason to assume that children would score higher.

The cost of training is quite naturally much higher than the costs of basic education, yet still rather modest at some USD 150 per trainee<sup>38</sup>. Nevertheless, this is some 30% more than what the trainees pay for an 'ordinary' 18 month VETA course. The difference between the cost of the 18 month training and the fee paid by these children (presumably some 90%) is paid from the government budget and employers contributions. One might wonder whether it would be an option to negotiate with VETA to guarantee a number of seats to the ILO/IPEC target group. If need be, the S-TBP2 could pay the fees that are normally paid for by the children or their parents. This would leverage resources, assuming the VETA budget would allow for such an expansion.

Reference is made to annex 7 whereby a summary is provided of each AP, including numerical results, short analyses and good practices.

## 5.5 Project monitoring

Monitoring various APs that are interlinked and spread over eleven districts is not easy. Having said that, it can also be concluded that the complexity of project monitoring has been underestimated and that major lessons regarding project monitoring still need to be learned. More importantly, it is of utmost importance that these lessons are translated into preventive action to avoid that the S-TBP2 runs into similar problems.

The IAs each maintain their own monitoring system and lists, and given their limited experience and the complexity of the matter<sup>39</sup>, the system and resulting lists are not

<sup>37</sup> It is said that 1 out of 5 children that sit for the admission test are actually admitted

<sup>38</sup> USD 150 per trainee if one would divide the cost of the AP per trainee, but only some 100 USD excluding the indirect cost

<sup>39</sup> **It is quite common that withdrawn children do not provide correct names, birth dates or origins**

without problems. It has resulted in not one list but a number of lists, some according to gender, others according to whether children were at risk or withdrawn, others per intervention and again others per district. The main constraint has been that no overall monitoring and coding system has been designed with clear and practical instructions including proper training of the IAs' implementing staff. The resulting problem is that the IAs do not allocate a universal code to the children, but use either names or sequential numbers, implying that there might be various "number 49"s that are reported to ILO/IPEC. As a result, there is not 'one master list in use by all partners'.

The consequences of these faults in the system surfaced in 2004 during the tracking and tracing exercises, yet it appears that little corrective action has been taken. Even though it is understood that the office has faced a severe lack of monitoring staff, the impression remains that ILO/IPEC considered the objective of the system "to report" and much less "to monitor". It is strongly recommended that a proper and proactive monitoring system is designed before launching new APs to enable better monitoring and impact assessment studies. This implies that a coding system should be designed by ILO/IPEC that refers to the geographical location, the characteristics of the children and the IAs. Only then can ILO/IPEC enter these coded children into one master list.



## 6. Contribution to the incidence of the worst forms of child labour

This section focuses on the direct impact of the project on the incidence of the worst forms of child labour. Putting in place enabling structures and capacity to reduce the ongoing and future incidence of the worst forms of child labour has been detailed in aforementioned chapters.

At the start of the S-TBP, it was estimated that there were some 57,000 children active in the worst forms of child labour in the eleven districts<sup>40</sup>. In order to determine the contribution of the targeted interventions to the overall objective to reduce the worst forms of child labour with 75% in 2010, quite a number of assumptions need to be made.

**Table 1: Number of children withdrawn and prevented per district** <sup>41</sup>

	<b>male</b>	<b>female</b>	<b>total</b>
withdrawn	5,632	10,682	16,314
prevented	9,509	9,691	19,200
<b>total</b>	<b>15,141</b>	<b>20,373</b>	<b>35,514</b>

From the total 35,000 children targeted and serviced, some 19,000 were children at risk. It is assumed that the preventive measures taken by the implementing agents, the general increased awareness, the improved enrolment and graduation of the educational system and other positive external factors, have reduced or even halted the entrance of more children into the sectors.

If one would reason that a certain percentage of the children that were identified 3 years ago have outgrown the targeted age group than this would have reduced the worst forms of child labour with an equal percentage, say 15%. On top of that, one could argue that the project did withdraw some 16,000 children, and if none of them has returned to the worst forms of child labour, one could reason that the incidence has been reduced with an additional 30%<sup>42</sup>, bringing the total reduction to some 45%.

This would confirm that the project is indeed more than halfway, 45% achieved compared to the 75% target, yet the argumentation has included a considerable number of deductions and assumptions, some of which might be too optimistic. Such reasoning does however point out the need for proper project monitoring to provide more information on the effect of the interventions, as well as to the need for periodic surveys, including a repeated baseline survey for S-TBP2.

Table 2 shows the number children withdrawn and prevented per district and per sector, as per latest overview available.

<sup>40</sup> Source: Base Line Survey 2002

<sup>41</sup> The latest available overview of total numbers prevented and withdrawn, August 2006

<sup>42</sup> 16,000 / 57,000 -> 30%

**Table 2: Number of children withdrawn and prevented per district<sup>43</sup>**

TBP Districts		prostitution		domestic		mining		agriculture		(W)		TOTAL (P)		
		M	F	M	F	M	F	M	F	M	F	M	F	T
<b>Temeke</b>	W	5	878	603	755					608	1,633			<b>2,241</b>
	P	0	590	814	699							814	1,289	<b>2,103</b>
<b>Ilala</b>	W	59	978	195	308					254	1,286			<b>1,540</b>
	P	108	731	132	183							240	914	<b>1,154</b>
<b>Kinondoni</b>	W	50	911	148	245					198	1,156			<b>1,354</b>
	P	108	538	264	294							372	832	<b>1,204</b>
<b>Arusha</b>	W	5	433	265	493			53	35	323	961			<b>1,284</b>
	P	2	361	116	242			104	72			222	675	<b>897</b>
<b>Arumeru</b>	W							579	300	579	300			<b>879</b>
	P							1,156	601			1,156	601	<b>1,757</b>
<b>Simanjiro</b>	W					1,061	456			1,061	456			<b>1,517</b>
	P					1,375	752					1,375	752	<b>2,127</b>
<b>Kondoa</b>	W	0	352	82	146					82	498			<b>580</b>
	P	0	299	367	326							367	625	<b>992</b>
<b>Iramba</b>	W	100	348							100	348			<b>448</b>
	P	19	503									19	503	<b>522</b>
<b>Urambo</b>	W							295	209	295	209			<b>504</b>
	P							590	417			590	417	<b>1,007</b>
<b>IringaRural</b>	W	12	437	148	245			33	34	193	716			<b>909</b>
	P	0	227	545	498			66	69			611	794	<b>1,405</b>
<b>Mufindi</b>	W							176	109	176	109			<b>285</b>
	P							350	219			350	219	<b>569</b>
Total W		231	4,337	1,441	2,192	1,061	456	1,136	687					
Total P		237	3,249	2,238	2,242	1,375	752	2,266	1,378					
<b>Total W&amp;P</b>		<b>468</b>	<b>7,586</b>	<b>3,679</b>	<b>4,434</b>	<b>2,436</b>	<b>1,208</b>	<b>3,402</b>	<b>2,065</b>					
<b>GRAND TOTAL</b>										<b>3,869</b>	<b>7,672</b>	<b>6,116</b>	<b>7,621</b>	<b>25,278</b>

<sup>43</sup> The latest available overview that shows district and sector distribution, presumably May as per 2005

## **7. Reflecting and learning**

The previous chapters elaborated on the design, implementation and achievements of the S-TBP and in some instances pointed out some challenges. However, in many occasions the ET could only raise some questions since the ET could not find the answers or evidence (proving either right or wrong) of some of the issues at stake. One might therefore wonder why the ILO/IPEC and the partners of the S-TBP did not raise the same questions and tried to obtain the answers?

The impression prevails that a lot of management attention has been given to achieving numerical targets, yet one of the reasons for targeted interventions was to test replicable interventions. It was expected that the lessons learned while preventing and withdrawing children would increase the knowledge base and would feed into policy interventions that would make the enabling environment more conducive to the elimination of the worst forms of child labour.

That would require more time for reflection, short workshops, self evaluations, discussions, short studies, quick visits and other means to understand the constraints and to reason the effects. It would involve more short in-depth studies to compare results and obtain the evidence (or at least be able to make some acceptable probable attributions). It seems that many opportunities to learn and adjust interventions while implementing have been missed.

Some of these reflections appear to have occurred at completion of some of the APs, partly through the reporting by the partners, yet it seems that little attention has been given to document these lessons in such a way that others can learn from it. The ET wishes to point out that these analyses can be done with a small portion of the 'serviced children' during the implementation and not only towards the end. Moreover, it probably implies a high level of involvement of ILO/IPEC and CLU staff, because steering consultants is not enough if one wants to reflect and learn.

Documenting and disseminating the good (and not so good) practices implies a critical attitude and it was therefore pleasantly surprising that during the stakeholders' workshop it was possible to take a critical look at the S-TBP and it is recommended to structure reflection and documentation in S-TBP2 in a participatory, constructive and practical manner.

## 8 Some concluding remarks

This S-TBP is one of the first TBPs worldwide, and as such one could have expected that many more “challenges” would have been encountered. This TBP has been truly a pilot project for ILO/IPEC, an initiative that has by now triggered other countries to embrace such support programmes for their national TBPs.

Considerable changes have occurred that made the environment more conducive to the elimination of the worst forms of child labour and these can be considered the legacies of this S-TBP. The main legacy is of course the successful inclusion of child labour indicators in Tanzania’s MKUKUTA. This will ensure that budget resources can be made available for interventions to combat child labour. Other important legacies are the national child labour strategy that is part and parcel of the child development policy and the submission of the child rights bill to parliament. The list of hazardous child labour activities has been prepared and labour laws have been reformed and are now consistent with the ILO conventions 138 and 182. The MLE&YD stated that it is developing a national action plan to upscale interventions and in three “non-TBP-districts” some replications have been initiated.

Alliances have been built, especially in light of the MKUKUTA consultation process, resulting in the successful inclusion of child labour elimination targets. Institutions have been strengthened, most prominently the CLU at the MLE&YD. The NISCC has been established and is a broad representation of government and non government institutions. In “the eleven TBP districts” several legacies remain: child labour committees have been established at district level, other committees are operational at sub district levels, and child labour coordinators have been appointed at these districts. There is increased awareness of child labour and there is anecdotic evidence of national ownership, having resulted in resource mobilisation at district level for targeted interventions.

ILO/IPEC through its S-TBP has contributed to most of these changes. For some changes and achievements the attribution is very clear, for other achievements the attribution is probable and sometimes only possibly. The success of this S-TBP in this respect depends to a large extent on the dynamic national consultative processes and the excellent ability of ILO/IPEC to analyse the changing context, create alliances and grasp opportunities. The successful inclusion of child labour monitoring in the MKUKUTA might also harbour its main risk: the fact that nobody in particular is responsible for monitoring child labour, enlarging the knowledge base and developing elimination strategies. The role of the NISCC and the CLU appear to be changing and the S-TBP might have to reconsider its strategies and alliances.

ILO/IPECs influence in the targeted interventions is of course much more direct. The implementing partners have identified a large number (more than the original target) of children that were either at risk or were active in the worst forms of child labour. Some 16,000 children were counselled and offered an alternative, often transitional basic education or vocational training. One could reason that another major legacy of the S-TBP is a reduction of the incidence of child labour with some 45%. Unfortunately the main focus has been on achieving numerical targets and less attention has been paid to the qualitative aspects, including monitoring, analysing and documenting the lessons learned. The S-TBP has definitely played a catalytic role and its contribution to the elimination of the worst forms of child labour in the eleven districts is likely to be significant, yet the documentation thereof is weak.

Last but not least, it is obvious that a second phase is welcomed and that a S-TBP2 can be justified in light of the above, but only under the condition that more attention is paid to learning, developing and focussing on interventions. These might be tested in the so called ‘TBP districts’ but should be replicable and applicable for all worst forms of child labour in all districts.

## **9 Recommendations**

A number of recommendations have been made in the previous chapters, while in annex 7 more detailed information including good practices and lessons learned are provided for each action programme. The most important recommendations are summarised herewith.

### **9.1 Enabling Environment**

1. Document and disseminate knowledge and experiences through seminars and workshops to stakeholders
  - Document the process of alliance building as a good practices document
  - Document the process, roles and results of the S-TBP with respect to the MKUKUTA as a good practices document
2. Investigate the needs and possibilities to involve other ministries such as sectoral ministries and the ministry of planning and local government
  - Analyse needs and develop a structured capacity building plan clearly defining needs and competences of the district coordinators
  - Investigate possibilities for decentralised APs, including design and management
3. Consider the possibilities to form alliances with other stakeholders such as other civil society organisations, including those at sub-national level
  - That includes other partners and methods at various levels to raise awareness of the public
4. Reconsider the role of the NISCC and the CLU in relation to the inclusion of CL in the MKUKUTA
  - Investigate the present views of the stakeholders on the role of the CLU with respect to the S-TBP and the TBP itself
5. Analyse the pros and cons of the district approach in light of the MKUKUTA monitoring and budgetary mechanisms and the needs for national replication
  - Make an inventory of the lessons learned and disseminate to other districts
6. Develop expertise on monitoring the incidence of the worst forms of child labour and measuring the impact of elimination strategies
7. Investigate the needs and possibilities to ensure that proper monitoring of the worst forms of child labour is undertaken in light of the MKUKUTA and that the monitoring leads to interventions that can be undertaken by local and national governments
  - Analyse needs and capacities of MKUKUTA implementers and investigate whether there is a need for capacity building with respect to CL monitoring
8. Assess which activities should be undertaken to ensure enforcement of the new labour laws
  - Involve (train) police officials, magistrates and village elders with respect to the labour law.
9. Assess the needs and possibilities to cushion the effects of the HIV/AIDS pandemic, notably for orphans that might be forced into CL.

### **9.2 Targeted interventions**

1. Further analyse the preliminary results of the targeted interventions with respect to the intervention logic and the referral model, as detailed in the relevant chapters and including:
  - Analyse the causes and remedies for the unsatisfactory results of COBET cohort II
  - Develop a mechanism to track COBET graduates in order to measure and learn
  - Discuss who and how a responsible organisation remains responsible 'at the end'

- Define and ensure understanding of practical definitions for ‘targeted children’
  - Investigate other forms of vocational training, such as inclusion of targeted children in regular VETA training programmes and apprenticeships
  - Investigate linking graduates to providers of other services (e.g. finance)
  - Investigate what children have (or could have) been offered if not VETA or COBET
2. Assess the impact of the interventions that assisted the families to increase household incomes as well as means to reduce household expenses
  3. Further develop and test models in the TBP districts that are replicable and applicable to all districts within a short period and within the time frame of S-TBP2
  4. Seek and therefore test new models in the ‘five new TBP districts’ and don’t replicate the models that have been tested and applied in the ‘eleven TBP districts’
  5. Give high priority to designing a project monitoring system that is practical, cost efficient but also effective and suitable for testing, learning and documenting, which implies that such a system should enable future impact assessments
  6. Obtain an acceptable balance between the pressure to achieve numerical targets and the need to reflect in order to adjust and improve quality and influence policies
  7. Create an atmosphere within ILO/IPEC and among the partners that enables critical reviews and constructive criticism
  8. Investigate the possibilities to partner with a larger number of implementing partners, through a structured inventory and organisational scanning of possible candidates
  9. Analyse the pros and cons of designing direct targeting plans that are participatory, involving district based partners including local organisations and local governments
  10. Investigate the opportunities to engage the ILO constituents for interventions other than withdrawal and reintegration, preferably those interventions that have an impact at national level

# **ANNEXES**

# Annex 1: Terms of Reference

**Terms of Reference  
for  
Expanded Final Evaluation  
(use of impact assessment studies)  
of ILO/IPEC Project**

*Final Version*

***“Supporting the Time Bound Programme  
on the Worst Forms of Child Labour in Tanzania***

URT/01/P50/USA (P.340.011.590.50)

Using elements of standard evaluation framework for final evaluation  
of ILO-IPEC TBP Projects of Support with core questions

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Executing Agency	ILO-IPEC
Financing Agency	US DOL
Donor contribution	USDOL: US \$ 5'406'168
Preparation of TORs	April-June 2006
Evaluation	July-August



### Background to Project and Status

1. The aim of IPEC is the progressive elimination of child labour, especially its worst forms. The political will and commitment of individual governments to address child labour — in cooperation with employers' and workers' organizations, non-governmental organizations and other relevant parties in society— is the basis for IPEC action. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes raising awareness on the negative consequences of child labour, promoting social mobilization against it, strengthening national capacities to deal with this issue and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child labourers from hazardous work and provide them with appropriate alternatives.
2. Tanzania has participated in the IPEC programme since 1994, and is among the initial countries, which are implementing the Time Bound Programme (TBP) on Worst forms of Child Labour, (WFCL) in the context of the Convention No.182, The convention requires ratifying states to implement time-bound measures to eliminate the worst forms of child labour.
3. A Time Bound Programme is essentially a Strategic Programme Framework of tightly integrated and co-ordinated policies and programmes to prevent and eliminate a country's worst forms of child labour within a defined period of time. National TBPs emphasize the need to address the root causes of child labour, linking action against child labour to the national development effort, with particular emphasis on the economic and social policies to combat poverty and to promote universal basic education and social mobilization. The development and implementation of a broad national Strategic Programme Framework for mobilising and linking relevant policies and programmes is an essential element of the national TBP.
4. The objectives of the national TBP in Tanzania is the elimination of WFCL in Tanzania by the year 2010, with a initial focus on four priority sectors; commercial agriculture, mining, domestic service and prostitution, to be expanded in further phases of the national TBP based on replication and up scaling of relevant policies and programmes, based on demonstrated success from application to specific targeted areas and sectors.
5. The national TBP in Tanzania has gone through several expressions as strategic framework from a Child Labour Strategy to an element of the Poverty Reduction Strategy. As a national framework, the achievement have been considered to be:
  - *The establishment and strengthening of local institutional structures and networks for addressing and monitoring child labour and its worst forms*
  - *Nationwide public mobilization on and information campaigns against child labour at all societal levels*
  - *Integration of child labour concerns in the national labour legislation and in the national socio-economic development framework*
  - *A broad alliance of stake-holders and collaborating partner agencies on child labour*

6. ILO/IPEC is implementing a project of support to the national TBP that seeks to support *the creation of an enabling environment*, conducive to the elimination of worst forms of child labour. This requires amongst other things the development of a Strategic Programme Framework, and to implement targeted interventions aimed at highly vulnerable groups at the district level, to reduce the incidence of WFCL. In this regard, the IPEC Project of Support is targeting 30,000 children up to the age of 18 years.
7. The national stakeholders has considered the prospective areas of ILO-IPEC contribution to the National TBP process as one of the partners to be:
  - *Technical capacity building of partner agencies and local community structures for controlling and monitoring child labour practices*
  - *Technical support for the enforcement of national labour legislation consistent with Conventions No. 138 and No. 182.*
  - *Technical and financial support for national as well as sector/area-based research on the nature and dynamics of WFCL for targeted interventions*
8. The implementation of the IPEC Project of Support to the national TBP in Tanzania started in September 2001, with the financial support of the United States Department of Labor (USDOL) amounting to USD 5,406,168. Phase one of the program will be implemented over a period of 42 months, ending in August 2006. Several activities at different levels of intervention have been carried out at national and district levels.
9. A national Inter-Sectoral Co-ordination Committee has been established to oversee the implementation of the programme, while a child labour sub-committee has been formed in each of the initial 11 Districts target by the IPEC Project of Support.
10. District child labour co-ordinators and members of the child labour sub-committees have been provided with training and orientation on the objectives, strategy and target groups of the project of support as well as the institutional arrangement for its implementation. The targeted districts have subsequently embarked on the process of integrating worst forms of child labour issues in their respective development plans.
11. Chaired by the Permanent Secretary in the Prime Minister's Office, the NISCC has met District child labour co-ordinators and members of the child labour sub-committees have been provided with training and orientation on the objectives, strategy and target groups of the project of support as well as the institutional arrangement for its implementation. The targeted districts have subsequently embarked on the process of integrating worst forms of child labour issues in their respective development plans.
12. The national Labour Force Survey report along with the Child Labour Survey report have been launched at the national level, providing a forum for high-level discussions by policy makers and key stake-holders on poverty vis-à-vis child labour. Staff of the project of support have participated in the forum and highlighted the contribution of the project in national efforts to address worst forms of child labour.
13. Collaboration between the project of support and UN agencies within the UNDAF framework has been forged and efforts are going on to highlight and incorporate worst forms of child labour in relevant prospective inter-agency programme initiatives. Separate consultations have been held with UNICEF and WFP to explore immediate areas of complementary action in the respective areas of transitional education and school-feeding programmes
14. National-level stake-holders' consultation meetings have been convened by the project of support to review, discuss and achieve a broad support for and consensus on major programme activities such as the provision of transitional education and vocational skills training alternatives to the target groups of the project.

15. The project of support has initiated consultations with the National Commission for AIDS with a view to jointly explore mechanisms for collaboration towards the integration of worst forms of child labour concerns in the National AIDS strategy framework, and subsequently to have child labour indicators included in HIV/AIDS interventions.
16. Eight (8) Action Programs with a total of USD 1'195'955 were implemented. Management, during the course of the evaluation will provide further details on the status of these APs.
17. The project has attempted to support further strategic planning through the use of the Strategic Programme Impact Framework methodology. This is a participatory process that tries to clarify and create consensus on the "theory of change" or "logic model" leading to the elimination of the WFCL in a given context, e.g. a country. IPEC's projects should be placed in this context, as well as those interventions of the main development partners leading to the elimination of the WFCL. The SPIFs normally includes clear definitions of linkages and synergies between outcomes that are used to monitor and check the coherence of the model and whether the theory of change holds true.
18. The TBP framework has been developed through a collaborative approach and has resulted in child labour concerns being mainstreamed the national socio-economic development policy, as indicated by the inclusion of child labour in the cluster strategies and operational targets of the National Strategy for Growth and Reduction of Poverty (NSGRP). A major outcome of this mainstreaming and coalition building process is that Tanzania now has, a comprehensive strategic framework encompassing strategies and intervention packages that address important causes of child labour. This framework includes not just sectoral strategies, but also integrated planning, monitoring and evaluation mechanisms at central and local government levels.
19. Findings from various studies carried out to review the progress of the TBP framework and the TBP-project of support have all pointed to the need for further extension of the project, in order to consolidate and sustain gains made under the phase one of the project, as well as target evolving worst forms of child labour in fishing, including Zanzibar. The national stakeholders' workshop in May 2005 recommended further capacity building towards the operationalization of the legal and policy framework on child labour, and the extension of project activities to other priority districts where replication of the intervention models developed under the current phase will be replicated. The second phase of the project will focus also on further action in the 11 target districts to consolidate achievements, prevent ex-child labourers from reverting back to child labour, and implement down-stream interventions to withdraw/prevent children from remaining WFCL in the target districts

#### **Mid-Term In-Country Review/Evaluation**

20. A mid-term in-country review/evaluation was done at the end of 2004 consisting of background report, as stakeholder evaluation meeting and a specific review and follow-up meeting. The purpose of that the review was to review the implementation of IPEC Project of Support to the TBP so far and consider any changes in strategy on the basis of emerging experiences; to examine current proposed activities and make an assessment of their potential contribution to the implementation of the strategy; to assess the existing as well as potential linkages between IPEC Project of Support to the TBP partner agencies and other development partners and review strategies for co-operation; and to propose adjustments in the IPEC Project of Support to the TBP strategy where necessary.

## Background to the Expanded Final Evaluation

21. ILO-IPEC projects are subject to end of project evaluations ad per ILO TC policies and procedures and in agreement with the donor. As this project is one of the first generation projects of support to the TBP approach formulated as a comprehensive framework for implementation the provisions of C. 182, the final evaluation of this and other similar projects of support to the TBP processes in other countries will be done as an *expanded final evaluation* (combined target group impact assessment study and final evaluation) and based around a set of core areas of achievement or suggested aspects to be used across all final evaluation for TBP projects of support. Expanded final evaluation are essential evaluations with a number of complementary impact assessment studies that allows for a more in-depth quantitative and quality assessment of impact of the project in identified areas and in the context of more broader and longer term impact.

## Standard Framework for final evaluations of TBP projects of support

22. As the one of the first implementations of a final evaluation of full phase of a project of support to TBP, the design has been influenced by the initial work on the development of a standard framework for the evaluation of TBP projects of support. While currently a number of core questions (see below) have been identified and elements of the proposed standard evaluation framework have been used here, it is expected that the expanded final evaluation and others of the first generation will allow for the full development of such evaluation framework to be used for sub-sequent generations of TBP projects of support.
23. Using such a standard framework will allow for a broader, more comprehensive approach that, in addition to serving as a project evaluation, will allow for further and broader development of the national TBP framework, including identifying future action. Using a consistent approach across the ILO-IPEC projects of support will allow for a number of core questions and aspects to be addressed and provide a comparative perspective to draw lessons learned from. In this way it is part of the ongoing review process in ILO-IPEC on the TBP concept and it can possibly provide an opportunity for involving other stakeholders and development partners in the evaluation process. It is very possible that the proposed approach could also be done as a joint evaluation of either the whole national TBP framework, including the different component projects of support, or for clusters of IPEC projects of support
24. Ideally such a standard evaluation framework could also become the basis for broader joint evaluation of several projects of support or components within the national TBP process as implemented by a number of development partners.

## Impact Assessment in IPEC

25. An impact assessment is a fundamental pillar in IPEC's evaluation system. Impact assessments looking at broader and longer term changes are being developed as part of the development of the Time Bound Programme methodology, where the first considerations and discussions on impact assessment have taken place.
26. Work has been done on an Impact Assessment Framework as a source book to guide the work on impact assessment of child labour programmes, both IPEC and non-IPEC. An initial focus has been on measuring the direct impact on children and families of directly benefiting from IPEC interventions through developing methodologies for tracer studies<sup>44</sup>

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<sup>44</sup> **Tracer studies** in IPEC are a one-off study, looking back at the evolution of the situation of a sample of children, giving us a 'before and after' picture.

and tracking<sup>45</sup> systems. The tracer studies are being pilot tested in six IPEC projects in six locations. Three tracking methodologies are under development in three IPEC projects in three different locations.

27. In the context of larger programmes such as time bound programmes, it is therefore proposed to include target group impact assessment studies as a way to follow-up on baseline studies to obtain an initial assessment of the changes or impact in the target areas as a result of project activities, in particular, those directly targeting children and families. The intention is for the results of such “repeat baseline” or follow-up studies to provide valuable input in to the assessment at the end of the project of the possible broader and medium-to- longer term changes as part a final evaluation.

## **Combined Impact Assessment and Final Evaluation**

28. A combined impact assessment/final study will therefore combine impact assessment attempts to assess short-term project impact by repeating selected parts of the baseline study that was carried out at the start of the project with a final evaluation. The results from this impact assessment would feed into the final evaluation of the project. Often the framework for final evaluations – particularly in small and medium projects - leaves little time and resources to do a repeat baseline and to be able to use those results for the final evaluation. A second reading of the baseline survey that was conducted at the start of the project) would give valuable indication of how IPEC’s work has affected a target population in the timeframe of the project. Existing tracer methodologies could as appropriate be used. Data pertaining to issues not covered in the baselines studies or seen as useful for the final evaluation, could, as identified by stakeholders, be gathered using as appropriate supplementary impact assessment tools such as ex-post capacity assessment, focus group discussion and detailed field observation.

## **2.**

## **Scope and Purpose**

29. The evaluation will focus on the ILO/IPEC Project of Support, its achievements and its contribution to the overall broad national efforts to achieve the elimination of WFCL and especially the overall national TBP framework.
30. In addition to the overall scope indicated above, the specific scope as a final project evaluation is the whole project, including all specific interventions in the form of Action Programmes implemented by local partners and other activities of the programme since the beginning of the programme. Any preparatory work would also be considered if relevant for the assessment of the project. It should focus on the project as a whole, the linkages and synergies between each component and how the project, in addition to achieving specific project objectives, has contributed the national TBP approach and to the broader strategic areas and the issue of child labour in the country. It should also examine how it has linked to other ILO and ILO/IPEC activities.
31. The evaluation should emphasize assessment of key aspects of the programme, such as strategy, implementation, and achievement of objectives. It should assess effect and impact of the work done during the implementation, using particularly data collected on the indicators of achievement and using the associated impact assessment studies to provide detailed assessment of achieved and potential impact. The evaluation should evaluate

<sup>45</sup> **Tracking studies** in IPEC are a continuous following of a sample of children targeted in a series of interventions. This is a forward-looking inquiry approach that will assess impacts as they occur in the future.

effectiveness, relevance, and elements of sustainability of the programme activities carried out.

32. It should be conducted with the purpose to draw lessons from experience gained during the period, and how these lessons can be applied in programming future activities, existing or planned ILO/IPEC interventions as well as in broader terms of action against child labour in the context of the Time Bound Programme process.
33. In addition the evaluation should serve to document potential good practices, lessons learned and models of interventions that were developed in the life cycle of this project. It should serve as an important information base for key stakeholders and decision makers regarding any policy decisions for future subsequent activities in the country.
34. Some more specific purposes have been suggested by stakeholders as:
  - To determine and assess the workability of models and interventions on WFCL and how to refine these as necessary for the future
  - To find out whether or not the interventions on WFCL are sustainable and determine the level and extent of national ownership
  - To establish whether projects objectives and strategies have been achieved or not.
  - To measure the impact of interventions against baseline information in key selected impact areas,
  - Provide guidance to the 2<sup>nd</sup> phase of ILO-IPEC project of support, including further areas in which to carry out impact assessment studies as part of contributing to the knowledge base on which interventions work
  - To review linkages between IPEC Project of Support to the TBP partner agencies and other development partners and its contribution to the national TBP framework.
  - To assess the level and nature of contribution of project support to the enabling environment.
  - To identify key project legacies and why from the first phase
  - To assess how well this project is tying into the national discourse on poverty alleviation, child protection, and education strategies;
  - Assess the extent to which the first phase of the IPEC program of support to the Tanzanian Time bound was successful in encouraging Tanzania's development and implementation of its own national Time bound Program. In short, as a result of phase 1 of the program, did a national Time bound Program to eliminate the worst forms of child labour take shape in Tanzania or are national stakeholders still looking to ILO-IPEC to champion this cause?
  - Review the major activities and outputs of the phase 1 project and assess the relevance, effectiveness and impact of IPEC efforts to eliminate child labour in Tanzania.
  - Given that a second phase of this project has been funded, assess (1) which activities from phase one proved most effective and deserving of replication in phase two; (2) what major gaps in IPEC's effort to build a sustainable effort in Tanzania to combat the WFCL should the second phase of the program of support be most focused on addressing?
35. In view of the focus on contribution of the IPEC Project of Support to the general TBP process, in the promotion of an enabling environment, and as a facilitator in the overall national TBP strategic programme framework, the review will have to take into account relevant factors and developments in the national process. The focus however will be on IPEC Project of Support as a component of the national TBP process.
36. As one of the "pilot" countries for the Time Bound Programme approach, the innovative nature and element of "learning by doing" should be taken into account. The TBP concept is intended to evolve as lessons are learned and to adapt to changing circumstances. The

identification of specific issues and lessons learned for broader application for the TBP concept, as a whole would be a particular supplementary feature of this review.

37. The purpose of the target group impact assessment study is to obtain more detailed information on the beneficiary target groups and to give a before and after snapshot of the target population after the IPEC project. The results of the target group impact assessment study will be used as data for the final evaluation. The study will also feed into the larger Impact Assessment Framework of IPEC in that it will test the possibility of conducting repeat baseline studies at the end of the project for evaluation findings.

### **3.**

### **Suggested Aspects to Address**

38. As an evaluation exercise that serves as final evaluation, the review should in general address the ILO established overall evaluation concerns such as relevance, effectiveness and sustainability (please see *ILO Guidelines for the Preparation of Independent Evaluations of ILO Programmes and Projects, section 1.2, November 1997*).
39. The current list of core aspects and questions to be addressed as part of the Standard Framework for evaluation of TBP Projects of Support (attached as Annex I) provides key suggested questions/aspects to be examined by the evaluation. The focus will be on the contribution of the IPEC Project of Support to the national TBP framework.
40. Annex II contains some further specific suggested aspects that have been identified at this point for the evaluation to address. These have been identified based on consultation with key stakeholders and prior analysis by the Design, Evaluation and Documentation (DED) section. Other aspects can be added as identified by the evaluation consultants in accordance with given purpose and in consultation with DED. One of the tasks for consultants is to decide, which ones based on the evidence and findings available, are to most important aspects to address in meeting the purpose of the evaluation
41. The analytical framework for the evaluation (evaluation instrument) to be prepared by the consultants (see section IV, below) should indicate priorities and further selected specific aspects to be addressed.
42. Given the focus on district level work both in enabling environment and for targeted action, the evolution and key factors in the development and implementation of that model is a key aspect to look at.

### **Aspects for Impact Assessment Study**

43. For the impact assessment studies, the specific aspects should be based on the impact areas that have been covered under the baseline studies in the five selected sectors, aspects identified during the further consultation process in these TORs and on general considerations of the issues and areas of impact identified as part of the IPEC Impact Assessment Framework and in particular the methodology for tracing and tracking studies.

### **1. Methodology and Schedule**

44. The following is the suggested methodology for the Expanded Final Evaluation. The methodology can be adjusted by the evaluation team if considered necessary for the review/evaluation process and in accordance with the scope and purpose of the evaluation. This should be done in consultation with the Design, Evaluation and Documentation Section of ILO/IPEC

#### **1.1. Target Group Impact Assessment Studies in selected targeted district**

45. A Local Partner Agency will design and implement a target group impact assessment study that will consist of quantitative survey of a sample of the beneficiaries complemented with limited focus group discussions and collection of information on external and contextual factors.
46. The purpose of the present impact assessment study is to obtain more detailed information on the beneficiaries target groups and to give a before and after snapshot of the target population after the IPEC project. The results of the impact assessment study will be used as data for the expanded final evaluation and the overall evaluation report.
47. A detailed study plan is prepared outlining the specific approach to this study including sampling, questionnaires, methodology, agenda for focus groups and proposed analytical structure for reporting the data for the overall evaluation.
48. The study will be designed using the manual and experience of IPEC on impact assessment in general and tracer studies in particular.

#### **1.2. Detailed Desk Review by National Consultant**

49. A National evaluator or consultant will conduct a detailed desk review and prepare a background report. The desk review will focus existing documentation such as progress reports, strategic papers, studies, documents and plans that the project has provided input to, output of project monitoring documents, outputs of the project and action programmes, feature articles, etc
50. The National Consultant will present the **Background Report** to the team leader and international consultant.
51. The National Consultant will report to DED and the Team Leader of the Final Evaluation. Additional backup, also administrative, may be drawn from the ILO/IPEC Team in Dar Es Salaam.

#### **1.3. Evaluation Mission by Team Leader (International consultant)**

52. The evaluation team leader will conduct an evaluation mission in-country that will consist of the following
- Initial briefing meeting with ILO-IPEC staff
  - Working session with national consultant and local study partners
  - Interviews with key national stakeholders and informants
  - Field visit to selected districts with target action



- National Stakeholder Evaluation Workshop
53. The international consultant and national consultant will work together as a team for this part, including division of work in talking to key national stakeholders. The evaluation team will prepare the final report
  54. The evaluation team will interview the donor representatives, IPEC HQ, and ILO/IPEC regional persons through a conference call early in the evaluation process, preferably during the desk review phase.

#### **1.4. National Stakeholder Evaluation Workshop**

55. A national stakeholder evaluation workshop will be held to review achievements of the national TBP process and the contribution of the ILO IPEC Project of Support. While the focus as such is on the role of the first phase of the PEC project of support to the national TBP process, the workshop should be seen as an opportunity for supporting the ongoing planning and mobilisation process for the national TBP framework, including identification of action and revision of the strategies for the IPEC Project of Support Phase II based on lessons learned and existing gaps from phase I.
56. The evaluation team will prepare the workshop programme and process and act as facilitators for the national stakeholder workshop such as manage the process of the review meeting including preparation, meeting techniques and ensuring summing and documenting outcome of meeting
57. The national stakeholder workshop is to cover the following
  - Areas of achievement of the National TBP process (nature and causal factor)
  - Contribution of different development partners to those achievements
  - Contribution of ILO/IPEC project of support – key activities and factors (key legacy of the project of support)
  - Areas in which there are viable models of interventions for replication
  - Areas still to be developed
  - How the findings and outcome of the evaluation can best be used in the continued work on TBP process
58. Some elements of the Strategic Programme Impact Framework (SPIF) approach can be used.
59. Proposed participants at the workshop will be the direct key stakeholders in the project of support but should to the extent possible also include other national partners in the TBP framework as of the feedback, including international development partners.
60. Project management will provide a list of key stakeholders for possible participation in this workshop. This list will also serve as list of potential key informants to consult. Project management will prepare a detailed schedule of visits.
61. The evaluation team should solicit the opinions of a wide variety of stakeholders, including children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and IPEC staff.
62. If considered appropriate, each institution represented could be asked to give a short five (5) minute presentation on:
  - Areas of achievement of the national TBP process

- The contribution of the IPEC Project of Support as they see it
  - Their own role in the process and what they have learnt from that
63. Table I provides a complete overview of phases, tasks, responsibility, duration/schedule and expected outputs.

## **2. Roles and Responsibility**

64. The following are the precise profile and responsibilities of the international team leader, national consultant and local study partner.

<b>International Team Leader</b>	
<b>Responsibility</b>	<b>Profile</b>
<ul style="list-style-type: none"> <li>• Overall lead consultant for the Expanded Final Evaluation</li> <li>• Desk review</li> <li>• Analysing the datasets and information from the questionnaires supplied by the local partner agency for use in final evaluation.</li> <li>• Act as independent evaluation consultant for the final evaluation of the project and covering other evaluation related issues during a two-week in-country field visit.</li> <li>• Prepare and deliver a presentation and short note on the methodological issues and lessons learned</li> <li>• Prepare evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extensive experience in evaluation of development projects, in particular with local development projects</li> <li>▪ Experience working with impact assessment, tracer or tracking studies is appreciated</li> <li>▪ Relevant regional experience in East Africa</li> <li>▪ Prior experience with or knowledge of the TBP project of support type of projects</li> <li>▪ Familiarity with and knowledge of specific thematic areas</li> <li>▪ Experience working with local organisations/local partners agencies</li> <li>▪ Experience in UN system or similar international development experience</li> <li>▪ Previous experience in statistical analysis of raw data and/or developing questionnaires</li> <li>▪ Experience evaluating gender issues.</li> </ul>
<b>National Consultant</b>	
<b>Responsibility</b>	<b>Profile</b>
<ul style="list-style-type: none"> <li>• Carry out the in- country review based on its envisaged scope and tasks.</li> <li>• Carry out the in- country review based on its envisaged scope and tasks.</li> <li>• Prepare the Background Report</li> <li>• Provide brief progress reports to DED and the Evaluation Teamleader during the preparation of the background report</li> <li>• Submit a draft of the background report to IPEC/DED staff for comments and inputs</li> <li>• Present the background report at the stakeholders evaluation workshop</li> <li>• Support the preparation of the final report of the in-country review together with facilitator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extensive knowledge of development in Tanzania, preferable Child Labour</li> <li>▪ Documented experience in evaluation to international standards</li> <li>▪ Experience with work at policy level and in multi-sectoral and multi-partner environment, including networking</li> <li>▪ Previous experience with stakeholder workshops and preparation of background reports</li> <li>▪ Prior knowledge of ILO/IPEC an advantage</li> </ul>

Local Partner for Target Group Impact Assessment	
Responsibility	Profile
<ul style="list-style-type: none"> <li>• Design study, including questionnaire and data collection instrument with support from Technical Support Officer from IPEC/DED</li> <li>• Use the procedures outlined in the methodology to produce a gender sensitive sample of former IPEC beneficiaries (children and families) from project lists and data sets.</li> <li>• Use the developed instruments to carry out data collection in the field. This will consist of Focus Group Discussions as well as quantitative methods of data collection and will include using a team of enumerators</li> <li>• Develop a systematic method of collating and organising the data collected during the fieldwork stage.</li> <li>• Analyse the data collected and present findings using a report structure provided by the consultants as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarity with impact assessment debates or experience implementing impact assessment evaluations</li> <li>▪ Experience in conducting both quantitative and qualitative social research</li> <li>▪ Experience in data collection (questionnaires, training enumerators)</li> <li>▪ Experience in analysing raw data and reporting on findings</li> <li>▪ Experience in fieldwork-based research, such as sampling, household surveys, focus groups and community profiling</li> <li>▪ <b>Have trained in-house enumerators with experience in fieldwork or have access to a pool of similarly trained enumerators. The group of enumerators should have a balance of men and women.</b></li> <li>▪ Experience in training enumerators</li> <li>▪ Capacity to analyse both quantitative and qualitative data and prepare report as per agreed format, preferably in English</li> <li>▪ Willingness to travel to the project sites to carry out the fieldwork</li> <li>▪ Experience in the field of child labour or a relevant area and familiarity with child focused social research and data collection methods are highly desirable</li> <li>▪ Be a nationally based organisation</li> </ul>

65. The tasks of DED will be:

- Brief the international consultant and project management
- Provide methodological support to design of study and evaluation instrument through mission of Technical Support Officer to Tanzania
- Provide support and methodological check of impact assessment report
- Manage the final evaluation process as per procedure

66. The tasks of the Project will be:

- Identifying and recruiting local partners in consultation with DED
- Ensuring project monitoring system is up to date and easily accessible
- Preparing a description of all the possibly relevant sets of data and sources of information on the beneficiaries
- Provide support to the international consultant and local partner agency during the design of the combined impact assessment study and final evaluation
- Provide support and advice to local partner agency in conducting training and carrying out the collection of data
- Provide support to the final evaluation and provide logistic support to international consultant throughout the process

67. Additional support to statistical aspects will be provided by IPEC SIMPOC programme through the sub-regional SIMPOC officer based in Tanzania.

### **3. Sources of Information and Consultations/Meetings**

The following are the kind of sources of information and documentation that can be identified at this point:

#### **Sources of Information and Consultations/Meetings**

<b>Available at HQ and to be supplied by DED</b>	<b>Project document (phase I and phase II) DED Guidelines and ILO guidelines Mid-term country review/evaluation</b>
<b>Available in project office and to be supplied by project management</b>	<b>Progress reports/Status reports Evaluation and similar reports at the action programme level Technical and financial report of partner agencies Other studies and research undertaken Action Programme Summary Outlines Project files National workshop proceedings or summaries Country level planning documents SPIF documents Master list and records of beneficiaries Action Programme Progress Reports Baseline reports and information</b>
<b>To be located as appropriate</b>	<b>Relevant national development programme and policy documents PRPS documents such as strategies, monitoring plans and reports, costing Relevant documents on the development situation in Tanzania and context of child labour</b>

68. As part of the preparatory work a complete list of such documents will be prepared.

1. Project Management will provide a list of possible key informants and others to consult. Specific consultation to be carried out with:
  - Project management and staff
  - ILO/IPEC technical and backstopping officials, including headquarters and sub-regional
  - Partner agencies
  - Boys and Girls that were withdrawn or prevented as a result of direct action APs undertaken in the core countries.
  - Parents of girls and boys that were withdrawn or prevented
  - Social partners Employers' and Workers' groups
  - Community members
  - Government representatives, legal authorities etc as identified by evaluation team
  - Local government officials
  - Development partners and others working on this issue of child labour and involved in the process
  - Telephone discussion with USDOL

69. Project management will prepare a proposed detailed scheduled list

**5.****Expected Outputs**

70. The expected outputs to be delivered by the evaluation team are:

By local partner for target group impact assessment study

- Data collection plan and methodology, including questions
- Analytical report presenting the data and key analysis
- Electronic version of the data for further analysis
- Meeting with team leader and national consultant

By National Consultant

- Desk review
- Background report of relevant information
- Participation in briefing meeting with local partner for target group impact assessment
- Support to international team leader during evaluation phase
- Co-facilitation of national stakeholder evaluation workshop
- Input and support to the preparation of the final evaluation report

By International Team Leader

- Desk review
- Briefing meeting with local partner for target group study
- Interviews and consultations with key stakeholders
- Preparation and facilitation of national stakeholder evaluation workshop, including workshop programme and background note
- Debriefing with project staff and key national partners
- Draft report
- Second and final version of report, including any response to consolidated comments
- Notes on the experience of the evaluation and suggestions for the further development of the standard evaluation framework

71. The final report should include:

- Executive Summary with key findings, conclusions and recommendations
- Clearly identified findings
- Clearly identified conclusions and recommendations
- Lessons learned
- Potential good practices and effective models of intervention.
- Appropriate Annexes including present TORs
- Standard evaluation instrument matrix

72. The total length of the report should be a maximum of 30 pages for main report, excluding annexes; additional annexes can provide background and details on specific components of the project evaluated. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

73. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided both in paper copy and in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with ILO-IPEC and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use

of the data for publication and other presentations can only be made with the written agreement of ILO-IPEC. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

74. The final report will be circulated to key stakeholders (those participants present at stakeholder evaluation workshop will be considered key stakeholders) for their review. Comments from stakeholders will be consolidated by the Design, Evaluation and Documentation Section (DED) of ILO/IPEC Geneva and provided to the team leader. In preparing the final report the team leader should consider these comments, incorporate as appropriate and provide a brief note explaining why any comments might not have been incorporated.
75. It is recommended to structure the final reports along the lines of the elements in the core questions that will be provided and at minimum with the following headings:
  - TBP and Project of Support preparatory process
  - Process of development and design of
    - National TBP
    - Project of Support
    - Action Programmes
  - Implementation Process
  - Performance and Achievement
    - Support to National TBP process
    - Enabling environment
    - Targeted Interventions
    - Networking and Linkage
    - Evidence of sustainability and mobilisation of resources
76. For independent evaluations, the following **Final Report Submission** procedure is used:
  - The **team leader** will submit a draft report to **IPEC DED in Geneva**
  - IPEC DED will forward a copy to **key stakeholders** for comments on factual issues and for clarifications
  - **IPEC DED** will consolidate the comments and send these to the **evaluation team leader** by date agreed between DED and the evaluation team leader or as soon as the comments are received from stakeholders.
  - The final report is submitted to IPEC DED who will then officially forward it to stakeholders, including the donor.

**Resources**

77. The following resources are required

- For target group impact assessment study
  - As accepted proposal from selected local partner
- For national consultant
  - 5 weeks of work
  - Local travel cost
- For International team leader
  - 6 weeks of work
  - International travel and expenses
  - Local travel
- Stakeholder Evaluation workshop
- Participation of ILO/IPEC headquarters staff (possible)

78. A detailed complete budget is available separately. A number of separate contracts will be prepared for the complete TORs as per procedures.

**Management**

79. The evaluation team will report to IPEC/DED in headquarters and should discuss any technical and methodological matters with DED should issues arise.
80. The management of the ILO/IPEC Project of Support will provide in country logistic and management support.

**Table 1: SUMMARY OF METHODOLOGY TIME SCHEDULE BY PHASE**

<b>Phases</b>	<b>Tasks</b>	<b>Responsible</b>	<b>Duration/ Schedule</b>	<b>Outputs</b>
<b>Part One</b>	Briefing with IPEC DED and preparatory desk review (brief inception note on the approach to the Expanded Final Evaluation)	International consultant	5 days (end July)	Brief inception note
<b>Part Two</b>	<b>Design and Implementation of the target group impact assessment study</b> - Preparatory meeting - Design of study plan and instruments - Implementation of study in selected districts with a total sample and number of focus groups discussions as in detailed study plan - Data processing and analysis - Preparation of analytical brief report in bullet points	ILO/IPEC Technical Support Officer	Two week in-country design	Study plan and instruments, including, draft Questionnaires Data collection and analytic report Electronic version of data
		Local Partner Agency	X number of weeks	
<b>Part Three</b>	Background report and notes on desk review of available information  Background report to contain key findings from desk review, further questions to ask and key points of reviewed document	National Consultant	2 weeks (24 July to 7 August)	<ul style="list-style-type: none"> <li>Background report</li> <li></li> </ul>
<b>Part Four</b>	Final evaluation process consisting of <ul style="list-style-type: none"> <li>Consultation with key stakeholder on preliminary findings and to identify further issues for the final evaluation</li> <li>Field work, interviews and data collection as part of normal final evaluation</li> <li>Stakeholder evaluation workshop</li> <li>Preparation and commenting on reports as per normal procedures</li> <li>Managed per procedure by DED and carried out by the international consultant including field visits and using information from the impact assessment study.</li> </ul>	International consultant  National Consultant	2 week in-country (7-21 August)	Stakeholder Evaluation Programme, process and background notes  Draft version evaluation report
<b>Part Five</b>	Stakeholder Evaluation Workshop Presentation	Stakeholders Evaluation Team Project management	2 days (16-17 August)	Notes of workshop
<b>Part Six</b>	Preparation and Submission of Final Version	Evaluation Team (team leader main responsibility)	By 31 August	Final Report



## **SUPPLEMENTARY DOCUMENTS OF TERMS OF REFERENCE**

**Some specific suggested aspects proposed during the consultation process**

**Summary of Action Programmes and Mini Programmes implemented or being implemented by TBP Project of Support  
(in separate file to be provided by project management upon beginning of Expanded Final Evaluation)**

**List of stakeholders to be invited for national stakeholder evaluation workshop  
(in separate file to be provided by project management upon beginning of Expanded Final Evaluation)**

### **SOME SPECIFIC SUGGESTED ASPECTS PROPOSED DURING THE CONSULTATION PROCESS**

- Did the phase 1 project adhere to its work plan?
- What lessons can be drawn from the first phase's experience in terms of adhering to the project work plan that could benefit the second phase?
- How effective was project management in ensuring the project met its goals deliverables in a timely manner?
- The project was designed with targets for the number of children to be withdrawn and prevented. How effective was the project in identifying and initiating the delivery of direct educational and other services to target children? Could the project have been more efficient in reaching target children in order to lengthen the amount of time these children benefited from involvement in programs such as COMBET and VETA before the project ended?
- How did the project's effectiveness and impact differ in each of its target sectors? For example, the project ran into greater difficulties with its commercial agriculture activities early on than in the other sectors.
- How did project performance and impact vary in each of its 11 target districts?
- How effective did COMBET and VETA, respectively, prove to be in providing quality non-formal education to target children? Did COMBET and VETA prove to be effective programs, not only for providing education opportunities to target children, but also for helping to ensure that children did not become involved or return to involvement in the WFCL?
- How effective has the project been at building the capacity of national IPEC staff and implementing agencies' staffs?
- How well did the local management structures (National Steering Committee, Local Steering Committees) work?
- Assess the level of participation of different relevant actors in the NSC (Ministry of Labour, Ministry of Education, trade unions, employers' organizations, etc.) How did these structures participate in terms of program implementation? How did this participation affect the outcomes of the project?
- The project reported a need for more qualified and experienced senior officials to be assigned to the CLU to make it more effective and efficient.
- What was the achievement in increasing the capacity of the CLU or identify a different way to work with the CLU, given its capacity? ,
- Based on project experience what are some of the factors affecting the likelihood of long-term sustainability of government efforts to combat the WFCL in Tanzania?
- How effective a body was the NSC (the NISCC) and its sub-committees? What was the value added by the NISCC to the project? What were the effect of its involvement in implementation and/or coordination of activities to combat the WFCL in Tanzania, including activities of other partners than ILO-IPEC? How could the NISCC be improved in phase 2?

- The project invested a great deal of effort in mainstreaming the WFCL and the goals of the TBP into the structure of the MKUKUTA. How effective has this strategy proven to be in raising the overall prominence of the Timebound Program's goal of eliminating the WFCL in Tanzania? Has the strategy made the issue of the WFCL more relevant to policy makers in Tanzania? To the public?
- What has been the impact of the project's involvement in UNDAF in Tanzania?
- How did the project select beneficiaries in each district and community? Was there a clear and fair criteria used?
- How effective was the child labour monitoring system used by the project? Are there lessons that could be learned from the phase 1 project that could be used to improve child labour monitoring during phase 2?
- Please assess the project monitoring process, including required project staff capacity.
- Did the project achieve all its immediate objectives? Using the SPF outline as a guide, please assess the extent to which the phase 1 project's theory of change held true. Do the results of the project suggest that the project's design was correct in hypothesizing that by achieving the project's immediate objectives that it would make significant progress toward the project's Development Objective? What lessons can we draw from this that could be used for phase 2?
- How useful a tool has the work on developing SPF proven to be in Tanzania? Is project staff using the SPIF on a regular basis? Do local stakeholders (including the CLU and other government partners) know about, understand and use the SPIF? Do they refer to it when discussing the WFCL and Tanzania's Timebound goals?
- Identify and assess the effectiveness of strategies adopted by the Program to promote long-term sustainability of efforts to combat the WFCL in Tanzania.

### **Questions on Capacity**

- How effective has the project been at building the capacity of its implementing agencies and other relevant partners to develop effective action against child labour been increased as a consequence of the project?
- How has the project's investment of a significant level of resources (through action programs) in certain implementing agencies, including Kiwuhede, CHODAWU, COBET and VETA affected each of these organizations or programs? In the case of CHODAWU, how has the size of IPEC's investment changed the major focus of the work this union does? What is the likely long-term impact on these organizations or programs should IPEC support end after phase 2?
- The Government of Tanzania has stated its intent to move its primary focus for promoting universal primary education away from COBET and back toward expansion of the formal school system. What does this say about the IPEC program's investment in the further development of the COBET system? Has this investment proved to worthwhile given the decisions being made by the Government of Tanzania?
- What impact did the project have on COBET and VETA as viable long-term non-formal education options in Tanzania? What lessons were learned through the project's investment in COBET and VETA action programs?

## Annex 2: Itinerary and focus of individual consultations

Day	August:	Activity / Organisation	Persons
5 days		desk review	HP
10 days		desk review	KM
Sunday	6	International travel HP	
Monday	7	<ul style="list-style-type: none"> <li>- Consultants met with the TBP team for a de briefing and for confirming preliminary preparations, including appointments.</li> <li>- Consultants met to discuss list of people to interview, some background info about the Action programmes, key issues to discuss during interviews.</li> <li>- Met with REPOA to find out progress of impact study and if they have any basic findings. REPOA agreed to send some info on tables (just to show indication of trend)</li> </ul>	HP&KM
Tuesday	8	<ul style="list-style-type: none"> <li>- UNDP - (basically to find out how the UNDP worked with ILO IPEC to mainstream child labour in the UNDAF and MKUKUTA and how far this process has gone, the challenges and lessons</li> <li>- CLU – to determine their role as coordinators of child labour and particularly how the monitoring system works; how far districts have gone in mainstreaming child labour in DDP and what specifically has been mainstreamed; role of IPEC in capacity building; work of the National Intersectoral Coordination Committee; functionality of DCLC (who belongs in it and how it works); challenges, lessons and key achievements at national macro level</li> <li>- IPEC staff (Marilyn and William) – to establish the focus of the TBP and key achievements from their perspectives</li> <li>- IPEC Urambo Project Staff: To find out how this project is linked to the TBP and levels of collaboration at district levels; capacity issues at district level; how IPEC works at the district and the challenges; key issues regarding implementation of MKUKUTA at district level</li> </ul>	HP&KM
Wednesday	9	<ul style="list-style-type: none"> <li>- KIWOHEDE – one of the implementing agencies to find out how the project worked at the district level, achievements, lessons, challenges, issues of concern; Role played by IPEC; collaboration DCLC and with partners and how that worked; monitoring and reporting; institutional issues, including mainstreaming of CL;</li> <li>- MoE: basically the overall policy environment and what the IPEC programme has contributed; partnership issues; capacity issues; issues of access and quality of education; future policy directions</li> </ul>	HP&KM

		<p>regarding COBET; challenges and issues regarding effectiveness and efficiency of COBET system.</p> <ul style="list-style-type: none"> <li>- TPAWU- briefing about action programme and how it worked, challenges, lessons, role of IPEC, Role of other actors, institutional issues (as a trade Union), monitoring issues, overall policy issues and achievements as a trade union addressing child labour in agriculture.</li> <li>- UNICEF- what UNICEF is doing in Tanzania and how they collaborate with partners, including ILO IPEC; effectiveness of COBET and challenges; district level interventions and structures</li> </ul>	
Thursday	10	<ul style="list-style-type: none"> <li>- VETA: to find out how the programme worked and if VETA happy with the arrangement; also to find out the planning process; challenges, strengths and weaknesses of APSO, lessons; VETA policy issues and whether child labour mainstreamed in institutional programmes/policies; how VETA operates without IPEC; Nature of Courses offered, methodology and duration; capacity issues; Work with Master Crafts people; Monitoring and Reporting Issues (for the APSO)</li> <li>- MoL (Poverty Reduction)- to find out how the process of mainstreaming CL in MKUKUTA worked, the challenges and issues faced; future implementation issues; Role of IPEC in supporting the Ministry; District level participation in planning and implementation of MKUKUTA on labour issues; Role and work of DCLC; budgeting for CLU and its future place; monitoring of labour issues through MKUKUTA monitoring systems;</li> <li>- COBET- History of COBETS from piloting to full scale national upscaling; how COBETS are working and lessons; trends in quality and access to formal and informal education and how COBET is filling the gap; quality of education in TBP supported COBET centers; monitoring of TBP COBET centers at district level and reporting structures; infrastructure issues;</li> <li>- CHODAWU- to find out how the project worked at the district level, achievements, lessons, challenges, issues of concern; Role played by IPEC; collaboration DCLC and with partners and how that worked; monitoring and reporting; institutional issues and mainstreaming of CL; budgeting and financial issues</li> <li>- IPEC Staff (Mary -COMAGRI)- How the child labour monitoring systems has been working, how other monitoring systems are working; what and how information received is used; relations with DCL coordinators; capacity issues; monitoring challenges, weaknesses, strengths, opportunities; how Commercial agriculture has fared and implementation challenges; key collaborators/partners at district and national levels; how the programme worked with TBP; key lessons from programme implementation.</li> </ul>	HP&KM

Friday	11	<ul style="list-style-type: none"> <li>- UMASIDA- discussed policy issues and how financing health insurance work in Tanzania; programme implementation issues on health micro insurance scheme and how it worked (who was eligible, how children and families were assisted, other service providers, quality of services etc); costing and issues regarding affordability and sustainability; programme implementation achievements, challenges and key lessons; future prioritization, up scaling plans, capacity issues and linkages</li> <li>- IPEC Staff (Evince) – discussion on how the child labour monitoring system worked from a TPB perspective; what is being monitored and how (both at district level through DCLC and national TBP level), challenges, lessons; how the PRS monitoring system includes work supported by IPEC at district</li> <li>- IPEC Staff (Grace)- How the financial system works and length of time it takes to disburse funds to implementing agencies, capacity building issues and actions taken; challenges and key lessons in financial reporting of implementing agencies, opinion regarding needed action</li> <li>- REPOA- follow up on information sent and discussion on interpretation of data, questions on numbers, age of targeted children, data collection process and issues/challenges experienced in field, tabulation issues (including some analysis based on received information)</li> </ul>	HP&KM
Saturday	12	<ul style="list-style-type: none"> <li>- Review of progress made and determine information gaps (what we need to get from IPEC Staff)</li> <li>- Going over terms of reference to establish progress made thus far</li> <li>- Some planning on who we need to see that we have not seen</li> <li>- Brainstorming and discussion on TBP upstream interventions</li> </ul>	HP&KM
Sunday	13	documenting	HP&KM
Monday	14	<ul style="list-style-type: none"> <li>- Met with TBP staff (Mallya) to further discuss conceptual and implementation issues. Particularly the background on the national and districts SPIFFs, functions of NISCC, policy interventions and monitoring systems</li> <li>- Met with Nonga (former ILO IPEC TBP education Officer) to get more insight on how COBET and VETA operated and the nature of support provided by the project of support</li> <li>- Met DIS and TAMWA to discuss the media advocacy component and challenges</li> <li>- Met with Peter (DED) to discuss progress of EFE</li> </ul>	HP&KM
Tuesday	15	<ul style="list-style-type: none"> <li>- Met Employers organization to discuss their role and how they worked with ILO IPEC TBP</li> <li>- Met with Ministry of Community Development Gender and Children to discuss progress of policy on children, levels of collaboration with IPEC TBP and IPEC partners, future activities and linkages with child labour.</li> <li>- Met with the child labour focal point in the Ministry of Education</li> </ul>	HP&KM

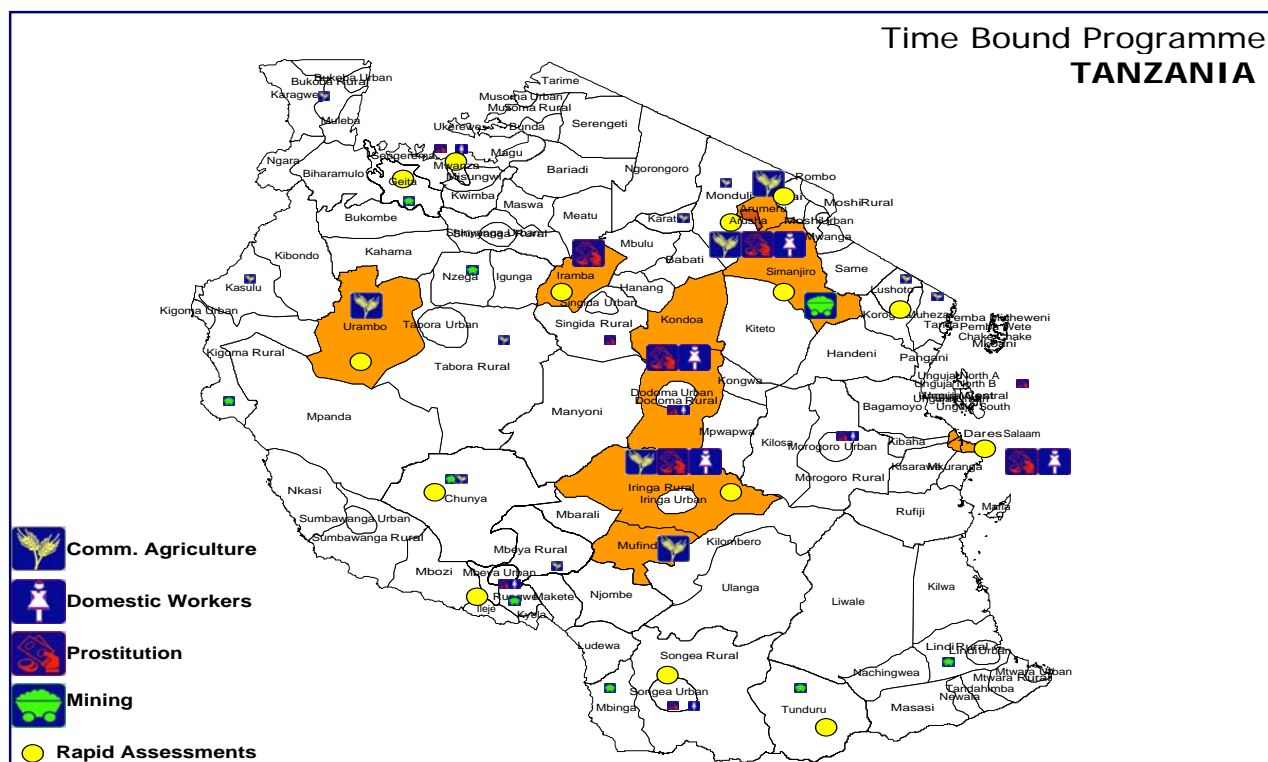
		and Vocational Training Mr Clarence Mwinuka - Preparation for workshop and debriefing	
Wednesday	16	Preparation of workshop and debriefing about key findings to TBP staff and DED	HP&KM
Thursday	17	workshop	HP&KM
Friday	18	workshop & debriefing	HP&KM
Saturday	19	International travel	HP
5 days		report writing	HP
12 days		Compiling missing info; finalizing annexes; providing input into draft report	KM
Tuesday	28	draft report submitted to DED	HP
February		Final report submitted to DED	HP

## Annex 3: List of documents consulted

- Project Document Support for the TBP on WFCL I      2001-2005
- Technical Progress Report 1      Sept    2001
- Technical Progress Report 2      March 2002
- Technical Progress Report      June    2002
- Technical Progress Report      Sept    2002
- Status Report      Dec    2002
- Technical Progress Report      March 2003
- Technical Progress Report      June    2003
- Technical Progress Report      Sept    2003
- Status Report      Dec    2003
- Technical Progress Report      March 2004
- Technical Progress Report      June    2004
- Technical Progress Report      Sept    2004
- Technical Progress Report      March 2005
- Technical Progress Report      Sept    2005
- Technical Progress Report      March 2006
- Technical Progress Report      August 2006 (draft)
- Mid Term Review Support for the TBP on WFCL I      October 2003
- Mid Term Consultative Workshop Proceedings
- Strategies for Elimination of Child Labour in Tanzania, MoLYD&S, April 2004
- Tracer Study Long Term Impacts on Child Domestic Labour, Analytical report, ESRF, Sept 2004
- Programme for the exist strategy of the IPEC-TBP project of support, august 2004
- National Strategy for Growth and Reduction of Poverty January 2005
- Rapid Assessments (Commercial Sexual Exploitation of Children, Commercial Agriculture, HIV and Child Labour in Tanzania, Child Labour in Mining)
- Project Document Support for the TBP on WFCL II      2005-2008
- MKUKUTA documentation (including Tanzania Poverty Monitoring Strategy)
- UNDAF Documentation
- Good Practice” booklets on mining, CSEC and CDL
- Action Programme Summary Outlines (for all Action programmes)
- Action Programme Technical Progress Reports (for all action programmes)
- Action Programme file documentation (letters of communication and other details including agreements for all action programmes)
- All IPEC TBP Workshop reports (from 2001-2005)



## Annex 4: Map of Tanzania



## **Annex 5: Recommendations from Mid Term Review, 2004**

- **Collaboration with EDC**

IPEC advised to implement activities without depending on collaboration with EDC if agreement not signed by mid November 2003. Advised to revise budget accordingly

- **Forming Project Advisory Group or Implementation Support Team**

Advised to form an advisory group to advise on policy, improve coordination and information management, networking and assisting in smaller tasks

- **Strengthening the CLU**

Advised that at least 3 persons within the CLU from different ministries (either Education, Local Government, Prime Ministers office, Agriculture, Institute of Social Welfare, community Development) to be called the 'support group'. Also advised on additional space and facilities.

- **Action programme- commercial agriculture:**

Advised to reduce targeted numbers in an action programme implemented by ATE/TPAWU and additional numbers for withdrawal should target children in CSEC. Advised that KIWOHEDE should implement the AP.

- **Action Programme by CHODAWU**

Advised that CHODAWU should be funded to provide education services if MoU with EDC not signed by Mid November.

- **An AP for Police Officials, Local Magistrates and village Elders**

Advised that training be provided for the different levels of the justice system in order to enhance partnership with TBP partners

- **A mini Action Programme on Child Friendly Schools**

Advised to collaborate with the MoE and UNICEF to finalize a manual on child friendly schools for teachers and pilot it in ten schools in one of the TBP districts.

- **Proposals for revision of the VETA AP:**

Advised that the VETA AP should either take children for 18 months (boarding and meals); take older children not fitting in COBET (3-4 months crash programme); or take children that have completed primary education but have not passed. Also that VETA should make linkages with employing institutions so that children can be placed with employers after completion of training. Also advised to provide basic tools (start kit) to children who graduate and are interested in self employment.

- **Extension of Project Duration**

Advised that project (TBP) should at least be extended to end of 2005 and if possible up to 2007 in order to strengthen the interventions and replicate.

- **Monitoring and Evaluation**

Monitoring should be done with field staff (i.e M&E person should go to field with other staff)

- **Developing an exit strategy**

Exit strategy should be developed and should address continuing work in enabling environment capacity building, operationalising the child labour monitoring system, strengthening CLU and hand over to local actors

- **Development of national SPF with NICC:**

Not a recommendation, but a concern that this activity should have been done in the beginning. Also advised on regular meetings for NICC

- **System to keep tract of IPEC partners and improve information sharing and coordination:**

Advised that IPEC should keep a list of its partners and improve information sharing between partners

- **Mainstreaming of CLMS into local government monitoring system**

A recommendation to include CL indicators in the rural development strategy and agriculture development strategy.

- **Capacity building for district level:**

Advised that project should build capacities of districts to share info at district level, project management skills, advocacy and lobbying skills etc.

- **AP to deal with street children:**

Advised that these are children that need to be targeted under the programme

- **Develop brochure on TBP and child Labour**

- **Developing materials for COBET**

## Annex 6: List of planned and achieved outputs

The left column provides the list of planned activities as detailed in the project documents, on the right side the ET has indicated their view in how far they have achieved these outputs.

PLANNED OUTPUTS	ACHIEVED OUTPUTS
<b>Output 0:</b> planning, coordination and implementation mechanism in place	<ul style="list-style-type: none"> <li>• Staff recruited (but not trained)</li> <li>• Planning workshops undertaken (round table)</li> <li>• NISCC convened and in operation</li> <li>• Working groups under the NISCC created and briefed about project</li> </ul>
<b>project component 1:</b> contribute to the creation of an enabling environment conducive to the elimination of the WFCL	
<b>Sub Project Component 1.1: Strategic framework, capacities and coordination mechanisms – WFCL</b>	
<b>Output 1:</b> concerted nation wide action against the WFCL through broad based development and implementation of a national strategic framework including mobilization of the necessary human and financial resources for scaling up interventions and supporting an institutional framework for the coordination of the SPF.	<ul style="list-style-type: none"> <li>• Consultative process to develop a child labour policy was done. The policy was later changed into the national strategy on CL and thus the national SPF. Arrangements for scaling up, and roll out plans not done.- TBP is concerning itself with mainstreaming and sustainability. The roll out plans and up scaling is basically the work of the government and the MoL has an action plan developed for this purpose.</li> <li>• Coordination mechanism set at national to district level but not functioning very well and information sharing mechanism not set- CDLC convene to share information although meeting not frequent. At project level, there is information sharing between implementing agencies; NISCC considered as information sharing forum</li> <li>• SPFs undertaken at district level and thus coalition and networks established at that level</li> <li>• Contribution to UNDAF theme groups</li> <li>• Mainstreaming of CL into MKUKUTA</li> <li>• Participation in high level development forums including DPG, JAS,</li> </ul>
<b>Output 2:</b> improved knowledge base and technical capacity for identification, design, implementation and monitoring of child labour interventions	<ul style="list-style-type: none"> <li>• Surveys and researches undertaken, Bureau of Statistics and IA</li> <li>• Sub national projection of population groups not undertaken</li> <li>• TBP partners were assisted in the design of APs and in monitoring activities. They were not assisted in undertaking analytical work in vulnerability assessment and analysis of poverty.- training done through AP development and mentoring- Unclear if that capacity exists. They were however mobilized to support the MKUKUTA and contribute issues related to CL</li> <li>• Identification of strategic points for action against child labour was done.</li> <li>• Capacity building activities were not undertaken for all key ministries. – local government was involved during the launching of TBP and during development of CLMC- there has not been structured capacity building. Therefore, local government reform, public sector reform, agriculture etc were missed out. However, capacity was built for MoL, MoE and MCDGC</li> </ul>

PLANNED OUTPUTS	ACHIEVED OUTPUTS
<b>Output 3:</b> Key stakeholders, national and international development partners become aware of the problem of the WFCL and its negative consequences and are mobilized to take action	<ul style="list-style-type: none"> <li>• A social mobilization strategy was not developed but a number of sensitization materials were produced and distributed- although there is not one tool called a strategy, a number of tools were developed that can be referred to as contributing to the overall strategy</li> <li>• Inventory of active organizations nationally and at district level not developed- a donor programme mapping was done at the beginning of TBP and during Mid Term Review</li> <li>• A number of high-profile workshops were undertaken including workshop to disseminate findings of the attitude survey, hazardous list development etc</li> <li>• A quarterly newspaper was not produced</li> <li>• A media campaign was launched but from a national level (national level media groups). Could have been more effective if district level media was also involved.</li> </ul>
<b>Sub Project Component 1.2 – legal and policy framework</b>	
<b>Output 4:</b> inputs provided for a modern legislative framework which consolidates national child labour policy in conformity with ILO standards	<ul style="list-style-type: none"> <li>• Assistance to the working group on child law of the Law Reform Commission not provided</li> <li>• An advisory committee to work on the hazardous list was not formed but the hazardous list was developed in consultation with a wide range of stakeholders.</li> <li>• Employers and workers were not supported to convene their own round of consultations, instead, they were made part of the consultative group to develop the list- stakeholders were advised to consult their own institutions and bring back a statement from the organizations</li> <li>• Inputs to revise the labour law were provided, particularly on provisions related to CL</li> </ul>
<b>Output 5:</b> improve capacity for enforcement of legislation pertaining to the WFCL	<ul style="list-style-type: none"> <li>• The Human Rights Commission existed before IPEC thus the support to establish it was not required. No other support was provided to this body</li> <li>• No support to test runs were provided for any legislations</li> <li>• CL not mainstreamed in training activities of the Judiciary</li> <li>• Curriculums and guidelines for labour officers not reviewed nor updated – this activity was not necessary to undertake under the TBP because IPEC had already supported it earlier in its country programmes.</li> </ul>
<b>Sub Project Component 1.3: Education and Vocational Training Policy</b>	
<b>Output 6:</b> formulation and adoption of education policies aimed to strengthen the public education system with special attention to children at risk	<ul style="list-style-type: none"> <li>• EDC output</li> </ul>
<b>Output 7:</b> Sensitization of existing transitional and vocational education to child labour and the needs of the labour market	<ul style="list-style-type: none"> <li>• Action programmes undertaken with VETA and VETA officials trained on issues of CL</li> <li>• Market assessment undertaken for all interventions the only problem was the capacity of the institutions to provide courses wanted by the children (limited courses to offer)</li> </ul>

PLANNED OUTPUTS	ACHIEVED OUTPUTS
<b>Sub Component 1.4: Macro-Economic environment, employment and poverty reduction</b>	
<b>Output 8:</b> advocacy for the adoption and implementation of socio-economic strategies supportive of the TBP goals	<ul style="list-style-type: none"> <li>Participated actively in national economic policy and strategies development processes such as MKUKUTA, also participated in labour surveys and therefore child labour mainstreamed in key documents,</li> <li>CL indicators mainstreamed in monitoring systems</li> <li>Supported income generation activities at AP level but did not mainstream this into national strategies/partner interventions for income generation</li> </ul>
<b>Output 9:</b> Reduced vulnerability of TBP target households to income shocks, sickness and socio-demographic conditions that contribute to entrapment in the vicious cycle of poverty	<ul style="list-style-type: none"> <li>Micro health insurance scheme supported through one of the APs-worked well but not sure if up scaling by government is a result of IPEC's intervention</li> </ul>
<b>Project component 2: targeted interventions aimed at highly vulnerable groups at district level</b>	
<b>Sub Project Component 2.1: identification of children at district level and strategic planning</b>	
<b>Output 10:</b> readily available up to date data and information on children involved in the WFCL in a particular district which will in turn enable the target groups to be identified for appropriate interventions, establish underlying information to monitor and evaluate project interventions and community, planners, policy makers about the situation of working children in general	<ul style="list-style-type: none"> <li>resource center established at both IPEC offices and the MoL on information regarding CL</li> <li>consensus building at both national and district levels on WFCL</li> <li>studies undertaken for each of the sectors identified as a WFCL sector and information gathering included different methodologies, including interviews, FGD, consultative meetings etc</li> </ul>
<b>Output 11:</b> district action plans developed identifying target groups and appropriate interventions	<ul style="list-style-type: none"> <li>SPF developed for every district</li> <li>Resulting in some cases into interventions</li> </ul>
<b>Sub project Component 2.2 Community Mobilization and Monitoring</b>	
<b>Output 12:</b> local authorities, employers, social partners, families and communities at village, ward and district level become aware of the problem of WFCL and its negative consequences as well as the legal provisions related to this	<ul style="list-style-type: none"> <li>social mobilization strategy not developed</li> <li>child labour committees established in many but not all district-structures, starting from village to ward to district levels</li> <li>community meetings at local levels held through APs</li> <li>Employers sensitized through AP by ATE</li> <li>Child participation through use of drama</li> </ul>
<b>Output 13:</b> a monitoring system in place that verifies that target children and families benefit from the project and that	<ul style="list-style-type: none"> <li>A project based child labour monitoring system exists. It is coordinated by the CLU</li> <li>The CLMS has been piloted in one district</li> <li>Employers in plantations have clauses in the collective bargaining</li> </ul>

PLANNED OUTPUTS	ACHIEVED OUTPUTS
measurable progress is being made towards the prevention and elimination of child labour in the identified sectors in the target districts.	<p>agreements not to hire children</p> <ul style="list-style-type: none"> <li>Tracking system is still undergoing trials</li> <li>Reports on progress and trends of child labour in the eleven districts received by CLU and ILO IPEC</li> </ul>
<b>Output 14:</b> Expanded access to formal education through community mobilization and involvement	output for EDC communities sensitised and mobilised
<b>Sub Project Component 2.3 Prevention/Withdrawal of children through educational alternatives</b>	
<b>Output 15:</b> 30,000 children up to 18 years withdrawn or prevented from the WFCL in the targeted districts and enrolled in transitional schools	<ul style="list-style-type: none"> <li>COBET centers were identified in collaboration with the MoE</li> <li>Identified children were registered with COBET</li> <li>All teachers in COBET centers were trained on child labour issues</li> <li>Children enrolled in COBET were provided with uniform and stationery</li> </ul>
<b>Sub Project component 2.4 Provision of vocational Training for older Children</b>	
<b>Output 16:</b> Vocational training provided to 7,500 children in the age group of 14-18 years upon completion of transitional education	<ul style="list-style-type: none"> <li>Suitable VET centers identified and teachers briefed about the problem of CL</li> <li>Special tailor made courses developed for withdrawn/prevented children (lasting 3 months)</li> <li>Both girls and boys were placed in vocational training centers</li> <li>Market assessments made and training provided according to feedback</li> <li>Job placements and linkages with employers not made</li> </ul>
<b>Sub Project Component 2.5 Strengthening the public education system with special attention to children at risk</b>	
<b>Output 17:</b> Improved quality of education with special attention to children at risk	output for EDC teachers and trainers trained on using the COBET curriculum with a focus on ex-child labourers and children at risk
<b>Sub Component 2.6 Economic Empowerment of targeted families</b>	
<b>Output 18:</b> an economic empowerment project established for families of the children targeted by the project through referral services or direct implementation of income generation project	<ul style="list-style-type: none"> <li>Parents trained on entrepreneurship skills at VETA but some of them did not know what businesses to venture into</li> <li>Sustainable measures of assisting families of working children not set</li> <li>No follow up to IGAs and thus status not known</li> </ul>
<b>Su-Component 2.7 Capacity Building at District Level</b>	
<b>Output 19:</b> Implementing agencies and key actors trained in methodologies for prevention and withdrawal of WFCL and coalition among key actors developed	<ul style="list-style-type: none"> <li>Training needs assessment not undertaken and implementing agencies not trained but attended seminars, workshops and conferences on CL - There were training workshops for IA and later the finance team trained them on financial management</li> <li>There was no coordination mechanisms for implementing agencies</li> </ul>
<b>Output 20:</b> Capacity enhanced of district authorities	<ul style="list-style-type: none"> <li>Training needs assessment of district authorities on planning and prioritization undertaken for TBP districts</li> </ul>

PLANNED OUTPUTS	ACHIEVED OUTPUTS
by providing inputs to local government reform initiatives in particular district and community based interventions of donors in this area	<ul style="list-style-type: none"> <li>• List of donors in the area of local government reform</li> <li>• Districts are currently developing district development plans in which WFCL are mainstreamed and budgeted for</li> <li>• Child labour coordinators at district level participate in district planning meetings</li> </ul>



## Annex 7: Summaries of all Action Programmes

Code: 1  
 Sector: Child Domestic Labour  
 Implementing Agency: CHODAWU  
 Geographical area: Ilala, Temeke, Kinondoni, Kondo, Iringa rural and Arusha  
 Title: Withdraw, rehabilitate and prevent 7500 children from abusive domestic child TBP Districts in six TBP Districts  
 Source: TPRs of AP

	Planned	Actual	Difference
Start date:	July 2003	August 2003	1 month
End date:	December 2004	Feb 2005	2 Months
Duration: (in months)	17 Months	18 Months	1 month
Budget: (in USD)	147,956	147,956	0
<b>Services</b>			
targeted children for prevention	5000	4480	-520
targeted for withdrawal	2500	3754	+1254
economic empowerment families	1200	1300	+100
<b>other activities:</b>			
social mapping	Stated in report but not in numbers		
counselling	Stated in report but not in numbers		
community mobilisation	Stated in report but not in numbers		
media advocacy	0	0	
capacity building	Stated in report but not in numbers		
referral to COBET	Stated in report but not in numbers		
referral to VETA	0	743	
referral to others	0	2	
Repatriation	0	23	
Establishment of child labour committees	30	30	

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>CL integrated in district development plans</li> </ul>	<ul style="list-style-type: none"> <li>insufficient training equipment</li> </ul>
<ul style="list-style-type: none"> <li>media attention increased awareness and resulted in children contacting the agency /centres</li> </ul>	<ul style="list-style-type: none"> <li>not all skills could be offered</li> <li>Increasing number of orphans – no alternative</li> <li>Quality of education</li> </ul>
<ul style="list-style-type: none"> <li>children who came from far away were repatriated and assisted in medical care</li> </ul>	<ul style="list-style-type: none"> <li>Repatriation to non TBP districts without follow-up activities</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children sometimes far from centres</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identification is time consuming and difficult (risk, legal aspects)</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Awareness raising through media, workshops and drama enables automatic identification</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with education providers to ensure quality of education</li> </ul>

Code: 2  
Sector: **Child Domestic Labour**  
Implementing Agency: CHODAWU  
Geographical area: Ilala, Temeke, Kinondoni, Kondo, Iringa rural and Arusha  
Title: **Provision of Skills Training to 1774 Withdrawn/Prevented children in domestic Labour in six TBP Districts**  
Source: TPR of AP

	Planned	Actual		Difference
Start date:	Nov. 2005	December 2005		1 month
End date:	June 2006	August 2006		2 months
Duration: (in months)	7 Months	8 moths		1 months
Budget: (in USD)	266,450	266,450		0
Services				
targeted children for prevention	0	0	0	0
targeted for withdrawal	1774	1140B	1007G	+373
economic empowerment families	0	0		
other activities:				
counselling	Stated in report but not in numbers			
capacity building (LG Leaders)	120	120		
referral to VETA	1774	2147		
Training of VET providers	47	47		
Development of Training Manuals				

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Skills providers trained in competence based education</li> <li>Orientation training for district leaders increased support and ownership for programme</li> <li>Tailor made training manuals for withdrawn children which include training on HIV AIDs, OHS,</li> </ul>	<ul style="list-style-type: none"> <li>Skills training centers too far from children</li> <li>No accommodation for children coming from far away</li> <li>Gender insensitivity of some of the providers</li> <li>OHS standards not adhered to by skills training providers</li> <li>Three months curriculum not compatible with the actual required duration of training (2 yrs)</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Use of a broad range of experts to develop a comprehensive 3 months training manual</li> </ul>	<ul style="list-style-type: none"> <li>In identifying VET providers, important to assess distance from child's home to centre</li> </ul>
<ul style="list-style-type: none"> <li>Inclusion of other subjects in traditional skills training manuals such as entrepreneurship, HIV Aids, OSH, gender</li> </ul>	<ul style="list-style-type: none"> <li>Skills training should be more than 3 months (and harmonized with existing timeframes/systems)</li> </ul>

Code: 3  
Sector: Commercial Sexual Exploitation of Children (CSEC)  
Implementing Agency: KIWOHEDE  
Geographical area: Arusha, Temeke, Kinondoni, and Ilala  
Title: Programme to Prevent Children from Entering into Prostitution, Withdrawing and rehabilitating them in 7 Districts  
Source: TPR of AP dated November 2002

	Planned	Actual	Difference
Start date:	November 2002	November 2002	0
End date:	Feb 2004	June 2006	28 months
Duration: (in months)	16 Months	31 months	15 months
Budget: (in USD)	\$188,548	\$188,548	
<b>Services</b>			
targeted children for prevention	2000	2278	+270
targeted for withdrawal	3000	3100	+100
economic empowerment families	0	0	0
<b>other activities:</b>			
social mapping	1400	1400	0
counselling	5378	5378	
community mobilisation	2485	2485	
media advocacy	0	0	
capacity building	1660	1660	
referral to COBET	126	126	
referral to VETA	1450	1450	
referral to others	1680	1680	
Repatriation	0	0	

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>media attention increased awareness and resulted in children contacting the agency /centres</li> </ul>	<ul style="list-style-type: none"> <li>Quality of education</li> <li>insufficient training equipment</li> <li>Increasing number of orphans – no alternative</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>not all skills could be offered</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Repatriation to non TBP districts without follow-up activities</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children sometimes far from centres</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identification is time consuming and difficult (risk, legal aspects)</li> </ul>
Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Awareness raising through media, workshops and drama enables automatic identification</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with education providers to ensure quality of education</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Implementing need to be supported to improve their services (particularly in terms of psychosocial counselling, provision of accommodations facilities for boys and girls separately and services for young mothers (girls who are found pregnant)).</li> </ul>

Code: 4  
Sector: Commercial Sexual Exploitation of Children (CSEC)  
Implementing Agency: KIWOHEDE  
Geographical area: Arusha, Kondo, Iramba, Iringa rural, Temeke, Kinondoni, and Ilala  
Title: Programme to Prevent Children from Entering into Prostitution, Withdrawing and rehabilitating them in 7 TBP Districts  
Source: TPR s

	Planned	Actual	Difference
Start date:	April 2005	May 2005	1 month
End date:	April 2006	June 2006	2 months
Duration: (in months)	12 Months	11 Months	1 months
Budget: (in USD)	141,190.27	141,190.27	
<b>Services</b>			
targeted children for prevention	2000	2010	+10
targeted for withdrawal	1000	1000	0
economic empowerment families	0	0	0
<b>other activities:</b>			
social mapping	Stated but not in numbers		0
counselling	Stated but not in numbers		
community mobilisation	Stated but not in numbers		
media advocacy	0	0	
capacity building	280	280	
referral to COBET	Numbers not stated		
referral to VETA	Numbers not stated		
referral to others	Numbers not stated		
Repatriation	Numbers not stated	0	

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Contributions to the project by community members</li> </ul>	<ul style="list-style-type: none"> <li>insufficient facilities thus support not provided to children in time</li> </ul>
<ul style="list-style-type: none"> <li>KIWOHEDE had centers in each of the districts</li> <li>CSEC integrated in District Development Plans</li> </ul>	<ul style="list-style-type: none"> <li>Increasing number of Aids Orphans</li> <li>Child trafficking for sexual exploitation exists but enforcement very weak</li> </ul>
<ul style="list-style-type: none"> <li>Close collaboration with district officials resulted in development of district based strategies to combat CSEC</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>District based strategies for each of the districts (targeted, focused specific)</li> </ul>	<ul style="list-style-type: none"> <li>A project such as this ideally takes longer than 7 months. Adequate time for implementation crucial</li> </ul>

Code: 5  
Sector: Commercial Sexual Exploitation of Children (CSEC)  
Implementing Agency: KIWOHEDE  
Geographical area: Arusha, Kondo, Iramba, Iringa rural, Temeke, Kinondoni, and Ilala  
Title: Vocational Education and Skills Training for 1300 withdraw/ prevented from CSEC in 7 TBP Districts  
Source: TPR s

	Planned	Actual	Difference
Start date:	November 2005	Nov. 2005	0 month
End date:	May 2006	August 2006	3 months
Duration: (in months)	6 months	9months	3months
Budget: (in USD)	210,285.10	210,285.10	
<b>Services</b>			
targeted children for prevention	1300	1390	+90
targeted for withdrawal	0	0	0
economic empowerment families	0	0	0
<b>other activities:</b>			
social mapping	Stated but not in numbers		0
counselling	Stated but not in numbers		
community mobilisation	Stated but not in numbers		
media advocacy	0	0	
capacity building	68 VET trainers	68 VET trainers	
referral to COBET	Numbers not stated		
referral to VETA	Numbers not stated		
referral to others	Numbers not stated		
Repatriation	Numbers not stated		

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Trained all VET providers on CL and how to train using the comprehensive curriculum</li> <li>A comprehensive awareness raising package for different members of community</li> </ul>	<ul style="list-style-type: none"> <li>Could not control quality of training provided by local artisans who did not use the VETA curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Conducted market surveys before placing children in vocational training</li> </ul>	<ul style="list-style-type: none"> <li>Project sustainability in question because donor dependent</li> </ul>
<ul style="list-style-type: none"> <li>Vocational education training included both male and female dominated trades</li> </ul>	<ul style="list-style-type: none"> <li>Did not distinguish between withdrawn and prevented children</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>innovative ideas such as linking up with loaning institutions help children access loans for self employment</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Code: 6  
Sector: Commercial Agriculture  
Implementing Agency: ATE/TPAWU  
Geographical area: Iringa rural, Arusha, Arumeru, Mufindi, Urambo  
Title: Withdrawal, Rehabilitation and Prevention of 15,000 children in Commercial Agriculture (Coffee, Tea and Tobacco in Five Targeted TBP Districts in Tanzania)  
Source: TPRs of AP

	Planned	Actual	Difference
Start date:	July 2003	August 2003	1 month
End date:	March 2004	May 2005	14 months
Duration: (in months)	8 Months	21 months	14 months
Budget: (in USD)	129,752.62	33,339.90	-96,412.52
<b>Services</b>			
targeted children for prevention	10,000	5,467	-6533
targeted for withdrawal	5,000	0	-5000
economic empowerment children	3,500	0	-3500
economic empowerment families	1,500	0	-1500
<b>Other activities:</b>			
social mapping	Not stated		
counselling	Not stated		
community mobilisation	Not stated		
media advocacy	Not stated		
capacity building	Not stated		
referral to COBET	Not stated		
referral to VETA	Not stated		
Other services	Not stated		
Reintegration	Not stated		

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Strategy of targeting employers and workers as separate groups facilitated trust between implementers and target groups</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient research done before implementation to determine extent of CL in commercial agriculture</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Capacity to withdraw and prevent 15,000 was low,</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>not clear if services were provided to children that were prevented</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Insufficient consultation with district based community leaders thus lack of cooperation</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>TPAWU did not target at improving working conditions for older children working in plantations</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>sufficient information about the sector before embarking targeted interventions</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>capacity assessment of IA should be undertaken before implementation and support to implement AP provided in time</li> </ul>

Code: 7  
Sector: Mining  
Implementing Agency: Mererani Good Hope  
Geographical area: Simanjiro  
Title: An Action Programme for Prevention and Withdrawal of 2,500 children from mining in Simanjiro District  
Source: TPRs of AP

	Planned	Actual	Difference
Start date:	November 2003	December 2003	1 month
End date:	December 2004	Feb. 2005	2 months
Duration: (in months)	13 Months	14 months	1 months
Budget: (in USD)	117,958	117,958	0
<b>Services</b>			
targeted children for prevention	1,500	2127	+627
targeted for withdrawal	1000	1517	+517
economic empowerment families	300	300	0
<b>other activities:</b>			
social mapping	900	393	-507
counselling	Not stated	1600	
community mobilisation	1200	1200	
media advocacy	Done	Done	
capacity building	15 CLC	15 CLC	
referral to COBET	Number not stated	Number not stated	
referral to VETA	Number not stated	Number not stated	
Other services	Meals, psychosocial counselling, life skills	Same	
Production of good practice booklets	1	1	0
Reintegration	Number not stated	355	

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Established drop in centers managed by communities through the CLCs</li> <li>Worked in partnership with World Vision, thus cross-sharing of expertise and resources</li> </ul>	<ul style="list-style-type: none"> <li>Programme staff had no project management skills, particularly skills to manage finance</li> </ul>
<ul style="list-style-type: none"> <li>Local strategies on how to prevent children from working in mining activities</li> <li>Worked in collaboration with TAMWA to air programmes on Child Labour in Mining</li> </ul>	<ul style="list-style-type: none"> <li>Centers did not have facilities</li> <li>Some of the children that were taken to VETA did not attend the courses they were interested in</li> <li>Grants provided to families were little insufficient</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Working in collaboration with other NGOs that are working in same areas reinforces the positive impact of the project</li> </ul>	<ul style="list-style-type: none"> <li>Training on project management including financial management should be undertaken for all IA before the start of an action programme</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Children should be placed in centers that have sufficient facilities to promote a good learning environment</li> </ul>

Code: 8  
Sector: Education and Skills Training  
Implementing Agency: COBET  
Geographical area: All 11 TBP Districts  
Title: Programme to provide complementary Basic Education to 16,000 children withdrawn from and or at Risk of getting into WFCL in 11 Districts in Tanzania  
Source: TPR of AP

	Planned	Actual	Difference
Start date:	Jan. 2004	Feb. 2004	1 month
End date:	Feb. 2006	May 2006	3 months
Duration: (in months)	13 months	16 months	3 months
Budget: (in USD)	515,496	515,496	0
<b>Services</b>			
Targeted children for complementary Basic Education (COBET)	16,000	13,344	
Place children directly into formal education	0	3,091	
<b>Other activities:</b>			
Establishment of COBET centers	176	176	
Recruit facilitators for schools			
Register children in COBET centers			
Train teachers (372) to orient them to CL			
Sensitisation to community leaders			
<b>Strengths and Opportunities</b>		<b>Weaknesses and Threats</b>	
<ul style="list-style-type: none"> <li>Teachers recruited and trained on how to deal with children that have been withdrawn from WFCL</li> </ul>		<ul style="list-style-type: none"> <li>Teachers from formal schools were not trained and thus not adequately prepared to receive graduate COBET children and not ready to address CL in formal education</li> </ul>	
<ul style="list-style-type: none"> <li>All COBET centers were monitored by COBET child labour project officer, district officials and school inspectors</li> </ul>		<ul style="list-style-type: none"> <li>Most of the children dropped out because there was no support directly to families</li> </ul>	
<ul style="list-style-type: none"> <li>Monitoring of COBET centers mainstreamed in inspectorate department</li> </ul>		<ul style="list-style-type: none"> <li>Training provided not sufficient to COBET teachers</li> </ul>	
<ul style="list-style-type: none"> <li>Centers were provided with needed materials and facilities</li> </ul>		<ul style="list-style-type: none"> <li>Some of the children did not receive learning materials because the activity was under budgeted</li> </ul>	
<b>Good practices</b>		<b>Lessons learned</b>	
<ul style="list-style-type: none"> <li>Development of a comprehensive training package for the specific target group was good for children withdrawn from CL</li> </ul>		<ul style="list-style-type: none"> <li>Awareness raising is crucial particularly to parents because they often influence their children to quit or continue with school</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Support to children without direct support to families can lead to school dropouts because children would have to work to supplement household income</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Training on CL needs to be provided to both COBET teachers and formal education teachers</li> </ul>	



Code: 9  
Sector: Education and Skills Training  
Implementing Agency: VETA  
Geographical area: All 11 TBP Districts  
Title: Elimination of the worst Forms of Child Labour Through the Provision of Vocational Skills Training in 11 targeted districts of the TBP in Tanzania  
Source: TPR of AP

	Planned	Actual	Difference
Start date:	November 2003	November 2003	0 month
End date:	July 2004	August 2006	37 Months
Duration: (in months)	8 Months	31 months	23month
Budget: (in USD)	470,097.55	470,097.55	0
<b>Services</b>			
Targeted children for Training (ph 1)	3000	3000	Listreceived 4,183
Training of families (phase 1)	1000	1000	
<b>Other activities:</b>			
Market Survey	11 districts	11 districts	
Employment for some of the children			
<b>Strengths and Opportunities</b>		<b>Weaknesses and Threats</b>	
<ul style="list-style-type: none"> <li>Training programmes designed according to needs identified in market survey and training materials developed</li> </ul>		<ul style="list-style-type: none"> <li>No links between training of children and their access to micro enterprises opportunities</li> </ul>	
<ul style="list-style-type: none"> <li>Developed a special package for withdrawn children (integrated training for entrepreneurship promotion),</li> </ul>		<ul style="list-style-type: none"> <li>Not all graduate children not linked with employment opportunities</li> </ul>	
<ul style="list-style-type: none"> <li>Training of children included workers' rights and OSH</li> </ul>		<ul style="list-style-type: none"> <li>Master crafts persons lack pedagogical skills and thus quality issue</li> </ul>	
<ul style="list-style-type: none"> <li>Use of master crafts enables easier access to skills training in rural areas</li> </ul>		<ul style="list-style-type: none"> <li>Programmes were too short</li> <li>Under funding of some activities</li> </ul>	
<ul style="list-style-type: none"> <li>Training of VETA teachers on child labour issues promotes the application of that knowledge in training institutions</li> </ul>		<ul style="list-style-type: none"> <li>Child labour not mainstreamed in VETA programmes as preferred by VETA</li> <li>Many children were not taken because of limited funding</li> </ul>	
<ul style="list-style-type: none"> <li>Link between professional VETA providers and master crafts enabled monitoring of quality</li> </ul>		<ul style="list-style-type: none"> <li>There were no skills training funds for families that needed training</li> <li>Coordination between programmes was weak and therefore linkages between IA and VETA sometimes not clear</li> </ul>	
<b>Good practices</b>		<b>Lessons learned</b>	
<ul style="list-style-type: none"> <li>Linking skills providers (VETA and Mastercrafts) was both a capacity building measure and a sustainable approach</li> </ul>		<ul style="list-style-type: none"> <li>Sufficient budgeting, particularly for monitoring is crucial in ensuring quality education</li> </ul>	
<ul style="list-style-type: none"> <li>Use of VETA ensured provision of quality education</li> </ul>		<ul style="list-style-type: none"> <li>Strong coordination is needed where there are more than two actors</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Skills training should be more than 3 months (and harmonized with existing timeframes/systems)</li> </ul>	

Code: 10  
Sector: Education and Skills Training  
Implementing Agency: VETA  
Geographical area: All 11 TBP Districts  
Title: Elimination of the worst Forms of Child Labour Through the Provision of Vocational Skills Training in 11 targeted districts of the TBP in Tanzania  
Source: TPR of AP

	Planned	Actual	Difference
Start date:	June 2005	July 2005	1 month
End date:	December 2005	June 2006	6 months
Duration: (in months)	6 months	11 months	5 months
Budget: (in USD)	362,513	362,513	0
<b>Services</b>			
Targeted children for Training (ph 2)	1910	1910	Listreceived 4289
Training of families (phase 2)	1000	1000	
<b>Other activities:</b>			
Needs assessment and Market Survey	11 districts	11 districts	
Career guidance and counselling			
Review of vocational education and training package			
Produce a compendium of good practices			
<b>Strengths and Opportunities</b>		<b>Weaknesses and Threats</b>	
<ul style="list-style-type: none"> <li>Training programmes designed according to needs identified in market survey and training materials developed</li> </ul>		<ul style="list-style-type: none"> <li>List of children submitted bigger than actual target number therefore some children did not get vocational training</li> </ul>	
<ul style="list-style-type: none"> <li>Training of master crafts people and teachers, particularly the training of mastercrafts in pedagogical skills</li> </ul>		<ul style="list-style-type: none"> <li>Weaknesses in teaching methodology of master crafts and little investment made in improving this gap</li> </ul>	
<ul style="list-style-type: none"> <li>Materials developed in phase one harmonized and distributed to VETA zonal offices</li> </ul>		<ul style="list-style-type: none"> <li>There were no skills training funds for families that needed training</li> </ul>	
<ul style="list-style-type: none"> <li>Additional tools developed to improve teaching (learning guides, assessment procedures, and record keeping)</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>Training of VETA teachers on child labour issues promotes the application of that knowledge in training institutions</li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
<b>Good practices</b>		<b>Lessons learned</b>	
<ul style="list-style-type: none"> <li>Training mastercrafts on methodology (pedagogical skills)</li> </ul>		<ul style="list-style-type: none"> <li>Sufficient budgeting, particularly for monitoring is crucial in ensuring quality education</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>Strong coordination is needed where there are more than two actors</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>apart from training in entrepreneurship, parents should also be trained in a trade</li> </ul>	

Code: 11  
Sector: Education and Skills Training  
Implementing Agency: TANZANIA INSTITUTE OF EDUCATION  
Geographical area: All 11 TBP Districts  
Title: review of complementary Basic Education in Tanzania (COBET) curriculum and Integration of materials on WFCL into COBET  
Source: TPR of AP

	Planned	Actual	Difference
Start date:	July 04 2004	July 2004	0 month
End date:	Nov. 2004	Feb. 2006	15 months
Duration: (in months)	16 Months	19 months	3 months
Budget: (in USD)	61,197.20	61,197.20	0
<b>Major Activity</b>			
Integration of CL in COBET curriculum			
<b>Other activities:</b>			
Consultative meetings - 176 people in meetings			
Recruit facilitators for schools			
Register children in COBET centers			
Train teachers to orient them to CL			
Sensitisation to community leaders			

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Teachers recruited and trained on how to deal with children that have been withdrawn from WFCL</li> </ul>	<ul style="list-style-type: none"> <li>Teachers from formal schools were not trained and thus not adequately prepared to receive graduate COBET children and not ready to address CL in formal education</li> </ul>
<ul style="list-style-type: none"> <li>All COBET centers were monitored by COBET child labour project officer, district officials and school inspectors</li> </ul>	<ul style="list-style-type: none"> <li>Most of the children dropped out because there was no support directly to families</li> </ul>
<ul style="list-style-type: none"> <li>Monitoring of COBET centers mainstreamed in inspectorate department</li> </ul>	<ul style="list-style-type: none"> <li>Training provided not sufficient to COBET teachers</li> </ul>
<ul style="list-style-type: none"> <li>Centers were provided with needed materials and facilities</li> </ul>	<ul style="list-style-type: none"> <li>Some of the children did not receive learning materials because the activity was under budgeted</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Mainstreaming CL in COBET is the best way to make the education system addresses CL</li> </ul>	<ul style="list-style-type: none"> <li>Planning with key stakeholders is important before project takes off</li> </ul>
<ul style="list-style-type: none"> <li>UNICEF and ILO can collaborate and jointly support mutually beneficial activities</li> </ul>	<ul style="list-style-type: none"> <li>Provision of sufficient funds for major activities crucial</li> </ul>

Code: 12  
Sector: **Capacity Building and Mainstreaming**  
Implementing Agency: Ministry of Community Development, Gender and Children  
Geographical area: National  
Title: **Capacity Building for the Ministry of Community Development, Gender and Children in Mainstreaming the Worst Forms of Child Labour in Training Curricula and Child Development Policy**  
Source: End of Activity Report

	Planned	Actual	Difference
Start date:	May 2004	July 2004	2 Months
End date:	Nov. 2004	Jan. 2005	2 Months
Duration: (in months)	5 Months	6 Months	1 Month
Budget: (in USD)	\$26,467.15	\$26,467.15	
<b>Task</b>			
<ul style="list-style-type: none"> <li>Curricula review to incorporate issues of child labour in Child Development Policy and Training Curricular for Community Development Officers</li> </ul>			
<ul style="list-style-type: none"> <li>Orientation and training to the trainers/tutors of community development courses (5 day workshop targeting 25 trainers)</li> </ul>			
<ul style="list-style-type: none"> <li>Consultative workshop to discuss draft propositions for incorporation of CL in policy</li> </ul>			
<b>Achievements/activities</b>			
<ul style="list-style-type: none"> <li>Workshop for purposes of orienting senior officials and board members of the National Council on Technical Education. The workshop was attended by 25 participants who provided inputs on how to integrate child labour in the community development curricular as well as the child development policy</li> </ul>			
<ul style="list-style-type: none"> <li>Working session to identify gaps in the curricular was undertaken from which guidelines explaining what and how issues of child labour should be integrated were developed</li> </ul>			
<ul style="list-style-type: none"> <li>Child labour issues were integrated into the child development policy in August 2004</li> </ul>			
<ul style="list-style-type: none"> <li>A revised curriculum containing a new topic on child rights and development has been added in the basic certificate course in Community Development and Advanced Diploma courses in community development</li> </ul>			

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Mainstreaming CL into existing structures</li> <li>One of the key ministries in which actual mainstreaming happened at the policy level</li> </ul>	<ul style="list-style-type: none"> <li>Training materials (such as manuals not developed) and there is no assurance that the materials will be developed</li> </ul>
<ul style="list-style-type: none"> <li>Development of guidelines for mainstreaming which can also be used for other policies/programmes</li> </ul>	<ul style="list-style-type: none"> <li>The policy has not been approved by Cabinet</li> </ul>
<ul style="list-style-type: none"> <li>A revised curricular will ensure that every community development officer undergoing training will have an idea of what child labour is and their role</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Mainstreaming child labour into an overall policy for children places the issue in context and gives relevant ministries the responsibility of following up, not just the MoL</li> </ul>	<ul style="list-style-type: none"> <li>There should have been budgeting for development of manuals</li> </ul>

Code: 13  
Sector: Capacity Building of Districts  
Implementing Agency: Ministry of Labour  
Geographical area: TBP Districts  
Title: Government Programme to Coordinate and Enhance the Capacity of Selected districts to implement the TBP on WFCL  
Source: TPR of IA

	Planned	Actual	Difference
Start date:	Oct. 2002		
End date:	Feb. 2004	Aug. 2004	6 Months
Duration: (in months)	4 Months	9 Months	5 Months
Budget: (in USD)	\$105,932	\$122,742	\$16,810

7.

#### 8. Task/Strategies

- Undertake four zonal workshops for TBP district officials (each workshop 25 people)
- Organize follow up visits (2)
- Provide logistical support to DCLC
- Make on spot follow up visits in sites to monitor implementation

9.

#### 10. Achievements/activities

- Zonal workshops undertaken
- Two follow up training and orientation workshops for DCLC and members of the DCL sub Committees (100 participants) undertaken
- CLC supported logistically (mobile phones, monthly stipends, and motorcycles)
- Exchange of information regarding status of CL in each of the districts
- Nine members of NISCC made site visits to 7 districts
- 4 Mid term review meetings undertaken at district level

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>• DCL Coordinators facilitated to monitor progress by purchasing phones and motorbikes for them</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate funds to enable all NICC members visit sites</li> </ul>
<ul style="list-style-type: none"> <li>○ NICC members made field visits and were aware of actual implementation issues</li> </ul>	<ul style="list-style-type: none"> <li>• Despite investment to facilitate easy monitoring, there were still delays in submitting reports by coordinators</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity of DCL Coordinators to address CL within the framework of C. 138 and 182 increased</li> </ul>	<ul style="list-style-type: none"> <li>• Only ten out of 11 motorbikes were procured because of budgetary constraints</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>• Facilitating easy movement for coordinators at district level enhances regular monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Budget set out for activities should be sufficient or added to support all planned activities</li> </ul>

Code: 14  
Sector: Media Capacity Building  
Implementing Agency: DIS/TAMWA  
Geographical area: National  
Title: Media involvement in Awareness Raising and Community Mobilization for the Elimination of the Worst Forms of Child Labour in Tanzania  
Source: TPR of IA

	Planned	Actual	Difference
Start date:	March 2003	June 2003	3 Months
End date:	Sept. 2004	Jan. 2005	4 Months
Duration: (in months)	18	19	+1
Budget: (in USD)	\$124,385	\$124,385	
<b>11. Task/Strategies</b>			
<ul style="list-style-type: none"> <li>Establishment of an effective mechanism for strategic media action in the promotion of mobilization and information campaign</li> <li>Institutionalisation of media advocacy and analysis on the worst forms of child labour</li> <li>Establish media coalition on WFCL in 11 districts</li> </ul>			
<b>12. Achievements/activities</b>			
<ul style="list-style-type: none"> <li>Media was assessed in all the 11 districts</li> <li>WFCL were integrated in all media activities and programmes and a zonal training for media practitioners was organized, 65 journalists were trained</li> <li>99 groups of journalists were trained in all the 11 districts. After the training, journalists were provided with some funds to travel to the districts and write articles about child labour</li> <li>A network of folk media on WFCL were established in each of the districts</li> <li>132 consultative and evaluation meetings were done to evaluate impact of folk media advocacy activities; folk media review meetings and media coalition meetings- 8 in total.</li> <li>154 performances were undertaken in the districts and campaign messages disseminated</li> <li>There were 14 community performances in each of the districts; 64 TV programmes were produced and aired; over 303 feature articles were published; 148 radio programmes were aired and 29,000 leaflets were produced and distributed and 3,500 posters were produced and distributed. Twelve bang styles were produced</li> </ul>			
<b>Strengths and Opportunities</b>		<b>Weaknesses and Threats</b>	
<ul style="list-style-type: none"> <li>DIS and TAMWA have a good network thus used this network to implement activities</li> </ul>		<ul style="list-style-type: none"> <li>Not all Media coalition members went to the project sites, this affected publicity for some of the districts that are far. Coverage was greater in Dar es Salaam than in other areas</li> </ul>	
<ul style="list-style-type: none"> <li>Training of journalists and media practitioners ensures that child labour messages will be aired correctly</li> </ul>		<ul style="list-style-type: none"> <li>Some of the media members complained that they did not get the cooperation of child labour coordinators based in the districts.</li> </ul>	
<ul style="list-style-type: none"> <li>Assessment of capacity of media provides good information on the capacity gaps and areas of needed intervention</li> </ul>		<ul style="list-style-type: none"> <li>The districts in Dar es Salaam as well as Arusha have a lot of media stations while Iringa, Mufindi, Simanjiro, Kondoa and Iramba have almost nothing</li> </ul>	
<ul style="list-style-type: none"> <li>Coverage included districts which did not have media stations (thus nationally, public knowledge increased about areas that have no media)</li> </ul>		<ul style="list-style-type: none"> <li>District based journalists lack investigative and documentary skills as compared to those based in Dar es Salaam</li> </ul>	
<b>Good practices</b>		<b>Lessons learned</b>	
<ul style="list-style-type: none"> <li>Developing and strengthening local and district based folk media groups is a sustainability measure</li> </ul>		<ul style="list-style-type: none"> <li>Capacity of the media to effectively address CL is very weak</li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li>In most districts, the mass media do not cover activities of art groups, and therefore do not</li> </ul>	

	promote them.
•	<ul style="list-style-type: none"> <li>The child labour coordinators should have budgets to enable journalists cover stories on child labour, otherwise journalists do not easily do this</li> </ul>

Code: 15

Sector: **Building the Knowledge Base- part 1**

Implementing Agency: REPOA

Geographical area: National

Title: **Contributing to the sustainable Child Labour Elimination Strategies in Tanzania**

Source: TPRs of AP

	Planned	Actual	Difference
Start date:	March 2005	June 2005	3 months
End date:	June 2005	Feb 2006	0
Duration: (in months)	3 months	11 months	8 months
Budget: (in USD)	\$24,534.31	\$24,534.31	
Task			
<ul style="list-style-type: none"> <li>Analysis, recommendation and process for further development of the strategy for the national TBP framework,</li> </ul>			
<ul style="list-style-type: none"> <li>Detailed analysis of the NSGRP</li> </ul>			
<ul style="list-style-type: none"> <li>Identify the capacity required to implement the recommended strategies by different stakeholders at national, district and sub district levels.</li> </ul>			
<ul style="list-style-type: none"> <li>Workshop of stakeholders to validate the capacity needs</li> </ul>			
Achievements			
<ul style="list-style-type: none"> <li>Formulation of methodology on way forward in terms of capacity building for child labour partners</li> </ul>			
<ul style="list-style-type: none"> <li>A report outlining the TBP strategies in the context of MKUKUTA</li> </ul>			
<ul style="list-style-type: none"> <li>List of recommendations on way forward</li> </ul>	•	•	•

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Analysis and linkages with MKUKUTA</li> </ul>	•
<ul style="list-style-type: none"> <li>Identification of capacity gaps as well as the 'missing partners'</li> </ul>	•
<ul style="list-style-type: none"> <li>Identified role of districts</li> </ul>	•

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Developing sustainable mechanisms of implementation within a national framework on poverty reduction enhances efficiency</li> </ul>	•
<ul style="list-style-type: none"> <li>Using data and information collected in a participatory method ensures ownership and dissemination of the data through national consultative process leads to further proposals for improvement of implementation</li> </ul>	•

Code: 16  
Sector: Building the Knowledge Base- part 2  
Implementing Agency: REPOA  
Geographical area (districts): 11 TBP Districts  
Title: Programme to carry out a baseline and attitude surveys on the WFCL in eleven (11) districts in Tanzania  
Source: End of Activity Report

	Planned	Actual	Difference
Start date:	August 2002	Sept. 2002	1 month
End date:	Nov. 2002	May 2003	6 Moths
Duration: (in months)	3 months	8 Months	5 Months
Budget: (in USD)	151,847	151,847	
Task			
Secondary data collection, primary data collection, analysis and interpretation and report compilation on attitudes regarding CL in the 11 districts.			
Achievements/activities			
<ul style="list-style-type: none"> <li>Both the baseline and attitude survey on WFCL were submitted.</li> <li>1,196 households were interviewed for attitude information in 11 districts. 217 children were interviewed and 55 FDGs carried out in all 11 districts</li> <li>1,101 people were interviewed for baseline information in 11 districts</li> <li>217 children were interviewed and 55 FDGs</li> </ul>			

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>Coverage was broad and number of interviewees can be relied upon to present a good picture of the actual situation</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>34 REPOA researchers were retrained following the data processing, preliminary analysis and technical workshop.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>Undertaking a baseline survey provides good information for targeted interventions and upstream measures</li> </ul>	<ul style="list-style-type: none"> <li>The study was not national and thus only represents the situation in 11 TBP districts</li> </ul>
<ul style="list-style-type: none"> <li>Baseline studies provide a good tool for measuring impact after some years of implementation</li> <li>Building the capacity of a local institution to undertake such studies regularly increases capacity of local institutions to undertake studies in the area of CL</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



Code: 17  
Sector: Mainstreaming Micro Health Insurance in CL interventions  
Implementing Agency: UMASIDA  
Geographical area: Pilot in three districts in Dar es Salaam  
Title: Programme to Address the WFCL through area based Health Micro Insurance Schemes in Ilala Temeke and Kinondoni Districts  
Source: TPR of IA

	Planned	Actual	Difference
Start date	Aug. 2004		0
End date	Aug. 2005	October 2005	2 months
	12 months	14 Months	2 months
Duration: (in months)			
Budget: (in USD)	\$66,470	\$66,470	

### 13. Task/Strategies

- Needs assessment focusing on health problems of families and children as well as availability of health facilities
- Awareness raising and sensitisation on HMIS to communities in the three districts
- Establish mutual cells; train medical practitioners and mutual cell leaders
- Issue photo ID cards; provide credit information and credit facility

### 14. Achievements/activities

- Children who were withdrawn and prevented by KIWOHEDE and CHODAWU received ID cards and have been introduced to health care providing units
- 650 have voluntarily tested for HIV AIDS and have received treatment of sexually transmitted infections
- Families have been introduced to units; they are contributing and receiving care
- CHAKO SACCOS a savings and credit society has provided micro-credit to the children
- Materials produced under the programme include leaflets, brochures, T-shirts and training manuals

Strengths and Opportunities	Weaknesses and Threats
<ul style="list-style-type: none"> <li>• UMASIDA was initially funded by one of the ILO departments, thus this intervention built on what has been tested by another ILO department</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability measures not fully explored and followed up</li> <li>• Micro Health Insurance still a new subject in Tanzania and people are very poor</li> </ul>
<ul style="list-style-type: none"> <li>• Explored possibilities of working with SACCOS thus a sustainability measure (re: CHODAWU children and families)</li> </ul>	<ul style="list-style-type: none"> <li>• Families that were targeted were being paid for by ILO/IPEC and thus after end of project not sure what happens to families</li> </ul>
<ul style="list-style-type: none"> <li>• UMASIDA has experience in providing such services</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Good practices	Lessons learned
<ul style="list-style-type: none"> <li>• Linking provision of health services to elimination of child labour is innovative but needs to be further explored</li> </ul>	<ul style="list-style-type: none"> <li>• Linking families to SACCOS reduces chances of drop out, particularly when the project is over</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• families and children need to be involved in the planning process in order to ensure understanding, acceptability and willingness to implement</li> </ul>

# **Annex 8: Stakeholders' workshop: proceedings, programme, list of participants and PPS presentations**

**EXPANDED FINAL EVALUATION WORKSHOP – ILO-IPEC/TBP PROJECT OF SUPPORT  
PHASE I**

**August 17-18, 2006,  
Dar es Salaam International Conference Center**

## **WORKSHOP PROCEEDINGS**

**Prepared by Mary Kibogoya**

**Supportive Consultant**

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## Abbreviations and Acronyms

AIDS	Acquired Immuno-Deficiency Syndrome
ATE	Association of Tanzania Employers
CSOs	Civil Society Organizations
CTA	Chief Technical Advisor
CHODAWU	Conservation, Hotels and Domestic Workers Union
COBET	Complementary Basic Education in Tanzania
CBOs	Community Based Organizations
HIV	Human Immunodeficiency Virus
IAs	Implementing Agencies
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
MKUKUTA	Mkakati wa Kukuza Uchumi Tanzania
NGO	Non-Governmental Organization
NISCC	National Inter-Sectoral Coordination Committee
NNOC	National Network of Organizations working with Children
NSGRP	National Strategy for Growth and Reduction of Poverty
OAU	Organization of African Union
PMO-RALG	Prime Minister's Officer – Regional Administration and Local Government
TBP	Time Bound Programme
TASAF	Tanzania Social Action Fund
TENMET	Tanzania Education Network/Mtandao wa Elimu Tanzania
TIE	Tanzania Institute of Education
TOT	Training Of Trainers
TUCTA	Trade Union Confederation of Tanzania
VETA	Vocational Education Training Authority
VET	Vocational Education Training
VTC	Vocational Training Centre
UMASIDA	Umoja wa Matibabu Sekta isiyo rasmi/Inforaml Sector Community Health Fund
UN	United Nations
USDOL	United States Department of Labour
WFCL	Worst Forms Of Child Labour

**Stakeholders' Workshop - Expanded Final Evaluation of the ILO-IPEC/TBP project of support  
Phase I, August 17-18, 2006 Dar es Salaam International Conference Centre.**

### **15. 1.1 Introduction**

The Government of Tanzania is currently implementing a Time Bound Programme (TBP) targeting at elimination of worst forms of child labour in the country. The Time Bound Programme is implemented under the auspice of the ILO Convention No. 182, which the Government ratified in 2001. The Government's programme started 2001, and shall be implemented for ten years, till 2010.

By the fact that TBP was designated to assist ILO Member States to implement Convention No. 182 on elimination of worst forms of child labour in an integrated and effective manner, the ILO-IPEC designed a project of support to the National Time Bound Programme, in order to contribute to the achievement of the set goal(s). Hence, the implementation of national TBP went hand in hand with the implementation of the ILO/IPEC Project of Support.

The ILO-IPEC/TBP Project of Support objectives are to support the creation of an enabling environment for the elimination of worst forms of child labour, and assist the provision of direct support to targeted interventions aiming at highly vulnerable groups in selected sectors and districts.

Though preparation for the implementation of a second phase of the project of support, Phase II and as part of the ILO/IPEC and USDOL agreement, a final evaluation is being conducted in order to assess the achievements realized, problems encountered and draw the lessons learned, so that the learning can be incorporated into Phase II.

In view of the above the ILO-IPEC organized a one and a half day workshop for the social partners, other stakeholders working in the campaign against child labour to discuss and provide inputs to the preliminary findings by the external consultants who conducted the expanded final evaluation.

### **16. 1.2 Objectives of the Workshop**

The major objective of the workshop was to discuss and provide inputs to the preliminary findings of the consultants, seek clarifications of some of the discrepancies and draw lessons learned in order for the consultants to obtain greater accuracy and conclusive lessons from the interventions from the work supported by the Project of Support to the TBP.

### **17. 1.3 Participants to the Workshop**

Participants to the workshop included Government Officials, Workers and Employers Organizations, Non-Governmental Organizations (local and international), UN Agencies, Research Institutions, Representatives of Embassies and Training institutions.

### **18. 1.4 Opening of the Workshop**

The workshop was opened at 09:30 hrs by the Chief Technical Advisor (CTA) for the ILO-IPEC/Time Bound Programme, Madam Marilyn Blaeser. The CTA explained briefly the objective of the workshop.

She said the workshop aimed at discussing the preliminary findings by the external consultants and draw lessons learned for the past five years of programme implementation. The CTA added that the inputs from the workshop were vital for the second phase of the project. Having introduced the workshop objective, Madam Marilyn Blaeser then requested Chairperson, Labour Commissioner Ms. Rose Teemba of the workshop to proceed by welcoming the Director, ILO Area Office, Dar es Salaam, Mr. Jürgen Schwettmann to give his welcoming remarks.

#### **1.4.1 Welcome remarks by ILO Director, Mr. Jürgen Schwettmann**

In his welcome remarks, the Director heartily welcomed participants to the workshop adding further that the workshop was yet another important milestone in addressing the worst forms of child labour in the country.

He congratulated the Government of Tanzania as well as social partners and other collaborating partners for taking such a bold and conscious decision of collectively putting resources together to fight against child labour.

The Director said Tanzania has gathered substantial experience over the past ten years in implementing pilot interventions for addressing child labour under the support of ILO-IPEC. According to the Director, the interventions had contributed to the increased level of awareness and knowledge of child labour problems and their devastating social and psychological impact on the lives of children.

The ILO Director pointed out that following Tanzania's ratification of Convention 182 to eliminate the worst forms of child labour, the Government moved one step further to implement Time Bound Programme by committing itself to eliminate the worst forms of child labour by year 2010. Within this framework, the International Labour Organization (ILO/IPEC) International Programme on Elimination of Child Labour (IPEC) and the United States Department of Labour (USDOL) initiated the project of support for the Government of Tanzania TBP, which he said the workshop was to discuss in more detail related to its evaluation. As one of the first countries to initiate the TBP process with the support of ILO/IPEC, Tanzania served as a pioneer in the implementation of the TBP approach, both in terms of national and the support from ILO/IPEC Project.

He mentioned substantial learning of the specific features of the TBP approach as integrating child labour with the national development process such as National Strategy for Growth and Reduction of Poverty- NSGRP/MKUKUTA, linking and leveraging other relevant policies and programmes such as Primary Education Development Programme, and building countrywide capacity, especially as it linked to the decentralization and local government reform process.

Following Tanzania's ratification of Convention 182, to eliminate the worst forms of child labour, the Government of Tanzania, went one step further and embarked on the implementation of its Time Bound Programme (TBP), committing itself to eliminate the worst forms of child labour by 2010. Within this framework, the International Labour Organization (ILO/IPEC) International Programme on Elimination of Child Labour (IPEC) and the United States Department of Labour (USDOL) initiated the project of support for the Government of Tanzania TBP, which he said the workshop was to discuss in more detail related to its evaluation.

He went on further to say that as one of the first countries to initiate the TBP process with the support of ILO/IPEC, Tanzania serves as a pioneer in the implementation of the TBP approach, both in terms of national initiatives and the specific support from the ILO/IPEC project. There has been substantial learning of the specific features of the TBP approach such as:

- integrating child labour with the national development process such as PRSP/MKUKUTA processes;
- linking and leveraging other relevant policies, programmes, such as that of the Primary Education Development Programme, partners and resources; and building country wide capacity, especially as its linked to the decentralisation and local government reform process.

The Director also emphasized that the pioneering nature of working in support of the Tanzania TBP has helped ILO enhance its technical support to other TBP processes elsewhere throughout the world.

The Director said through joint efforts by the social partners and stakeholders in addressing child labour, a number of achievements were registered including:

- increased political commitment at all levels to address the problem of child labour
- increased awareness on child labour among local authorities, employers, social partners, families, communities at village, ward and district levels.
- formulation of district development plans to identify target groups and appropriate interventions
- withdrawal and prevention of 33,000 children from the worst forms of child labour in the project target districts, and then subsequently provided with training/education alternatives
- integration of child labour concerns in the National Strategy for Growth and Reduction of Poverty (NSGRP) or MKUKUTA

However, whilst Tanzania is making significant development progress, with real GDP growth of more than 6% in 2005, child labour still remains a persistent problem for many children due to a complex set of factors such as poverty, social and cultural practices, the impact of HIV/AIDS, illiteracy and the lack of access to basic social services such as education. This being said, today is an opportunity to take a critical look at what we have done over the past five years, share our achievements and examine our remaining challenges, so that we can learn and take stock of what is yet to be done and adjust our work accordingly, to continue this fight against the worst forms of child labour in Tanzania.

The Director concluded by saying that, ILO hopes that this workshop will provide a good opportunity to reflect on achievements of the TBP and the role of support from ILO/IPEC. He concluded his welcome remarks by expressing his hope that the workshop would provide a good opportunity to reflect on the achievements of the national TBP and the role of the ILO/IPEC Project of Support. Finally, he thanked the participants and wished them a successful and productive workshop and was looking forward for the fruitful results.

#### **1.4.2 Opening Statement by Permanent Secretary, Ministry of Labour, Employment and Youth Development**

The Permanent Secretary, Dr. Ladislaus C. Komba expressed his pleasure for the opportunity he was accorded by the workshop organizers to officiate that important meeting.

He was also delighted to note that the workshop was attended by the traditional tripartite partners of labour administration, plus other stakeholders who together formed a Tripartite Plus Partnership, jointly working on the campaign against child labour. As a way of emphasis on the promotion of children rights and elimination of child labour, the Permanent Secretary reminded participants the remarks by the then

President of the United Republic of Tanzania, Honorable Benjamin Mkapa when officiating the opening of the then OAU Employment Labour meeting on 27<sup>th</sup> March, 2003 when he said that:

“The legitimate desire to create an attractive climate for investment and job creation could not justify child labour. Not in those days and age. Child labour is a crime against the most vulnerable members of our society and denied them the intellectual and psychological preparations necessary for a better future. The then President said we owed it to our children, and to their future, to remove them from harmful forms of child labour, and enable them to reclaim their childhood and their potential through education”.

The Permanent Secretary said the remark by the then President Mkapa was relevant to the workshop because it aimed at evaluating the Project of Support to the national Time Bound Programme, which target at the elimination of worst forms of child labour.

The Permanent Secretary reminded workshop participants on the serious commitment they made on April, 2001 to fight child labour and the worst forms through the implementation of TBP under the auspice of ILO Convention No. 182 which the Government of Tanzania ratified in 2001. He said the workshop was organized six years after that commitment. It was therefore rightly to say that the evaluation workshop was an important milestone in addressing the problem of child labour and the worst forms, as it gave the social partners and stakeholders another opportunity of reviewing their collective efforts in scaling down the scourge. He said project evaluation was very important in project implementation because through it, achievements are recorded, problems encountered are identified and ways of addressing the challenges are identified and hence, more focused efforts, strategies and resources are being injected for attaining the set goal(s).

The Permanent Secretary expressed Government appreciation for the collaboration and joint efforts in the fight against worst forms of child labour. He stressed further that it was through such joint efforts and collaboration that the Government managed to withdraw 15,429 children (boys 5,598 and girls 9,831) out of 57,731 who were in worst forms of child labour in the eleven ‘pilot’ districts; and prevent 19,060 (boys 9,483 and girls 9,577) from entering into worst forms of child labour out of 97,842 children who were at risk.

He mentioned other achievements as enactment of Labour Laws, particularly the Employment and Labour Relations Act No. 6 of 2004, which restricts and criminalizes child labour ; formulation of Policies and Strategies which contained clauses and statements on hazardous child labour, in particular the Child Development Policy and the National Strategy for Growth and Reduction of Poverty- NSGRP/MKUKUTA where child labour was made an indicator to the Poverty Monitoring System; Strategies for Elimination of Child Labour were prepared to guide partners and stakeholders in the interventions against the scourge as well as enhanced knowledge base on child labour and capacity for the social partners and stakeholders to identify, prevent, withdraw and provision of suitable alternatives to the children and their poor households. He said those were some of the positive indicators for sustainable campaign against child labour.

The Permanent Secretary expressed Government appreciation to the US Government for the financial support through the US Department of Labour and the ILO for the technical support through ILO/IPEC Project of Support. He also recognized the active interventions by the social partners and stakeholders who greatly contributed to the registered achievements.

The guest of honour said, as coordinator of labour related issues, the Ministry of Labour, Employment and Youth Development noted challenges that faced the implementation of TBP Phase one. He mentioned some of them to include inadequate local resources both at National and District levels; the increased



number of orphans due to among other causes, HIV/AIDS pandemic and some cultural practices and habits that were encouraging child labour under the pretext of socialization process.

The Permanent Secretary expressed his anticipation that as the workshop was well represented, participants would work hard during the two days of in order to achieve the intended objectives, and came up with a comprehensive package of inputs that represented stakeholders commitment to eliminate worst forms of child labour in the country. He assured workshop participants and other stakeholders of the Government commitment to collaborate with them in the interventions against child labour and its manifestations, and hoped for a continued cooperation from all partners in the efforts to eliminate the scourge.

The Permanent Secretary concluded his opening remarks by thanking all participants for their attention and attending the workshop, and declared the workshop officially opened.

## **19. 2.0 Background on National Time Bound Programme**

Mr. Festo Muzee, Manager Child Labour Unit, Ministry of Labour, Employment and Youth Development gave a brief background to the National Time Bound Programme with the following are highlights of this presentation :

- The national campaign against child labour between 1994-2000 created a strong foundation for the implementation of the Time Bound Programme in Tanzania.
- The Government committed itself to eliminate the worst forms of child labour in the country through a wide range of policies and programmes which contribute towards elimination of worst forms of child labour by ratifying the ILO Convention No. 182 in June 2001.
- The vision of the National Time Bound Programme's vision is to eliminate the worst forms of child labour by 2010 and create the social foundation to address alls forms of child labour in Tanzania and realize the Millenium Development Goals.
- To reach this vision the programme has set itself three major objectives of :
  1. Create an enabling environment suitable for elimination of worst forms of child labour through relevant policies, appropriate laws and link the programme with national development programmes e.g. education programmes which promote access to universal education, National Labour Legislation which covers child labour, National Poverty Monitoring Systems which include indicators on child labour, Social Welfare Systems which taget vulnerable children, Child Development and Protection Policies which covers children, HIV/AIDS
  2. Reduce involvement of children in hazardous work by 75% by the year 2005, with initial activities in eleven districts.
  3. In order to realize this goal and basing on the fact that child labour is a multisectoral problem and a cross-cutting issue, integrate the TBP into the National Strategy for Growth and Reduction of Poverty – NSGRP (MKUKUTA) implementation framework.
- The Government has set a monitoring mechanism to ensure an effective and sustainable implementation of the campaign through formation of the National Inter-Sectoral Coordination committee and the district child labour committees within the District Council's Permanent Committee.

## **20. 2.1 Background on ILO/IPEC Project of Support to TBP**

Mr. William Mallya, Senior Programme Officer ILO-IPEC gave a background to the ILO-IPEC/Time Bound Programme project of support. He told the workshop that the ILO-IPEC/Time Bound Programme project of support was developed taking into consideration two conventions of C138 on minimum age and C182 on immediate elimination of the worst forms of child labour; and that the TBP is implemented by various actors

Highlight of the presentations are:

### **Immediate Objectives**

- To reduce the incidence of the worst forms of child labour in commercial agriculture, mining, abusive domestic work, fishing and commercial sex exploitation of children;
- To contribute to the creation of an enabling environment, conducive to the elimination of worst forms of child labour through appropriate policy and legislative framework.

### **Major Programme Components**

With regard to the creation of an enabling environment for the elimination of worst forms of child labour (micro-economic environment – employment, poverty reduction, education, legislation, etc), the following are the key activities:

- Building strong linkages, networks and collaboration with relevant programmes under government, donors, UN Organizations, social partners, NGOs, etc, along with the development of a Strategic Programme Impact framework for the elimination of worst forms of child labour.
- Concerning provision of direct support to targeted interventions aimed at highly vulnerable groups in the selected sectors and districts, the key activities included; provision of direct support to targeted highly groups of children in worst forms of child labour, or at risk, and their families; prevention and withdrawal of targeted children in targeted districts and provision of education and training alternatives, along with the economic empowerment of targeted families.

### **Key Achievements**

- Increased political commitment at all levels to address the problem of child labour;
- District development plans formulated for the identification of targeted groups and appropriate interventions;
- Increased awareness on child labour among local authorities, employers, social partners, families, communities at village ,ward and district levels;
- 35,514 children withdrawn/prevented from the worst forms of child labour in the project targeted districts and were provided with training/education alternatives;
- Child labour concerns integrated in the National Strategy for Growth and Reduction of Poverty (NSGRP).

## **Main Challenges**

- Weak technical capacity for planning and implementation of child labour programme interventions at national, district and community levels;
- Persistent poverty at house hold level both in the urban and rural settings;
- Inadequate enforcement of labour legislation.

The ILO/IPEC Official concluded his presentation by reminding workshop participants that Phase one of the TBP targeted 30,000 children worked or who were at risk of getting into the worst forms of child labour in commercial agriculture, mining, abusive domestic labour and commercial sex exploitation of children. He mentioned the eleven targeted districts as Kinondoni, Ilala, Temeke, Kondoia, Iringa, Mufindi, Arusha, Urambo, Iramba and Simanjiro.

## **21. 2.2 Expanded Final Evaluation, Methodology – Chaired by Ms. Marilyn Blaeser**

This session was facilitated by the Mr. Hans Posthumus, Team Leader and Lead Consultant for the Expanded Final Evaluation (EFE). The consultant presented to the participants the methodology that was used in the evaluation process, a desk/literature, interviews and discussions and an Impact Assessment Survey. He said the evaluation workshop compliments to the methodology. The draft report from the workshop will be shared with partners and stakeholders for comments and suggestions. With regard to impact assessment survey, the consultant said the survey covered issues of economic well being of the children, employment status, education status, health & recreation and attitude.

The consultant also introduced Scope and Purpose of EFE. He told the workshop that the EFE scope & purpose centered on:

- Achieving the project objectives
- Contributing developing TBP framework (project & components, linkages & synergies; strategy & implementation; effectiveness and elements of sustainability)
- Identifying lessons learned and good practices.

He reminded workshop participants of the need to have critical look on the achievements, lessons learnt and good practices which would be integrated into Phase II of the Project of Support to the TBP. The workshop therefore was to look at how effective the programme has been in achieving its objectives.

## **22. 2.3 Enabling Environment - Chaired by Ms. Marilyn Blaeser**

Introducing the session, the National Consultant to the EFE, Ms Kokuteta reminded participants that TBP aimed at:

- Progressive elimination of child labour,
- Building the knowledge base on child labour,
- Coalition building with partners,
- Developing strategies & programmes,

- Creation of sustainable linkages with key development processes,
- Strengthen capacity to address child labour,
- Awareness raising and response,
- Develop instruments/tools,
- Dialogue and partnerships with key partners,
- Institutional mechanisms for ownership & effective implementation,
- Strengthening of legal and policy environment,
- Multi-sectoral approaches to address root causes,
- Integration of policies (mainstreaming), agreeing on responsibility

### Introduction of Group Work

Following brief presentation on the TBP, the consultant introduced the group work. Four groups were formed and these were to discuss the following and present them as indicated below:

- What is the overall assessment of the child labour situation in Tanzania, focusing on (TBP) achievements at the macro level?
- To compare it to the context five years ago, what has changed, considering also external factors?
- What has been the role of ILO/IPEC?

Groups were asked to work on the what, how and the role using the below shown format :

<b>What</b> has been achieved	<b>How</b> has that been achieved	<b>Role</b> of ILO/IPEC (if any)
• ----- • -----	• ----- • -----	• ----- • -----

Workshop participants went into groups for one hour and presented their group work followed by plenary.

### Group Presentations

#### GROUP A

<b>What</b>	<b>How</b>	<b>The Role of ILO/IPEC</b>
Child Labour issues have been incorporated in the revised Child Development Policy	<ul style="list-style-type: none"> <li>- Cabinet Secretariat</li> <li>- Broad consultation with key stakeholders</li> </ul>	Financial and technical support
New Labour Law of 2004 (Employment and Labour Relations Act No. 6 of 2004)	<ul style="list-style-type: none"> <li>- Outcome of ILO/IPEC</li> <li>- Labour Law Reforms</li> <li>- Consultations with stakeholders</li> </ul>	Financial and Technical support
Inclusion of Child Labour issues in New Child Legislation Bill	<ul style="list-style-type: none"> <li>- Pressure of different stakeholders</li> <li>- Consultations</li> </ul>	Financial and Technical support
Integration of child labour issues in the curriculum of community development colleges	<ul style="list-style-type: none"> <li>- Project</li> <li>- Recommendations/consultations</li> <li>- Pressure</li> <li>- Need from community</li> </ul>	Financial and Technical support
Inclusion of child labour issues in National Programmes e.g. <ul style="list-style-type: none"> <li>• MKUKUTA</li> <li>• NPA (MCDGC)</li> </ul>	<ul style="list-style-type: none"> <li>- Consultations</li> <li>- Need</li> </ul>	Financial and Technical support
Active participation of CSOs on child labour issues	<ul style="list-style-type: none"> <li>- Take part in ILO/IPEC implementation</li> <li>- Networking</li> </ul>	
Inclusion of child labour issues in COBET and VETA	<ul style="list-style-type: none"> <li>- Training Of Trainers (TOT)</li> <li>- Use of tools like Scream in the</li> </ul>	Financial and Technical support

	training	
Development of Child Labour Strategy (2004) and the review	<ul style="list-style-type: none"> <li>- Implementation tool</li> <li>- Consultations</li> </ul>	
Capacity building and awareness raising to leaders and technical personnel	<ul style="list-style-type: none"> <li>- Training of Trainers</li> <li>- Media</li> <li>- Community theatre</li> </ul>	
Inclusion of child labour in National and International events such as : <ul style="list-style-type: none"> <li>• Day of African Child</li> <li>• Child Labour Day</li> <li>• International Family Day</li> </ul>	<ul style="list-style-type: none"> <li>- Activities</li> <li>- Media and publicity</li> </ul>	

Group A members :

- |                      |                        |
|----------------------|------------------------|
| 1. E. Moshiro        | 5. Octavian A. Kisinda |
| 2. A.K. Rugumyamheto | 6. Bakari Athuman      |
| 3. Oswald Mashindano | 7. Geoffrey Mhagama    |
| 4. Mwatumu Dossi     |                        |

#### GROUP B

What	How	Role of ILO/IPEC
Coordination Framework	Coordination structure from national level to grass-root in place	Capacity building of child labour committees
Child labour issues mainstreamed within MKUKUTA (NSGRP)	Sensitization of government institutions and partners organization (mainstreaming) within MKUKUTA (NSGRP)	Played role in facilitation of inclusion of worst forms of child labour (wfcl)
Child labour issues incorporated into National Child Development Policy	Child labour issues have been incorporated in the National Child Development Policy	<ul style="list-style-type: none"> <li>- Financial and technical support</li> <li>- Lobbying skills</li> </ul>
Broad awareness creation on worst forms of child labour	Identification strategies put in place through participatory approaches	Technical and financial support
Incorporation of child labour issues in district development plans	<ul style="list-style-type: none"> <li>- Creation/establishment of child labour committees and appointment of district child labour coordinator</li> <li>- Integration of child labour issues into district/village/ward development plans</li> </ul>	Technical support
Development of awareness raising materials and guidelines	Participatory approaches	Technical support
Building networks and partnerships	Strengthening network between ministries and stakeholders	Facilitation of establishment and strengthening networks
National image at global level	Successful implementation of the TBP project	Technical and material support

Group B Members :

- |                  |                 |
|------------------|-----------------|
| 1. Cosmas Msigwa | 3. Simon Jensen |
| 2. Halima Sonje  | 4. Harry Mushi  |

5. Mark Mfunguo
6. Leoncia Salakana
7. Vicky Kanyoka

8. Renata Kizenga

#### GROUP C

What	How	Role of ILO/IPEC
Public awareness – all departments, government ministries, NGOs and communities	Workshops, media, Trade Unions, NGOs, CBOs, Publications e.g. Rapid Assessment on worst forms of child labour	Financial, technical support, developing tools and instruments, publications
Integration of child labour issues in national policies and regulatory framework : <ul style="list-style-type: none"> <li>- MKUKUTA</li> <li>- Child Development Policy</li> <li>- New Labour Law- the Employment and Labour Relations Act No. 6 of 2004</li> </ul>	Dialogue, public call for action, generation of reliable data on child labour e.g. child labour module on the integrated labour force survey	Technical support, advocacy, harmonization of laws within the region (East Africa)
Strengthening the monitoring system	Survey and consultations	Facilitation
Capacity building of partners (enhanced capacity of social partners)	Through training workshop and seminars	Technical support

#### GROUP C members :

- |                         |                          |
|-------------------------|--------------------------|
| 1. Mr. Festo Muzee      | 6. Mr. Ephraim Kwesigabo |
| 2. Mr. Nestory Mloka    | 7. Mr. Peter Ngowi       |
| 3. Ms. Rehema Binamungu | 8. Ms Angela Anatory     |
| 4. Mr. Donald Mmari     |                          |
| 5. Mr. Peter Ngowi      |                          |

## GROUP D

What	How	Role of ILO/IPEC
Multi-sectoral approaches to address child labour	<ul style="list-style-type: none"><li>• Health policy</li><li>- awareness creation on HIV/AIDS</li><li>• HIV/AIDS policy</li><li>- target vulnerable children</li><li>• National multi-sectoral strategy framework on HIV/AIDS</li></ul>	
Knowledge base has been consolidated	<ul style="list-style-type: none"><li>• Several researches have been conducted e.g. National Integrated Labour Force Survey.</li><li>• Mass Media</li></ul>	Technical and financial support
Coalition building with partners	<ul style="list-style-type: none"><li>• Formation of National Inter-Sectoral Coordination Committee</li><li>• Joint implementation of programmes</li></ul>	Technical and financial support

### Group D Members :

1. Dr. A.D. Kiwara
2. Ms Febronia Mlekwa
3. Mr. Lucas Katera
4. Ms. Paula Mariwa
5. Ms. Dorothy Mbilinyi
6. Ms. Siham Ahmed
7. Ms. Marcelina Biro
8. Pili Mtandula

## Plenary Discussions

The discussions centred on the presentations. Participants were asked to comment on whether the above achievements could have happened without the support of the ILO-IPEC. Participants pointed out that the above-mentioned successes could be realized even if the ILO-IPEC was not there. This is because there are ongoing initiatives which contribute to elimination of child labour. These include poverty reduction programmes, education programmes, social welfare programmes which targeted the most vulnerable children, etc. However, participants observed that it could have taken much longer for these achievements to be realized without the support of IPEC project. So the ILO-IPEC is seen as an innovative and a catalyst which made things happen in a very short period of time.

The ILO-IPEC contributed to among other things:

- Strengthening of child labour monitoring system i.e. in the poverty monitoring system
- Enhanced capacity of partners and stakeholders to deal with child labour issues
- Knowledge base on child labour has been expanded e.g. Integrated Labour Force Survey
- Commitment to address child labour by a number of partners and stakeholders

### *How did achievements come about ?*

- Lobbying on child labour issues for inclusion in strategies and legislations by Civil Society Organizations (CSOs)
- Consultation workshops and meetings
- Recommendations from the National Intersectoral Coordination Committee (NISCC)

### *What was the role of ILO-IPEC?*

#### Technical and financial support

- a) ILO facilitated dialogue between tripartite partners. In the Labour Law Reform process for instance, with its commitment to support the government to eliminate child labour, the ILO provided technical support that helped partners and stakeholders to understand the Conventions on child labour i.e. Convention 138 and Convention 182. As a result of all these interventions, the labour laws took issues of child labour into consideration. The Employment and Labour Relations Act is a case in point.
- b) The ILO-IPEC provided financial support for consultative meetings and workshops and the outcome of these include integration of child labour issues in the curriculum of community development colleges and in COBET.
- c) On the part of trade unions, the ILO-IPEC interventions have been catalyst to trade unions in terms of enhancing their capacity to address child labour and ensure commitment to address child labour. Trade unions have developed a number of materials on child labour e.g. training manuals for use by their members. Motto of trade unions : Children should go to school and leave work for adults. If children are allowed to work they weaken the bargaining power of trade unions with employers.
- d) IPEC also brought in some elements of innovations e.g. linking micro-finance and micro-health. Families have been able to access funds and join micro-health. Worst forms of child labour are linked to poverty. Meagre resources earned are diverted to medical costs contributing to families becoming poorer and therefore forcing children to enter to worst forms of child labour. With the IPEC support some families were able to join the micro-health insurance which covers medical expenses for poor families. These families made savings and were linked to micro-finance institutions where they could access resources for economic activities.
- e) Reunification of withdrawn children and their parents/guardians was possible through IPEC support.

#### **23. 2.4 Targeted Interventions, Introduction of Session and Group Work – Chaired by Wiliam Mallya**

The session was facilitated by the Lead consultant. He explained two models that were used: 1) that of using implementing agencies to identify, and withdraw working children; and 2) hand over these children to service providers who provided them with education or vocational training/ skills alternatives. The main referrals for withdrawn children which have been in use are the Complementary Basic Education In Tanzania (COBET) and Vocational Education and Training Authority (VETA). COBET provides primary education alternatives to withdrawn children; VETA provide vocational skills training to older children. Regarding the referral model/implementation model, issues discussed were planning, coordination and specialization for the ILO-IPEC, Implementing Agents, Service Providers and the Community.

These can be grouped as indicated below:

##### **a) The Implementation Model**

The consultant presented the Implementation model whereby there are two actors, one is the implementing agency and second one is the service provider whose responsibilities are:

- i) Implementing Agent responsible for:
- Identification of children working
  - Withdraw working children
  - Counsel withdrawn children



- Refer withdrawn children to service provider

ii) Service Provider responsible for:

- Trains or
- Educate
- Refers

## 24. 2.5 Impact Assessment

Another part of the evaluation is the Impact Assessment Surveys. The impact assessment was done by REPOA to document changes for the target group from baseline survey conducted in 2002. The baseline survey aimed at examining the existence, nature and the extent of the worst forms of child labour. Findings of the impact assessment would serve as input to the EFE.

### Approach and Methodology

The impact assessment was done in four districts of Kinondoni, Iringa rural, Arusha urban and Simanjiro. The selection was based on the presence of all four sectors of worst forms of child labour.

Sample size and composition:

- 400 children who benefited from phase I were selected, distributed in proportion to size and gender composition of sampled districts
- Structured interviews were conducted with the sampled children
- In addition, semi-structured questionnaire was designed for the FGDs with key informants

### Key Findings

- General overview
  - Beneficiaries ages range from 10-26
  - 63% are in the age range of 13-21 and 10% are those above age 21
  - Majority of beneficiaries are girls-61%
- Exposure to the programs
  - 94% of withdrawn/prevented were provided with alternative -VETA/COBET
  - However, VETA took the largest share-82%-sample biased towards this
  - Majority are optimistic on the impact of trainings in their future wellbeing
- Education
  - Most of the beneficiaries are literate-93%
  - 15% miss schools at certain times of the year compared to 19% during the baseline
- Employment
  - 32% of beneficiaries are currently working
  - Of those working, majority are boys-59%
- Employment (cont)
  - Average working hours/day decreased from 10 during the baseline to 9
  - Average earnings per month is Tshs 25,359. compared to the baseline average of Tshs 14,271
  - Exposure to various work related risks has shown improvements since the baseline e.g poisonous, high temperatures, vibrating machines, etc.
- Wellbeing
  - The main source of income remains self employment in business /trade for urban and agriculture for rural
- Health and recreation
  - Average sleeping hrs is 9. This is a slight improvement from baseline, which was 8.5

- The source of medical treatments has been health facilities and parents have mainly covered the expenses-both during the baseline and now.
- Attitude
  - More awareness on activities related to child labour and child rights than the baseline period
    - Home activities that affects child school attendance now seen as child labour
    - Education is considered most important to a child
    - Both girls and boys need to have equal rights
  - Reasons for child labour still perceived as poverty, marriage crisis and orphanhood

### **Conclusion**

- There has been significant improvements over the period between baseline and impact assessment
- Targeting needs to be strengthened
  - There are children of higher ages that are in the program
- The training do not seem to have a significant impact on employment
  - Short period of training
  - Stiff competition from VETA mainstream
  - Lack of capital for self employment after completion

### **Plenary Discussions**

Following REPOA presentation a number of issues were discussed at length:

- i) Age limit of the child – the study looked at worst forms of child labour in age limit of 5-17 years.
- ii) Children who were interviewed are the ones who benefited from the first training
- iii) More girls were trained but the study found out that more boys are employed. What could be the reason for this tendency? Reasons that were given by participants are
  - The type of skills girls trained in may not be on high demand.
  - Socio-cultural issues also influence the type of training and what happens after the training. Elaborating on this implementing agencies like CHODAWU told participants that skills training is provided following counselling during which children are encouraged to join non-traditional skills – carpentry, mechanics, driving course, mushroom growing for girls, decorations (for boys).
- iv) Lack of employment opportunities for graduate of VET training participants were of the view that local government authorities should take the lead in ensuring that children (graduates of VET) are considered when preparing development plans as indicated in the NSGRP.
- v) There is need for linkages and synergies between child labour programmes with existing/ongoing projects and programmes.

The Child Labour coordinator with the Good Hope of Miriani, Mr. Harry Mushi told workshop participants that in mining majority of beneficiary children are boys who normally prefer to study carpentry, motor mechanics.

In summing up Mr. Donald Mmari assured the workshop participants that REPOA is still analysing data so it will take up issues and questions raised by participants, and if they found more information will include in the final report to ILO-IPEC to be shared with partners.

After these presentations, participants went into groups for group work. The Lead Consultant explained to participants on what was to be done in groups. He posed questions to participants to consider while doing the group work. These include :

- Is it enough for one an Implementing Agency (IA) to identify children and handle them to another IA in this case a service provider.
- Does this methodology work to answer this participants were reminded to find out if :
  - Are (COBET) children now at school ?
  - Are (VETA) children self-employed

## 25. 2.6 Referral Model

The Team Leader presented his power point on the referral model which consists of:

Planning	ILO/IPEC
Coordination	Implementing Agents
Specialization	Service Providers
	Community

Groups were asked to do the following :

- Look at REPOA presentation/findings and comment
- Look at the referral model if it is good and if it works

## Group Presentations and Plenary (Groups remained the same as in the first group work session)

### GROUP A

#### 1. Referral Model

Pro	Cons	Recommendations
1. The existence of the child labour committee in the identification process is workable (practical)	Lack of follow up by the committee through the process	The committee to be (empowered) capacitated to follow up and own the process and be given resource
2. There is existing of referral, implementing agencies and service providers	There is lack of coordination among different institutions	<ul style="list-style-type: none"> <li>• The district child labour coordinator should be empowered and have mandate to lead the coordination process.</li> <li>• Improve coordination</li> </ul>
3. The programme exist	There is a big problem or difficult to monitor the referral model	<ul style="list-style-type: none"> <li>- The coordination should be improved</li> <li>- Accountability and transparency</li> </ul>
4. Provision of Service	There is shortage and lack of counselling skills and specialization to work with	<ul style="list-style-type: none"> <li>• capacity building to implementing agencies, service</li> </ul>

	traumatized children before referral	providers specifically to deal with child labour
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## 2. Intervention Logic

It works because :	It needs adjustments :
<ul style="list-style-type: none"> <li>ILO-IPEC support</li> </ul>	Mainstreaming it in the governmental system for sustainability (PMO-RALG)
<ul style="list-style-type: none"> <li>Existence of VETA, COBET and implementing agencies</li> </ul>	
<ul style="list-style-type: none"> <li>The target group (child labourers) are being trained</li> </ul>	<ul style="list-style-type: none"> <li>The training should include entrepreneurship skills</li> <li>The target group should be encouraged to form and work in groups</li> </ul>

## GROUP B

### 1. Referral Model

Pros	Cons	Recommendation (s)
1. Specialisation of skills and expertise	If not systematically planned or coordinated it does not work	Referral system should be systematically concurrently coordinated
2. District Child Labour Coordinators	<ul style="list-style-type: none"> <li>Transfer of expertise</li> <li>Multi-roles to play at the district level (poor infrastructure)</li> <li>Inadequate resources for district level monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the capacity of coordination.</li> <li>Provision of resources</li> </ul>
3. COBET – many children have been registered	Inadequate learning/teaching materials (sequence)	Production of training and learning materials

### 2. Intervention Logic

It works because:	It needs adjustments:
<ul style="list-style-type: none"> <li>It has enabled to withdraw many children and provide alternatives (COBET &amp; VETA)</li> </ul>	<ul style="list-style-type: none"> <li>Increased/strengthened</li> <li>Networking among stakeholders/implementors</li> </ul>
<ul style="list-style-type: none"> <li>Children secured self employment after training</li> </ul>	<ul style="list-style-type: none"> <li>Increased skills training period</li> <li>Provision of working tools</li> <li>Entrepreneurship skills training and access to microfinance services</li> </ul>

## GROUP C

### 1. Referral Model

Pro	Cons	Recommendations
System has worked well	<ul style="list-style-type: none"> <li>There is a need to do some adjustment</li> </ul>	Use of participatory approaches in the design, planning and implementation of interventions

	<ul style="list-style-type: none"> <li>Weak Monitoring and Evaluation</li> </ul>	Involvement of local government
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## 2. Intervention Logic

It works because	It needs adjustments
Flexibility of VETA in their training	<ul style="list-style-type: none"> <li>Adjustment to increase resources</li> <li>Increase time frame of training</li> </ul>
A good number of children are able to access COBET	<ul style="list-style-type: none"> <li>COBET age limit for enrolling children</li> </ul>
VETA training skills limited	VETA need to diversify – should be more variety of trades as well as tailor made course to suit target children

## GROUP D

### 1. Referral Model

Pros	Cons	Recommendation (s)
COBET – Provide children with primary education which enable them to have further avenues e.g. VETA.	<ul style="list-style-type: none"> <li>COBET start at 11 years</li> <li>Opportunities after COBET II are very limited</li> <li>Poor coordination between implementing agencies in the process – identification and service provision</li> </ul>	<p>There should be interventions of enrolling children under 11 years into primary school- “mobilization programme”</p> <p>There should be special consideration to the group – enable them to secure grants so that they can be enrolled in VTC which provide toolkit after completion of studies</p> <p>Partners should plan together and agree on time bound plans</p>
After completing VETA some children are able to have self employment e.g. farming, livestock keeping	VETA available does not cater for needs of most children	There should be tailor made course to cater for children’s needs

### 2. Interventions Logic

It works because:	It needs adjustments:
<ul style="list-style-type: none"> <li>It serves the target. A good number of children have been absorbed</li> </ul>	<ul style="list-style-type: none"> <li>There should be more varieties of trades (VETA)</li> <li>Increase the number of VETA centres</li> <li>Coordination and linkages between VETA and possible employers</li> </ul>

	<ul style="list-style-type: none"> <li>• There should be enough time for different trainings (VETA)</li> <li>• Graduating children should be provided with basic tools/start up tools or capital</li> <li>• There should be curriculum linking COBET/Primary school and VETA</li> </ul>
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### **Summary of issues raised**

#### *Coordination and Planning*

- After the child graduates from VETA, who takes over to make sure the child gets employment or can self employ?

Recommendations:

- ⇒ Need to map up potential partners to work with and who can contribute resources.
- ⇒ Link/work with existing programmes e.g. TASAF, the Youth and Women fund at the district level
- ⇒ Involve different partners and stakeholder in all stages is very important
- ⇒ Involvement of the local government at all levels

The workshop noted that IPEC Phase I was centrally planned, this need to change in the second phase.

There is need to pick good practices and lessons learnt in the planning and implementation of Phase II.

On REPOA presentation: Participants discussed in detail the factors that lead to differences in employment for boys and girls. Why more girls are withdrawn but less girls get employment compared to boys. A number of reasons were given by participants including societal attitude and thinking of what girls can do and what they can not do; limited trades offered by vocational training centers

### **Closing Day One**

The Chairman asked representative of TUCTA Ms. Paula Mariwa to give a vote of thanks before concluding the day.

### **DAY 2 Chaired by Peter Wichmand, DED, Geneva**

#### **26. 2.7 Recap and Feedback from DAY 1**

The Evaluation Team made a recap of day one followed by feedback and Plenary

#### **What has been achieved:**

- ⇒ Inclusion of child labour at policy level such as Child Development Policy, Labour Law and MKUKUTA
- ⇒ Raising awareness, building coalitions, obtaining commitments, increasing knowledge base (innovations)
- ⇒ Opportunities – a lot of things are happening in Tanzania e.g. MKUKUTA which are used in ensuring child labour are taken on board. That is, enabling environment contributed to achievements attained by IPEC/TBP

#### **What things we have not achieved**

- ⇔ Integration of child labour issues at the district level

- ⇒ Provision of alternatives to target groups – Period provided for training is meant to fill in the gap for the child to reach the minimum age set by the country. At that age the target children would have finished the primary education and can now join other children who have finished standard seven.
- ⇒ Legislation and enforcement ?
- ⇒ Awareness and attitude?
- ⇒ Knowledge base sufficient ?
- ⇒ Operational Strategies?
- ⇒ Broader coalition?

### **Your/Our Targets**

- ⇒ Inclusion of child labour in policies
- ⇒ Up scaling interventions
- ⇒ Resource mobilization
- ⇒ Keeping it on the agenda

### **The referral model**

- ⇒ Following up after service provision – District Child Labour Coordinator
- ⇒ Counselling
- ⇒ Central planning – local implementation
- ⇒ Planning and coordination

### **This referral model implies**

#### Capacity development?

- Coordination?
- Resources?
- Cooperation ?

Participants were asked to suggest on ways to build capacity of the non TBP districts. Among suggestions made are:

- Awareness raising on child labour at all levels i.e. district and village to create critical mass of partners to take up issues of child labour
- At the district level – Establish district child labour committee and ensure it is functional. This will ultimately lead to mainstreaming child labour in the district development plan.
- Capacity building of partners and stakeholders on child labour issues

With regard to the above referral model, the evaluation team requested participations to point out areas which they believed needed further capacity enhanced, both for TBP district and non TBP districts. The following were participants' suggestions:

#### **For TBP districts:**

- Training kit on child labour
- Report writing skills
- Planning skills
- Networking
- Working tools after skills training
- Training on international standards, national laws, policies and strategies relevant to child labour
- Adequate facilities (reliable transport, communication, etc) for child labour coordinators to monitors effectively programme implementation

- Job creation strategies

**For non TBP districts:**

- Documentation, sharing information and the lesson learned from the ‘pilot’ districts
- Training on the whole issue of child labour and the importance of partnership and collaboration in addressing the problem
- Identification of the existing government structures, strengthen them and make use of them
- Identification of the existing opportunities at local levels for child labour interventions

Other suggestions/recommendations made:

- Sharing of information on child labour
- Training of new partners on child labour issues so that they convey the right information on child labour
- Consultative process to identify worst forms of child labour
- How the existing structure could be made use of
- Need of linking different partners, programmes and other opportunities where the project could create synergies
- Strengthening existing structures
- The training interventions logic
  - market-demand driven training
  - vocational and entrepreneurial training

Having made (participants) their input on capacity development for TBP and Non TBP districts, the evaluation team summarized emerging issues as discussed by workshop participants

The VETA intervention logic:

- ⇒ Market/demand driven training
- ⇒ Vocational and entrepreneurship skills training
- ⇒ To be training plus (BDS & MF)

The COBET intervention logic:

- ⇔ Cohort and mainstreaming possibilities
- ⇔ Resources

## 27. 2.8 District Based model

The National Consultant elicited from the participants the District based model and introduced group work. She asked groups to do the following:

- Looking at the district model, what assessment can you make regarding its sustainability?
- If the district model were to be replicated to other district in Tanzania, what changes would you recommend? How can it be improved? How?
- Think of the district model in the MKUKUTA context, is it sufficient? Are there gaps? Are there sufficient linkages?
- How can the district model monitoring trends of child labour at district level? What are the factors, issues, questions to consider?

What should be done for districts, which will not take part in the 16 districts



**Challenges:**

1. To see that based on experiences from 11 districts, what other things can be picked to other district in the framework of MKUKUTA. It should be noted that TBP is part of MKUKUTA process.
2. How can we ensure success form TBP I is taken on board – Since child labour is in MKUKUTA framework, does it means it is a national issue?
3. What are mechanisms to make sure that other non TBP districts pick up good practices on child labour?

**How to link the existing local structures to MKUKUTA monitoring ?**

The initiatives of replicating successes from TBP districts have started. The Programme Manager for Child Labour Unit elaborated on efforts to replicate successes from TBP I. He told the participants that:

- Consultations have started in the lake zone (Kagera, Kigoma, Mwanza). Consultations involved regional/districts, programmes, NGOs, and other partners. During consultative meetings/workshops representatives from Child Labour Unit shared experiences from the 11 districts and encouraged the non TBP districts to use of existing structure, building ownerships, strengthening existing structures.

**Issues of quality of services provided**

Iringa Regional Child Labour Coordinator Mr. Cosmas Msigwa told the workshop that, it is important to:

- Ensure the regional consultative committee, councillors are informed of the programme and other efforts to fight child labour.
- The task of coordinating was possible after the district child labour committees have been formed.
- After formation of District Child Labour Committees each districts (Iringa rural, Mufindi and Iringa urban) prepared its own development plans. The planning process was done jointly by the two districts. These plans were forwarded to the Ministry of Labour, Employment and Youth Development. Implementing agencies (ATE, TPAWU, CHODAWU) were introduced to district authorities.
- The regional child labour coordinator was responsible for monitoring intervention. He collaborated with District Child Labour Coordinators in monitoring of interventions. He was responsible that reports are submitted in time, reviewed and submitted to Ministry of Labour, Employment and Youth Development.

**Registered successes in Iringa region include:**

- i) Active child labour committee which at time took punitive measure against agents of child labour.
- ii) Child Labour issues have been integrated into the district development plans. The regional secretariat plans have set aside resources for child labour issues. For instance this year the region set aside Tshs 2 million for the regional child labour coordinator to monitor interventions.
- iii) The regional child labour committee meet once every three months.

Structure of District Child Labour Committee

District \_\_\_\_\_ Ward Level \_\_\_\_\_ Village level

**Challenges facing Iringa region:**

- The identification of children at times did not involve key partners

- Capacity of districts to provide alternatives was inadequate due to the that there were many children
- Capacity of the regional and district child labour is low

Ilala District Child Labour Coordinator was given opportunity to inform participants of his responsibilities:

He told the workshop that before his appointment he received training on child labour from MOL and IPEC. After the training, the coordinator held meetings with district management team and councillors to inform them of the TBP programme. This was followed by the formation of district child labour committee comprised of persons from departments of planning, community development, social welfare, education.

### **28. 3.0 Closing**

Workshop closing was marked by remarks which were made by different parties.

#### **Remarks by the Lead consultant –Mr. Hans Posthumus**

On behalf of his colleague he expressed thanks to participants for their attendance and active participation during the two day workshop. He commended participants for their commitment and collaboration during the workshop.

#### **Remarks by the Chief Technical Advisor IPEC/TBP – Madam Marilyn Blaeser**

The CTA expressed he appreciation and thanked the workshop participants for responding to the invitation given the fact that they had other commitment to address. She said she joined the country in the transition period when the TBP was advancing to the second phase in its implementation.

Madam Blaeser was impressed by the registered achievements in TBP Phase I and stressed that as partners and stakeholders in fighting child labour we still have a long way to go before we can say that Tanzania is free of child labour activities. She concluded her closing remarks by saying that she was happy to get the opportunity to meet the partners and finally, she assured the social partners and stakeholders of her collaboration and support in the fight against the scourge in Tanzania.

#### **Remarks by Mr. Peter Wichmand**

Mr. Wichmand said he was happy to be involved in the process of evaluating TBP Phase two for the second time, having been involved in the Mid-Term Evaluation in May 2005. He appreciated the work done in the eleven districts which gives partners and stakeholders enough experience on what ought to be done in the second phase of the project. Mr. Wichmand added that the experience gained in the past five years would assist in addressing the challenges encountered for successful and sustainable interventions against child labour and the worst forms in the country.

He concluded his remarks by appreciating Government efforts, adding further that Tanzania was one of the countries that seriously addressing child labour in the world and efforts were being made to use the same approach to replicate to other countries implementing TBP.

#### **Vote of thanks by representative from the Association of Tanzania Employers (ATE)**

The vote of thanks was given by Mr. Mark Mfunguo. Mr. Mfunguo expressed his thanks to the organizers and the evaluation team for giving opportunity for evaluating the TBP project. He said through the evaluation workshop, the social partners and stakeholders were able to identify areas where they could improve in their performance. He concluded his thanks by assuring the workshop that the experience they gained through the workshop would be used to effectively address the scourge in the second phase of the Time Bound Programme. Finally, he thanked all participants as well as the evaluation team for the commitment, active participation and their collaboration that enabled the workshop to be a success.

**TANZANIA NATIONAL TIME BOUND PROGRAMME**  
**EXPANDED FINAL EVALUATION OF THE ILO/IPEC PROJECT OF SUPPORT**  
**WORKSHOP PROGRAMME**

**Day 1: Thursday 17<sup>th</sup> August 2006**

**Theme: Opening and Background – Chair, Labour Commissioner**

- 09:00 – 09:15 hrs** Welcoming remarks - Director ILO, Mr Jürgen Schwettmann
- 09:15 – 09:30 hrs** Opening Statement - Dr. Ladislaus Komba, PS Ministry of Labour, Employment and Youth Development
- 09:30 – 10:00 hrs** Introductions of participants
- 10:00 – 10:15 hrs** Background on National Time Bound Programme - Festo Muzee, Manager, Child Labour Unit

**10:15 – 10:30 TEA/COFFEE BREAK**

**Theme: Enabling Environment – Chair, Marilyn Blaeser, CTA, IPEC/TBP**

- 10:30 – 10:40 hrs** Backgrounds on ILO/IPEC Project of Support to TBP -William Mallya
- 10:40 – 10:45 hrs** Expanded Final Evaluation (TBP), Methodology Evaluation Team
- 10:45 – 11:30 hrs** Enabling Environment (achievements), Introduction & Group Work - Evaluation Team
- 11:30 – 12:45 hrs** Presentations and Plenary - Evaluation Team
- 12:45 – 13:45 hrs** **LUNCH**

**Theme: Targeted Interventions – Chair, William Mallya**

- 13:45 – 14:00hrs** Targeted Interventions, Introduction of session - Evaluation Team
- 14:00 – 14:30 hrs** Impact Assessment - REPOA
- 14:30 – 15:30 hrs** Targeted Interventions, Group Work - Evaluation Team
- 15:30 – 16:45 hrs** Presentations and Plenary - Evaluation Team

**16:45 – 17:00 hrs**      Closing – Vote of Thanks by Paula Mariwa (Representative of TUCTA)

**Day 2: Friday 18<sup>th</sup> August 2006**

**Theme: District Model - Chair, Peter Wichmand**

**09:00 – 09:30 hrs**      RECAP - Evaluation Team

**09:30 – 10:00 hrs**      Feedback and Plenary

**10:00 – 11:00 hrs**      District Model, Introduction and Group Work (including Tea/Coffee)  
- Evaluation Team

**11:00 – 11:45 hrs**      Presentations and Plenary – Evaluation Team

**11:45 – 12:20 hrs**      Issues – Hans Posthumus

**12:20 – 12:30 hrs**      Closure – Marilyn Blaeser, CTA, IPEC/TBP, Mark Mfunguo (ATE)

**12:30 - 1:30 hrs**      **LUNCH**

**Annex II**

**FINAL EVALUATION WORKSHOP – TIME BOUND PROGRAMME PHASE I  
DAR ES SALAAM INTERNATIONAL CONFERENCE CENTRE  
PARTICIPANTS ATTENDANCE REGISTER**

DATE: 17TH AUGUST 2006

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