



International Programme on the Elimination of Child Labour (IPEC)



International
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Office

IPEC Evaluation

Project of Support to the Indonesian Time-Bound Programme of the Elimination of the Worst Forms of Child Labour – Phase II

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An independent final evaluation by a team of external consultants

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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 by a team of external consultants¹. The field mission took place in August 2011. 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 or any other organization involved in the project.

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Acronyms and Abbreviations

AP	Action Program
APINDO	Indonesian Employer's Organization
BAPPENAS	National Development Planning Agency
BOS	School Operations Fund
BMS	Scholarship Program for Students
CCT	Conditional Cash Transfer Program = PKH
CDW	Child Domestic Worker
CL	Child Labour
CLC	Child Learning Center
CLMS	Child Labour Monitoring System
CMFI	Community Microfinance Institution
CSEC	Commercial Sex Exploitation of Children
CSO	Civil Service Organization
CSR	Corporate Social Responsibility
DAC	District Action Committee
DBMR	Direct Beneficiary Monitoring and Reporting system
DME	Design, Monitoring, and Evaluation
EAST	Education and Skills Training for Youth Employment Project
ESWG	Education Sector Working Group
ICLS	Indonesia Child Labour Survey
IPEC	International Programme on the Elimination of Child Labour
ILO	International Labour Programme
IO	Intermediate Objective
IP	Implementing Partner
JARAK	National Association of NGOs
KAB	Knowledge, Attitudes, Behaviour
KSBSI	Indonesian Federation of Labor Unions
KTSP	School Unit-based Curriculum
M&E	Monitoring and Evaluation
MOHA	Ministry of Home Affairs
MOMT	Ministry of Manpower and Transmigrations
MONE	Ministry of National Education
MOSA	Ministry of Social Affairs
MOU	Memorandum of Understanding
MOWE/CP	Ministry of Women's Empowerment and Child Protection
MP	Mini Program
MTDP	Midterm Development Plan
NAC	National Action Committee

NGO	Non-governmental Organization
NPA	National Plan of Action (or NAP)
NSC	National Steering Committee (of TBP II)
OSH	Occupational Safety and Health
PAC	Provincial Action Committee
PAKET	Non-formal Education Package (Levels A to C)
PIU	Project Implementation Unit
PGRI	National Teachers Union
PKBM	Community Learning Center
PKSA	Children's Social Welfare Program
PKH	Hopeful Family Program = CCT
PKK	National Women's Organization
PMP	Performance Monitoring Plan
PNPM	National Community Empowerment Program
PPA	Child Labour Reduction Program
PPA-PKH	Joint PPA program with PKH
RFP	Request for Proposals
SAKERNAS	Indonesia Labor Force Survey
SD	Primary School
SMA	Senior Secondary School (Senior High School)
SME	Small and Medium Enterprise
SMK	Vocational Secondary School
SMP	Junior Secondary School (Junior High School)
TA	Technical Assistance
TBP I	1st Phase Time Bound Program on the Elimination of the WFCL
TBP II	2nd Phase Time Bound Program on the Elimination of the WFCL
3Rs	Rights, Responsibilities, and Representation (life skills module)
TPR	Technical Progress Report
USDOL	United States Department of Labor
UNPDF	United Nations Partnership Development Framework
YILB	Foundation for a Better Indonesia
WDACL	World Day Against Child Labour
WFCL	Worst Forms of Child Labour

Executive Summary

In 2000 Indonesia was the first country in Asia to ratify ILO Convention 182 on the Elimination of the Worst Forms of Child Labour. The following year Indonesia established a National Action Committee (NAC) to develop the organizational and policy structure necessary to implement the convention. In 2002 the NAC produced a National Plan of Action (NPA) on the Elimination of the Worst Forms of Child Labour within 20 years. The first phase of the NPA was implemented from 2002 to 2007. Funded by the United States Department of Labor (USDOL), ILO supported the implementation of this first action phase through the International Programme on the Elimination of Child Labour (IPEC). The Phase I support project (TBP I) ran from 2004 to 2007 and was evaluated in January 2008.

The National Plan of Action is currently in its second phase running from 2008 to 2013. It has been assisted by a second support project funded by USDOL and implemented by IPEC. The Phase 2 support project (TBP II) began on September 30, 2007 and will end on September 30, 2011. Although the current project began in September 2007, the project document was not finalized until April 2008 and official project launch occurred the following July. The first of 67 Action Programs under the project were launched September 1, 2008. Most direct action programs have thus occurred in a three-year period.

The goal of TBP II is to contribute to the reduction of the overall number of children engaged in exploitative labour in Indonesia. The project has four Immediate Objectives (IOs) that target various aspects of the strategy to reach that goal.

- Children withdrawn from exploitative child labour or prevented from entering child labour are educated.
- The program, policy, and legislative framework for child labour is enhanced and better enforced.
- Improved capacity of stakeholders for implementing action against child labour.
- Increased awareness of the worst forms of child labour and the importance of education for all children.

TBP II built upon the accomplishments of TBP I. It continued to promote improvements in the policy and legislative environment, improve the knowledge base, build the capacity of those involved in actions to eliminate child labour, and raise governmental and public awareness of child labour concerns and issues. The project focused on four labour sectors: child domestic labour; child labour in plantations; commercial sex exploitation (trafficking); and street children. It worked in North Sumatra, Lampung, Jakarta, West Java, and East Java and implemented 67 Action Programs with 56 Implementing Partners. The Jakarta-based Project Implementation Unit engaged in a wide variety of activities to influence national policy, build stakeholder capacity, and raise governmental and public awareness. The IPs also sought to influence district-level governmental policy, while building capacity and raising awareness in the communities where they worked.

A new approach under TBP II focused on linking project activities with the government's Conditional Cash Transfer program to households. The CCT has specifically linked the issue of child labour to that of retention of children in school. TBP II provides remedial education, life skills training, and other services to children from households participating in the CCT. The preliminary results of a study examining the value added to CCT from TBP II support activities are included in this final evaluation report.

Based on IPEC DED approach and ILO guidelines for independent evaluations, a two-person evaluation team examined the activities, products, and results of the TBP II project. Between July 11 – July 29, 2011, the team visited 27 Action Programs in three of the five project provinces (Jakarta, North Sumatra,

and West Java), as well as conducting interviews with core project staff in Jakarta and in the provinces. Interviews were held in the field with a wide variety of stakeholders and beneficiaries.

Many interviews were also held with key personnel in collaborating national ministries: Ministry of Manpower and Transmigration (MOMT), Ministry of National Education (MONE), Ministry of Social Affairs (MOSA), and the Ministry of Home Affairs (MOHA). An interview was sought but not finally obtained with BAPPENAS (State Planning Agency). Meetings were also held with the employers' association APINDO, the federation of labour unions KSBSI, and with the Secretariat of the National Action Committee in MOMT.

Meetings with government officials beyond those at the national level in Jakarta included a meeting with the West Java provincial Department of Manpower and Transmigration, including the department head and the head of labour inspection. In North Sumatra, the team met with head of district and the district team dealing with child protection issues in Serdang Bedagai district.

At the end of field work in North Sumatra and West Java, a half-day workshop to present preliminary results was held in each province to which all relevant stakeholders were invited. Following results presentation, questions were fielded from the audience. At the end of the entire evaluation period, a similar national-level event was held on July 29 involving stakeholders from Jakarta.

Conclusions

1. TBP II achieved or came close to realizing most of its many targets, particularly in the case of prevention. The project was able to reach 76 percent of its child withdrawal target (4,542 of 6,000) and 95 percent of its prevention target (15,159 of 16,000) by the end of July 2011. Taken together the project realized nearly 90% of its quantitative target for children withdrawn and prevented from exploitative labour.
2. Overall TBP II achieved or surpassed four of 12 Immediate Objective indicator targets and 17 of 32 output targets, an overall success rate of 48 percent. In many other cases, the project came acceptably close to achieving its targets, although falling short.
3. The number of direct action activities carried out under TBP II is impressive and represented a substantial management burden on core staff. Not only were 67 Action Programs carried out successfully in 21 districts and municipalities, but a relatively limited number of project staff also engaged in scores of policy advocacy, capacity development, and awareness raising activities at the national level. The number of APs could be reduced by lengthening their implementation period.
4. The Direct Beneficiary Monitoring and Reporting system is an efficient tool to monitor individual beneficiaries and was well suited to the needs of the project. It does become time consuming when large numbers of beneficiaries are involved in Action Programs, because individual monitoring of each of these beneficiaries is required every quarter.
5. Support to One-Roof Junior Secondary Schools in three districts has proven to be an effective tool in actions to prevent children from dropping out between primary and secondary levels and can be used as a model. This has been implemented through the District Offices of Education and much appreciated, but these districts must now sustain these efforts. If this is not done in these pilot areas, it does not bode well for further progress in moving child labour issues forward at the district level.
6. Most community-level APs made use of the 3R Life Skills educational module, and it was rated highly by all those that used it. Teachers and children alike appreciated its novel and interactive lessons, focusing on the themes of Rights, Responsibilities, and Representation. This represents the successful application of a pre-existing ILO teaching tool for the empowerment of children, youth, and families.

7. TBP II and its predecessor support project have been relatively successful in developing the national policy and legislative framework, but there is a large gap between this national framework and effective institutional and regulatory impact at the district level, even in areas where the project has implemented Action Programs.
8. While achievements in the national-level policy and institutional framework are relatively clear cut, in the absence of baseline and follow-up surveys it is not possible to gauge the overall impact of activities in capacity building and awareness raising. Most capacity building of stakeholders supported the direct actions carried out by Implementing Partners. Activities under awareness raising occurred at all levels from local communities involved in Action Programs up through the district, provincial, and national levels. General public awareness of child labour issues was targeted by publicity campaigns carried out through the media and other events, often concentrated on World Day against Child Labour in June of each year.
9. The impact of awareness raising activities of Action Programs on parents and community members in remote areas has likely been substantial. Many villagers had little awareness of child education or labour issues, such as years of compulsory education, age of legal child work, types of hazardous labour for children, and what they could do locally to organize action against the worst forms of child labour. Although anecdotal, observations indicate that community awareness of these issues has increased in AP impact areas.
10. There is no mechanism to evaluate the longer-term impact of the project on direct beneficiaries. The length of time that children withdrawn from exploitative labour will remain withdrawn is unclear and will not be monitored beyond the end of project. The impact of remedial, life skills, and pre-vocational training on longer-term school drop-out and the degree to which drop-out leads to entry into exploitative labour will not be known during the life of project.
11. The degree of project impact on district governments has been limited. While nationwide about one-third of districts have District Action Committees, very few have Action Plans or local regulations against child labour. The sustainability of local accomplishments of Action Program through district governmental actions remains to be seen, but appears doubtful.
12. The income-generation APs or components of APs have not yet been convincingly linked to substantial anti-poverty results in communities. Participants interviewed seemed unclear about their savings and income in those cases examined in the evaluation. The mainstreaming of four village banking groups into a government program in East Java is an accomplishment, but requires capital infusion during start-up. A savings-led methodology similar to that used in North Sumatra would be more effective and much less costly when generalized to a large population.
13. TBP II did not partner to any extent with employers' and workers' unions in the implementation of Action Programs. In part this was due to the unfamiliarity of these organizations with proposal writing, budgeting, and project planning. This was also due to the emphasis on achieving numerical targets for withdrawal and prevention in a relatively short period.
14. TBP II did not develop the linkages it hoped to forge with private sector entities through their Corporate Social Responsibility aspirations. It is clearly unfamiliar for companies to embrace child labour issues, particularly when these are primarily found in their supply chains. More emphasis on involving this sector is warranted in future Time Bound Program activities.
15. Results of the SMERU preliminary impact study on the value added of the activities of the "Support to the TBP Project" linked to the Conditional Cash Transfer Program appear to indicate little impact of these activities on CCT or non-CCT children's propensity to leave school prematurely or engage in early or abusive child labour.

16. Sustainability of the work already accomplished and where to go from here were major concerns of IPs in the post-evaluation workshop, as well as documentation of past experience and replication of successful interventions.
17. Participants in the stakeholder workshops also stressed the need to keep attention on the upstream issues of policy, legislation, and normative changes and the need to broaden and deepen audiences for awareness raising. The importance of developing tools to measure institutional change was also noted by stakeholders.

Recommendations

1. Regarding Conclusion #3, there is a wealth of Action Program implementation experience that requires comparative analysis by the Implementing Partners in each child labour sector and in both withdrawal and prevention activities. This will require one or more workshops in the final days of the TBP II project, or these workshops could be funded separately and subsequently by USDOL, IPEC, or ILO Jakarta. The IPs will be the central contributors to this process.
2. Also regarding Conclusion #3, future efforts should build on the experience of the existing IPs and mechanisms should be explored to link them in activities. This will probably require more geographic focus in activities, with several IPs linked sequentially in the same impact areas. USDOL and ILO should seek ways to build on the experience gained over the last eight years, even if a further project is much more focused in time and space. It might decide, for example, to focus only on one or two CL sectors.
3. Regarding Conclusion #4, Implementing Partners should be encouraged to compare experience and lessons learned in the use, usefulness, and cost effectiveness of the Direct Beneficiary Monitoring and Reporting tools to improve the instruments for future use. IPs, USDOL, and ILO should engage in this appraisal.
4. Regarding Conclusion #5, ILO/IPEC should examine the usefulness and impact of pre-vocational activities carried out in One-Roof Schools. Follow-up of some of the child participants beyond the present project should be done by IPs to gauge the impact these activities have on children. The MONE should join ILO in an examination of this program. Teachers in the involved schools should be enlisted to follow-up on participants.
5. Regarding Conclusion # 6, ILO/IPEC and IPs should carry out an assessment of IP experience with the usefulness and impact of the 3R Life Skills educational module, since it was used in virtually all APs. It would be good to know and document for future use where it seemed to be most effective with children and teachers. The cross-cultural use of this tool has great potential.
6. Regarding Conclusion #7, NGOs and CSOs need to develop the capacity to understand and influence the linkages between national policy and appropriate planning and budgeting processes at the district, sub-district and village levels. This will also require civil society capacity to monitor actual local governmental disbursements and expenditures.
7. Regarding Conclusions #8-10 on impact in capacity building, awareness raising, and on direct beneficiaries, it would be well worth the effort to conduct some small surveys and focus groups among various target groups. The IPs themselves should follow-up in one to two years with a sample of their withdrawn and prevented beneficiaries to gain a sense of the permanency of their efforts during TBP II. ILO, USDOL, or other donors should be tapped to fund these activities, if IP or GOI sources prove inadequate.

8. Regarding Conclusion #11, in future activities ILO/IPEC should allocate more resources to providing technical support and capacity building to local governments. Local governmental personnel have to be involved more in activities focused on child labour for sustainability to be realistic.
9. Regarding Conclusion #12, an effective model for savings and income generation for parents, coupled with actions to prevent or reintegrate school drop-outs, has high potential for impact in future projects focused on reducing child labour. This income-generation model should be developed for future use based on best-practice experience in this project and in Indonesia as a whole. The GOI and a variety of international donors, including ILO in further projects, can make use of microfinance methodologies when assisting parents to remove children from exploitative labour. The Village Savings and Loan methodology has even been used in youth empowerment projects in other countries (especially in Africa).
10. Regarding Conclusion #13, ILO/IPEC should strengthen linkages with employers' organizations and workers' unions and involve them as IPs in future activities. If they do not respond as well or as actively to requests for proposals as NGOs, they should be assisted in this process beyond the assistance normally given to NGOs. Since the ILO mandate is to work with these entities, increased efforts should be made in this or future projects to involve them in proposal writing and DME training. Well-rounded sustainability depends on involving these tripartite partners, alongside civil society and governmental institutions.
11. Regarding Conclusion #14, ILO/IPEC needs to develop linkages with various private sector entities and direct their Corporate Social Responsibility interests toward reducing child labour. The Support to TBP II project found that a number of smaller and middle-sized private companies, as well as well known larger firms, have CSR aspirations but do not know how to apply their funding. Since private sector CSR intentions already exist, it is up to ILO and other donors to increase efforts to influence companies to include analysis of child labour in their supply chains and take appropriate corrective actions with their suppliers.
12. Regarding Conclusion #15, a far more comprehensive study on the impact of the Support to TBP II Project prevention activities when coupled with the CCT Program should be undertaken by SMERU or other research organization. It would be especially interesting to compare impact on children from non-CCT and CCT households, as well as between Support to TBP II Project activity areas and CCT-only program areas. This should be funded by ILO, USDOL or the GOI, or a combination of these sources.
13. Regarding Conclusion #16, sustaining and replicating achievements under Support to TBP I and II projects over the remainder of the Time Bound Program will depend on identifying clearly what worked and what did not and which activities were most cost efficient in generating durable results in underage withdrawal, dropout prevention (educational retention), and removal of legal-age children from exploitative labour conditions. Given the models already implemented, it would appear enough information potentially exists for the GOI to assume a greater financial role in sustaining and replicating project successes. Given the experience to date, there is now a critical mass of actors to carry out the remainder of the 20-year program.
14. Regarding Conclusion #17, developing specific means to continue past successful activities, whether in upstream legislation, norms, and mandates, awareness raising of target groups, or capacity building and institutional change will require bringing the stakeholders together in one or more future workshops to focus on how to proceed in all areas. This should be a joint venture of ILO and the GOI and is certainly required if further progress is to be made in the final half of the 20-year Time Bound Program.

1. Introduction

1. In 2000 Indonesia was the first country in Asia to ratify ILO Convention 182 on the Elimination of the Worst Forms of Child Labour. The following year Indonesia established a National Action Committee (NAC) to develop the organizational and policy structure necessary to implement the convention. In 2002 the NAC produced a National Plan of Action (NPA) on the Elimination of the Worst Forms of Child Labour within 20 years. The first phase of the NPA was implemented from 2002 to 2007. Funded by the United States Department of Labor (USDOL), ILO supported the implementation of this first action phase through the International Programme on the Elimination of Child Labour (IPEC). The Phase I support project ran from 2003 to 2007 and was evaluated in January 2008.
2. The National Plan of Action is currently in its second phase running from 2008 to 2013. It has been assisted by a second support project funded by USDOL and implemented by IPEC. Since the Indonesia program is time bound, the first phase support project is commonly referred to as Time Bound Project I (TBP I) and the current project as Time Bound Project II (TBP II). TBP II began on September 30, 2007 and will end on September 30, 2011. Although the current project began in September 2007, the project document was not finalized until April 2008 and official project launch occurred the following July. The first Action Programs under the project were launched September 1, 2008. Most project activities have thus occurred in a three-year period.
3. The overarching goal of TBP II is to contribute to the reduction of the overall number of children engaged in exploitative labour in Indonesia. The project has four Immediate Objectives (IOs) that target various aspects of the strategy to reach that goal. The first of these IOs has focused on direct action programs, while the other three deal with dimensions of the enabling environment (policy and legislation, capacity building, and awareness raising). The implementation strategy under TBP II focused first and foremost on direct action to reduce exploitative child labour, but a wide variety of activities has also been carried out to leave a policy/legal structure in place, build capacity of stakeholders for further action, and raise the general level of awareness of the frequency and dangers of child labour. The close linkage between schooling and freedom from underage or hazardous child labour has meant that action programs have largely been tied to education programs of various types. Children withdrawn from labour are transitioned into the formal or non-formal education streams, or they are given vocational training. Actions taken to prevent children from entering exploitative labour revolve around retention of children in the formal education system through remedial, life skills, provision of a Child Learning Center (Creativity Center) and sometimes pre-vocational education. TBP II has worked on both withdrawal and prevention through Action Programs from the beginning, and some APs engaged in both activities. Five APs working with 435 dropouts also engaged in prevention activities.
4. The four Immediate Objectives are:
 - Children withdrawn from exploitative child labour or prevented from entering child labour are educated.
 - The program, policy, and legislative framework for child labour is enhanced and better enforced.
 - Improved capacity of stakeholders for implementing action against child labour.
 - Increased awareness of the worst forms of child labour and the importance of education for all children.
5. TBP II built upon the accomplishments of TBP I. It continued to promote improvements in the policy and legislative environment, improve the knowledge base, build the capacity of those involved in actions to eliminate child labour, and raise governmental and public awareness of child labour concerns and

issues. TBP II focused on four labour sectors: child domestic labour; child labour in plantations; commercial sex exploitation (trafficking); and street children. It focused on five provinces (North Sumatra, Lampung, Jakarta, West Java, and East Java) and engaged in 67 Action Programs (APs) with 56 Implementing Partners (IPs). The Jakarta-based Project Implementation Unit (PIU) engaged in a wide variety of activities to influence national policy, build stakeholder capacity, and raise governmental and public awareness. The IPs also sought to influence district-level governmental policy, while building capacity and raising awareness in the communities where they worked.

6. Two new approaches were essayed under TBP II. The first was focused on linking project activities with the government's Conditional Cash Transfer program launched in 2007, known as Program Keluarga Harapan (Hopeful Family Program). The CCT (or PKH in Bahasa) has specifically linked the issue of child labour to that of retention of children in school. TBP II has provided remedial education, life skills, and other services to children from households participating in the CCT. A second initiative explored the possibilities of linking private sector companies to child labour issues through their Corporate Social Responsibility actions.
7. TBP II underwent a midterm evaluation in October 2009 and a generally favorable review was given. A number of recommendations were made at that time, but some required additional personnel and budget that were subsequently not approved by the donor organization (USDOL). TBP II also had to remain cautious in its spending, because of the loss of local currency generated by a steadily declining U.S. dollar. A recommendation to reduce the target for withdrawn children from 6,000 to 3,000 was also rejected by the donor.
8. The present final evaluation is an external expanded evaluation, meaning that it was carried out by consultants with no tie to the ILO or to the project and that it also incorporates the results of a parallel exploratory study on the impact of the CCT Program in conjunction with TBP II.
9. The purposes of the final evaluation are:
 - Determine if the project has achieved its stated objectives.
 - Identify unintended positive and negative outcomes and impact.
 - Determine the project implementation effectiveness and efficiency.
 - Determine project impact in terms of sustained improvements achieved and the long-term benefits of national legislation and policies.
 - Provide recommendations to stakeholders wishing to build on project achievements under a subsequent TBP or other institutional framework.
 - Document lessons learned and good practices.

2. Methodology

10. Based on IPEC DED approach and ILO guidelines for independent evaluations, a two-person evaluation team examined the products and results of the TBP II project in Indonesia from July 11 – July 29, 2011. Prior to taking to the field, the international consultant Philip Boyle conducted a desk review of documents in early July. Joined by the national consultant Ms. Santi Kusumaningrum, the team visited Action Programs in three of the five project provinces (Jakarta, North Sumatra, and West Java), as well as conducting interviews with core project staff in Jakarta and in the provinces. Although activities in Lampung and East Java provinces were not visited, the findings and conclusions of this evaluation apply to all areas. This is true because the sectoral mix of Action Programs in East Java (17 APs) was quite

similar to the combination of those in North Sumatra and West Java (24 APs). Lampung had only six APs, and these were focused on the plantation sector as in North Sumatra.

11. In addition to document review prior and during the field work, the evaluation team visited 27 Action Programs in their IP central or field offices or in implementation locations. IP staff in the field was often accompanied by a variable mix of social partner personnel, parents, teachers, cadres, community leaders, and child beneficiaries, often in far-flung villages where AP activities had taken place. Intensive interviews and focus group discussions were held with this mix of stakeholders and beneficiaries. When in communities, persons involved in the project, such as teachers, children, and self-help group members turned out to meet the evaluators.
12. The evaluation team made the selection of three of five provinces based on prior document review and requested an itinerary within each province that included to the degree possible the full variety of APs implemented there. In some cases a follow-on or second AP was implemented by IPs and questions could be made in reference to preceding APs. Thus, of the 17 APs implemented in Jakarta, the evaluation team visited or reviewed the past achievements of 13. In West Java, the team saw 7 of 11 APs. In North Sumatra the team visited or reviewed the past achievements of 6 of 13 APs. None of the 6 APs in Lampung or the 17 in East Java, however, was visited. On the other hand, two of the 3 national-level APs were visited.
13. Action Program summary outline documents are lengthy (10-12 pages) and detailed in respect to the objectives, outputs, and activities that IPs should engage in. Since project summaries were gathered from the PIU prior to field work, one of the objectives in conversations with AP managers, field staff, and beneficiaries was to determine to what degree these scopes of work were followed, whether quantitative targets had been achieved, what kinds of problems had been encountered, and recommendations for the future. The degree to which AP activities in a given location could or would be sustained was also an important issue in interviews.
14. Many interviews were also held with key personnel in relevant ministries: Ministry of Manpower and Transmigration (MOMT), Ministry of National Education (MONE), Ministry of Social Affairs (MOSA), and the Ministry of Home Affairs (MOHA). An interview was sought but not finally obtained with BAPPENAS (State Planning Agency). Meetings were successfully arranged with the employers' association APINDO and the federation of labor unions KSBSI. A meeting was also held with representatives of the Secretariat of the National Action Committee in MOMT.
15. Meetings with government officials beyond those at the national level in Jakarta included a meeting with the West Java Provincial Department of Manpower and Transmigration, including the department head and the head of labour inspection. In North Sumatra, the team met with the head of district and the district team dealing with child protection issues in Serdang Bedagai district. The team was able to get a good idea of personnel capacity at the three governmental levels.
16. At the end of field work in North Sumatra and West Java, a half-day workshop to present preliminary results was held in each province to which all relevant stakeholders were invited. Following results presentation, questions were accepted from the audience. At the end of the entire evaluation period, a similar national-level event was held on July 29 involving stakeholders from Jakarta. The acting US Embassy labor attaché attended and the keynote speech was delivered by Mudji Handojo, Director General of Inspection Development of the MOMT. NGO IP staff predominated in these workshops, but in North Sumatra a variety of district government officials also attended.

3. Findings

3.1 Design

3.1.1 Design validity, logic, coherence, appropriateness, and assumptions

17. The TBP II project followed immediately upon the first phase project of support to the 20-year Indonesia time bound program to eliminate the worst forms of child labour (2003 – 2007). It officially began on September 30, 2007, but its design continued until finalization of the project document in April 2008. Among other changes made, a fourth Immediate Objective on policy/regulatory enhancement was split out of Immediate Objective 2 on capacity building in the technical proposal to USDOL.
18. Although the project was officially launched in Indonesia in July 2008, hiring of project personnel, finalization of the project document, and internal organizational activities had already been under way for nine months. The delay was in part due to the late signing of the Memorandum of Understanding (MOU) with the MOMT (June 2008). Launching the project in early July 2008 seems a rather slow start to a four-year project ending September 30, 2011. Moreover, the first Action Programs in withdrawal and prevention only began on September 1, 2008. Nevertheless, while waiting the signing of the MOU, the project carried out a variety of preparatory activities, such as baseline surveys, hiring local staff, stakeholder workshops at the national and local levels, and solicitation of proposals for action programs.
19. The delay in signing the MOU was partially due to a new government regulation on administering international grants. The new regulation created some confusion among government personnel on coordinating the administration of new grants. Moreover, action programs under the project could not be implemented before approval by the TBP II National Steering Committee, and this was not possible before the signing of the MOU. While most of the detail contained in the final results framework already existed in the technical proposal, the final project document has an impressive set of four Immediate Objectives, 14 outputs, and 85 specific activities to be carried out. The same model of a descending series of objectives, outputs, and activities was followed in summary outlines for the 67 Action Programs implemented almost exclusively by local NGOs (2 APs were implemented by the MOMT, 3 by District Government Education Offices, and 1 by a trade union).
20. TBP II profited from the experience and similar design of the preceding TBP I project. It continued to focus on targeted, direct interventions in communities and on strengthening the enabling environment, including formation of provincial and district action committees, support to educational policy innovations, capacity building within government and NGO partners, and support for research and public awareness-raising. However, TBP II reduced its child labour sectors from five to four, replacing footwear, mining, and offshore fishing with plantation and child domestic labour, while continuing to work in commercial sex trafficking and with street children. While continuing to work in five provinces, it reduced its geographic spread both within and between provinces. Most notably, TBP II reduced its Immediate Objectives from ten to four. Except for emergency activities to address the tsunami in Aceh and Nias, there is nothing in the ten IOs of TBP I that is not subsumed under outputs of TBP II.
21. In TBP I the target for children withdrawn from the worst forms of child labour (WFCL) was considerably lower than in TBP II: 2,900 compared to 6,000. On the other hand, the target for children prevented from WFCL in TBP I was 28,550 compared to 16,000 in TBP II. The TBP I final evaluation indicates that only 2,414 children were withdrawn – 87% of target – and 27,078 (95%) were prevented by project end.²

² ILO/IPEC. 2008. “Combating the Worst Forms of Child Labour in Indonesia: Supporting the Time Bound Programme for the Elimination of the Worst Forms of Child Labour in Indonesia.” Page 3.

22. The logic and coherence of project elements are solid, and the project document places a great deal of emphasis on background, program approach and strategy, target groups and partners, but considerably less time on sustainability, institutional and management framework, and project inputs. Section 4 of the TBP II document on Immediate Objectives, outputs, and activities is extensive and prescriptive, but does not address how the 85 activities are to be carried out or matched to the budget. These activities were carefully budgeted by the project itself.
23. Based on the successful experience of TBP I, the assumptions and appropriateness of TBP II design are well founded and grounded. In many ways, the project document confidently seeks to build on the first phase project, enhance its accomplishments, and push the agenda vigorously forward, where possible.

3.1.2 Validity of timeframe and activity sequencing

24. The project timeframe of four years is the same as in TBP I and the same sequencing of activities appears to have characterized both. As mentioned, TBP II got off to what can objectively be seen as a slow start and the direct action programs did not start before September 2008. In fact, only five of 67 Action Programs actually got under way in 2008. These direct interventions really only got going in a major way in 2009 and 2010, but many were still active down through July, 2011. A faster start would have permitted more repeat programs in the same locations.
25. Given the slow start-up of TBP II, in spite of being modelled on the previous project and including the same core staff, a longer timeframe would have been useful. Many of the APs seen by the evaluation team had been given no-cost extensions, but all had to cease with the end of TBP II. However, the strategy of implementing a follow-on AP for successful first efforts, a model followed also in TBP I, was an excellent way to prolong successful sub-projects by the better performing Implementing Partners.

3.1.3 Coherence, complementarity, and linkages of sub-projects and fit with overall program

26. The APs, plus the mini-programs (MPs) that fund discrete low-cost activities, such as workshops and training sessions, fit well within the overall program. This is, of course, the intention of their designers. The APs absorbed about half the total project budget of \$5,700,000 and are supervised by local coordinators in three provinces and by central project staff in two others. The AP summaries are relatively lengthy documents and are written to fit closely with the outputs sought under Immediate Objective 1. These program descriptions take some time to be finalized and represent the final proposal submitted by the Implementing Partners. IP staff is assisted in their proposal process by project staff in the field or in the central PIU. These sub-projects are carefully tailored to respond to the quantitative targets in withdrawal and prevention and almost always contain components devoted to community organization, capacity building, and awareness-raising. The variety of approaches employed to these ends in these proposals is laudable. However, the evaluation team noted in a few cases that the number and variety of activities to be engaged in by Implementing Partners was perhaps unrealistically high.

3.1.4 Linkages between objectives and inputs, activities, outputs, action programs, and outcomes

27. The relationship of the internal components of the overall project can be appreciated by examining the TBP II work plan that reports on 85 activities and the Performance Monitoring Plan that tracks 44 objective and output indicators. These are reported in every Technical Progress Report (twice yearly). Material inputs, however, are not reported in these formats.

3.1.5 Appropriateness of objectives to program schedule and resources

28. As in TBP I, pursuit of the four Immediate Objectives under TBP II generally occurred in parallel, with direct action activities planned carefully with future Implementing Partners and closely supervised by project staff. Their duration and budget are kept short and small, in order to avoid risks. A follow-on AP was often granted to those whose performance was successful in a first effort.
29. Activities in service to enhancing and strengthening the enabling environment began quickly in the TBP II project with activities involved in launching the new effort at the national level. The familiarity of national actors with the previous project smoothed the way for this Phase 2 project. Beyond activities involved in project launch, efforts to raise general public awareness were often concentrated around World Day Against Child Labor in June of each year. Efforts to influence the content of the policy and normative environment are slower and more difficult to control and involve constant interpersonal networking by project staff at all levels. Successes in inserting attention to child labour issues in policy or legal documents or in legal decrees or regulations were either opportunistic or the result of long periods of networking and cultivation of interpersonal relations in which changes in counterpart personnel could pose a serious delay.

3.1.6 Effectiveness of methodologies and strategies employed

30. Generally speaking, the strategies and methodologies employed under TBP II had already been tested and found effective under TBP I. Both the final evaluation of TBP I and the midterm evaluation of the present project found activities to be relevant to national needs and effective in their impact on withdrawal and prevention of the WFCL. The focus on education as the alternative to exploitative labour for children is appropriate to counteract the problem, and the project developed what appear to be excellent guidelines on bridging and remedial methods to place working children back into educational alternatives or prevent them from dropping out in the first place.
31. The concern with leaving in place an enabling environment capable of sustaining project activities has been addressed through three objectives focused on different dimensions of this environment. However, the country is vast and the issue of child labour has competed with many other priorities, while often running counter to the issues of family poverty and attitudes toward children's contribution to family income. An appropriate balance has been struck between direct actions to benefit substantial numbers of children, while at the same time addressing the structural issues surrounding child labour. Without these direct withdrawal and prevention activities, TBP II might have achieved changes in the enabling environment to the same or greater degree, but without the significant number of beneficiary lives changed for the better.

3.2 Objective Achievement

3.2.1 Building on Lessons from TBP I and the TBP II Midterm Evaluation

Final evaluation of TBP I and Midterm Evaluation of TBP II

32. The final evaluation of the first phase of support to the Indonesian Time Bound Program (TBP I) was carried out in January 2008, just as the TBP II was finalizing its project document. The Phase 1 final evaluation identified eight lessons learned and 9 key recommendations. Since the Phase 2 project was still in its formative stage, the evaluation findings and recommendations were well timed to influence the activities of the successor project. Of course, the USDOL RFP and the successful ILO technical proposal had been written six months earlier and served as a tight framework for finalization of the project document (April 2008).
33. The TBP I evaluation document states that its recommendations are specifically "intended for consideration during the second phase of implementation of IPEC assistance to the NAP/TBP." It says

that “in the second phase project supported activities should be increasingly institutionalized within the national and local governments, non-government employer, workers, and community organizations. The report indicates that this can be done as presented in Annex A: ³ Not all recommendations of TBP I were incorporated into TBP II.

34. The Midterm Evaluation of TBP II (October 2009) offered 12 recommendations to which the project responded as indicated in Annex A. ⁴

3.2.2 Extent of Immediate Objective Achievement

35. The overarching goal of the TBP II project was to contribute to a reduction in the overall number of children engaged in exploitative child labour in Indonesia. No specific number was attached to this goal, but the first of four Immediate Objectives is very specific with respect to its targets. Some 6,000 children were to be withdrawn from exploitative labour and another 16,000 prevented from entering it over the course of the four-year project. The other three Immediate Objectives were designed to support and sustain this process.
36. The Performance Monitoring Plan (PMP) tracks the achievement of the four Immediate Objectives and 14 outputs through 44 indicators. Twelve indicators track performance of the four IOs and another 32 follow progress of the outputs. The target and end-of-project values (July 31, 2011) for the Immediate Objectives are presented in Annex B.
37. Generally speaking, TBP II can be said to have come close to its original targets, particularly in the case of prevention. Annex B indicates that for Immediate Objective 1 the project was able to reach 75.7 percent of its child withdrawal target (4,542 of 6,000) and 94.7 percent of its prevention target (15,159 of 16,000) by the end of July 2011. The combined percentage for withdrawn and prevented children is 89.6 percent of the projected target. These withdrawal and prevention actions were carried out through 67 Action Programs implemented by 56 Implementing Partners. Evaluation team visits involving 27 of these APs revealed that implementing organizations were highly focused on their quantitative targets and generally managed to reach them. In some cases, two of which were noted in evaluation team visits, withdrawal targets had been revised downward with the permission of the central PIU in Jakarta.
38. A second indicator under Immediate Objective 1 supposed that 1,000 children by project end would have been enrolled in transitional educational programs but not yet withdrawn from their work. The final figure provided by TBP II indicates that this expectation was close to reality with 827 children enrolled in transitional programs but not yet “fully withdrawn” from exploitative labour. The objective here is enrolment of children 15 to 17 in transitional programs, although they continue to work for the time being in exploitative conditions. . The evaluation team found that a large number of children 15 to 17, perhaps a majority in some places, continued to work while participating in transitional education activities. This was particularly true of child domestic workers and street children.
39. Two other indicators under Immediate Objective 1 are cast in terms of percentages rather than numbers of children, although the latter can be calculated from the indicators on total number withdrawn and prevented. Final project calculations indicate that project achievements were not far from target values. Thus, 88.6% of children prevented or withdrawn were retained in the relevant educational service or program, surpassing the target by about 10.8 percent. On the other hand, only 73.1 percent of children

³ ILO/IPEC. 2008. “Combating the Worst Forms of Child Labour in Indonesia: Supporting the Time Bound Programme for the Elimination of the Worst Forms of Child Labour in Indonesia.” Pages v-vi.

⁴ ICF Macro. 2009. “Independent Midterm Evaluation of the Project of Support to the Indonesian Timebound Program on the Elimination of the Worst Forms of Child Labor.” Pp. 57-59.

withdrawn or prevented from exploitative labour completed the relevant education service or program, falling slightly short of the target of 75 percent.

40. The remaining three Immediate Objectives deal with the enabling environment for the direct action programs that remove or prevent children from the WFCL. The two indicators under Immediate Objective 2 deal with the program, policy, legal, and legislative framework within which actions can be taken to withdraw or prevent children from exploitative work. The first indicator reveals that the target of 30 plans, policies, or legislative items has been surpassed by 10% (33). On the other hand, the second indicator under IO 2 reveals that no child labour monitoring model has been effectively integrated into CCT Program activities. The April 2011 Technical Progress Report indicates that the Ministry of Social Affairs continues to rely on sometimes questionable BPS survey data to choose its CCT participating households. The attempt to develop a child labour monitoring system (CLMS) that could link TBP II or District Action Committee actions to the CCT Program has not been successful. This is because the CCT targets poor families from a list provided by BPS, not just families with child labourers. The attempt by BPS to pilot selection of CCT families by local communities themselves has not proven successful. The MOMT program associated with CCT, known as PPA-PKH, has also in part relied on CCT households in identifying, withdrawing, and rehabilitating a small number of working children in 2011 (3,360), without adopting any CLMS recommended by TBP II.
41. Immediate Objective 3 deals with increasing the capacity of stakeholder organizations and personnel to take effective action against cases of the WFCL. The indicator declares that one system has been established to monitor the implementation of the second phase of the National Plan of Action to eliminate WFCL. Three such systems, however, had been targeted.
42. A second indicator under IO 3 monitored the number of cases of violations of child labour legislation during this project and indicates that 22 cases were recorded of a targeted 25. This is close to the expected target. However, no indicator tracks the outcome of these labour violation cases.
43. A third indicator tracking progress under stakeholder capacity building presents the total number of companies that financially supported anti-child labour initiatives in target areas. These cases are reported by Implementing Partners or through the Action Program focused on Corporate Social Responsibility at the national level. The achieved figure of nine companies is well below the targeted value of 20 and reveals the difficulty the project has had in involving the private sector in child labour issues. The evaluation team learned from the team implementing the AP on Corporate Social Responsibility that a number of small and medium enterprises (SMEs) as well as larger private companies have money to apply to social issues and often do not know how to use it. Greater awareness raising and outreach to these private companies might have generated commitments to sustain some of the AP activities now concluding under this project. At present, given these companies' current understanding and orientation to child labour issues, it is unlikely that this is possible.
44. Under IO 4 dealing with raising awareness of the dangers of child labour and the importance of completing at least nine years of basic education, a first indicator tracks the overall percentage of surveyed children, adults, and community members in target areas whose awareness and attitudes regarding child labour and education have changed positively. These data come from the Implementing Partners in their AP activities and the nature of the survey methodology or methodologies used is not reported. A surprisingly low target value of 20% for positive awareness and attitude raising of these groups has been greatly surpassed at 80.4%.
45. A second indicator tracking achievement under IO 4 records the cumulative number of research studies conducted either directly by the project or by stakeholders as a result of project awareness raising that address child labour related topics. Some of these have been read by the evaluation team, and their

quality is high, but it has not seen all 17 of these products. The indicator reveals that the target of 10 studies has been surpassed by 70 percent during the course of TBP II.

3.2.3 Degree of Output Achievement

46. Any compilation of project results also must include the achievement of the 14 outputs under the four IOs. These outputs are specific project accomplishments and are tracked in the PMP by 32 indicators. Each of these indicators has a target and end-of-project value. Since these are direct project results, no baseline values are given. Their data have been gathered from the 67 APs or have been tracked by the PIU in Jakarta. The full breakout of results and targets is given in Annex C.

Outputs under IO 1

47. There are six outputs under IO 1 that track results dealing with withdrawing and preventing children from exploitative child labour (cf. Annex C). The first of these (Output 1.1) tracks the degree to which transitional or non-formal educational services are given to children withdrawn or prevented. The indicator reveals that a target of 17,290 children was anticipated and 13,618 children effectively benefited by end of project - 78.8% of the target.
48. Output 1.2 tracks the degree of improvement in access, relevance, and quality of education for those children withdrawn or prevented from entering exploitative labour. A first indicator reveals that 1,524 children were provided with pre-vocational training, slightly exceeding the target of 1,500. A second indicator reveals that the project provided supplementary support to overcome educational barriers (transport/uniforms/lunch) to 4,581 children, somewhat short of the 5,090 targeted at project inception. A third indicator shows that 16 One-Roof Schools (junior high schools) were built or strengthened instead of the projected six. A fourth indicator shows that 39 schools in place of the projected 15 increased their capacity in implementing the KTSP curriculum (school unit based curriculum). Except for the shortfall in number of children assisted to overcome barriers, TBP II exceeded its targets under educational access, relevance, and quality improvement.
49. Output 1.3 tracks the degree of provision of vocational training and employment services to 15-17 year olds withdrawn from hazardous work or to those at risk of entering. The single indicator here shows that the project fell slightly short of its target value of 3,210, reaching only 2,977 adolescents 15-17 with vocational training directly or through referral.
50. Output 1.4 deals with placement for apprenticeship services for withdrawn or prevented children following vocational training. The first indicator tracks the number of children who actually received apprenticeship placement within 12 months after vocational training. TBP II slightly exceeded its target of 850, with 863 children placed in apprenticeship. A second indicator tracks the number of children that actually found non-hazardous work or became self-employed in the skills for which they received vocational training through work placement services within 12 months of completing the course. The end-of-project result of 172 is just slightly in excess of the target of 170.
51. It should be noted that project expectations were relatively modest for this transition from vocational training to either apprenticeship or work placement within one year after completing the vocational course. Of a projected total of 3,210 given or referred to vocational training, only 850 were expected to be placed in apprenticeship and 170 more into work placement within one year. As indicated previously, TBP II was slightly short of its vocational training total but achieved its placement targets after training.
52. Output 1.5 deals with improving Occupational Safety and Health (OSH) practices in the plantation sector to remove hazardous work for those children aged 15-17 that are not withdrawn. A first indicator deals with the number of children and parents that applied OSH practices in their work. In this, TBP II fell

very short of its target of 2,000 individuals, reporting an end-of-project total of only 556. This target was overly ambitious and difficult to verify. On the other hand, a second indicator tracks the number of employers or workplaces that applied OSH practices, and here the project achieved a total of 41 compared to its target of 25.

53. Output 1.6 deals with increasing the economic security of families with children at risk of entering exploitative labour. Three indicators track progress under this output. The first of these tracks the number of parents of children withdrawn or prevented that participated in livelihood training programs. In this, the project handily surpassed its objective by training 2,759 parents instead of the expected 2,000. On the other hand, tracked by a second indicator, the number of parents that increased their income through income generation alternatives or higher productivity was only 1,677, instead of the 2,000 targeted. Thus, for livelihood AP participants only about 61 percent actually increased their livelihood. Finally, a third indicator tracks the number of self-help groups in possession of savings of at least 10 million Rupiah (US\$ 1,173), although no time period is prescribed. Here TBP II easily exceeded its target of 15 groups by creating 22 of these savings groups with significant savings. However, a good deal depends on the number of members and the length of time involved, as well as whether some savings is returned to members at prescribed times.

Outputs under IO 2

54. The PMP contains three outputs tracked under IO 2 (programs, policies, legal framework). The first of these (Output 2.1) deals with the inclusion of child labour concerns and issues into development, social, and anti-poverty plans and programs. The first of two indicators tracking progress here deals with the number of officials that have been fully briefed on TBP II research findings with annual updates. The project has clearly involved a much larger number of officials than originally expected, indicating a total of 704 by end-of-project instead of the original target of 100. On the other hand, a second indicator tracking policies and programs that specifically include child labour concerns through objectives and indicators or as priority target groups or with child labour reduction a condition for receipt of services reveals that only six such outcomes were achieved by TBP II. However, this result is two more than targeted.
55. Output 2.2 deals with the review and strengthening of legislation and policies on child labour. Four indicators track different types of achievements. The first indicator reveals that no decrees or lists of child labour dangers or forms have been revised and updated compared to the two that were targeted. A second indicator reveals that seven proposals for new legislation were made concerning specific forms or aspects of child labour compared to two that were targeted. A third indicator indicates that no proposals were made through project efforts to develop legislative and normative systems. A final indicator shows that some 28 policies and regulations were adopted or strengthened at the local level compared to the 10 that were targeted.
56. Output 2.3 deals with strengthening and expanding the Child Labor Monitoring System (CLMS) through the linkage with the CCT Program. The first indicator on number of target areas developing a CLMS with CCT collaboration is zero compared to the four areas targeted. A second indicator on number of reports from local-level child labour monitoring feeding into a higher-level CLMS and overall knowledge base indicates that only two such reports have been achieved compared to the 10 targeted. It is unclear what these two reports are and from which areas.

Outputs under IO 3

57. There are three outputs given in the PMP for IO 3 (capacity building of stakeholders to implement actions). Output 3.1 deals with strengthened capacity of institutions at all levels charged with implementation and enforcement of child labour laws, policies, and programs. A first indicator tracks

the number of child labour committee members undergoing training on child labour policies and interventions. The project counts 284 such members compared to the originally targeted 100. On the other hand, a second indicator reveals that the number of external programs developed to address the WFCL has only been 12 during TBP II compared to the 20 that were targeted.

58. Output 3.2 deals with strengthening the capacity of CCT program units to plan, coordinate, and report on child labour efforts. The first of three indicators serving this output indicates that 13 CCT staff members have considered child labour in planning, monitoring, and reporting on CCT activities compared to the expected and targeted 10. On the other hand, a second indicator that tracks the number of CCT beneficiaries that receive specific educational and/or referral services related to withdrawal and prevention has only reached 5,410 compared to the 10,000 beneficiaries originally targeted. The evaluation team verified that this was due to the wide dispersal of CCT households in AP catchments areas. Finally, the third indicator under Output 3.2 reveals that TBP II has had some success in training CCT staff and increasing their capacity to handle child labour issues. Some 281 staff members have been trained compared to the 150 targeted.
59. Output 3.3 deals with strengthening the capacity of private companies to use research, knowledge, and tools for Corporate Social Responsibility. The first indicator reveals that some 26 companies are making use of research, knowledge, and new tools compared to the 10 targeted. On the other hand, a second indicator reveals that the number of private companies funding child labour activities through their CSR program is only nine, instead of the 20 originally targeted.

Outputs under IO 4

60. There are two outputs in the PMP under IO 4 (raising awareness of WFCL and of the importance of education for all). The first output (Output 4.1) tracks information on public campaigns conducted in target areas to raise awareness of child labour and the importance of education. A single indicator tracks the number of direct and indirect beneficiaries (children and adults) that received information on child labour issues and the importance of education through these campaigns. According to the final PMP values for end of project (July 31, 2011), some 235,352 persons received information from these campaigns, slightly short, however, of the target number of 250,000. This is a remarkably exact count.
61. Output 4.2 deals with improvement and increase in the sharing of the knowledge base on child labour. Three indicators track progress under this output. The first of these tracks the number of electronic and hard copy bulletins circulating press coverage of child labour issues and TBP II achievements. The target number of 12 was achieved by the project. A second indicator tracks the number of organizations referred to good practice documents and the like produced by TBP II or that sought advice from the project. In this, the project fell well short of the expected 25, when it achieved 15. A third indicator tracks the instances of IPEC-developed tool kits and resource materials used as a result of support or advocacy by the project. Again, TBP II fell well short of its expected target of 25, when it achieved only six.

3.3 Achievements in Direct Targeted Actions (IO 1)

3.3.1 Overall observations

62. A large number and wide variety of direct actions were focused on child beneficiaries and their parents, but also more generally on community members, community leaders and cadres, and government officials at all levels. About half the \$5.7 million project budget was employed in 67 Action Programs and a smaller and less costly set of Mini-Programs (\$5,000 or less) used primarily to reinforce the enabling environment for direct actions.
63. The 67 APs contain a number of approaches to withdrawal and prevention of exploitative child labour and rely on various existing or modified educational tools and services to redirect working children into further education or non-hazardous work or to retain children in the formal education system until they have completed nine years of basic education at which time they are of working age (15 +).
64. The Action Programs target children already working or at risk of doing so and are normally implemented by civil society organizations (local NGOs). The APs also often contain explicit components that seek to raise overall community awareness of the illegalities and dangers of child labour, involve local leaders and cadres in activity groups, provide Creativity or Child Learning Centers (sanggars) to attract children, link community organizations and activities with sub-district and district governmental officials, provide training in income generation and savings groups to parents, and sometimes attempt to organize child labour monitoring groups. The core activities are focused on children and are broadly educational in nature.
65. It seems that no two APs contain exactly the same mix of activities, but the basic models are focused on withdrawal, prevention, and sometimes both in a given community. These communities have been targeted in sub-districts known to be high-risk areas for exploitative child labour, either because they are sending or receiving areas or both.
66. The precise definitions applied to the four categories of child beneficiaries under TBP II are contained in “Guidance on the Implementation of the Direct Beneficiary Monitoring and Reporting (DBMR)” published by ILO Jakarta in 2009.⁵ TBP II applied these definitions in its Action Programs.
67. Plantation labour usually means that children work near home during or after leaving full-time school activities. The work may be seasonal, but they still tend to drop out of formal education short of their nine-year obligation. They may simply be assisting their parents in this work, rather than be employed directly by large companies or on family plantations (contract farming).
68. Child domestic workers (CDWs) may come from rural or peril-urban communities that send children into cities or wealthier quarters of these cities. Most of these children reside with the employer, but some still live at home and commute to work.
69. Commercial sex exploitation of children (CSEC) normally involves the trafficking of children from rural areas into large cities, often into other provinces beyond Java. The project has focused on trafficking children for CSEC, although CSEC can also exist without the element of trafficking. Trafficking can also involve the provision of CDWs to urban areas, but the term is generally used under TBP II to mean trafficking for sexual purposes. Nevertheless, the guidance indicates that “the project will also provide

⁵ ILO Jakarta. “Guidance on the Implementation of the Direct Beneficiary Monitoring and Reporting (DBMR).” See pp. 10-17.

services to victims of trafficking for other exploitative purposes when such cases are encountered during the project's activities.”⁶.

70. Finally, the category of street children includes children from rural or urban areas without any fixed abode in urban areas, or it may include educational drop-outs still at home but often engaged in commercial or illegal activities in their neighbourhoods or other parts of the city. The evaluation team found that some street child drop-outs claimed to be totally idle or working only in their own home. While street children exist in all large cities in Indonesia, the focus of AP attention in TBP II is in Jakarta. While street children are often linked to illegal drug transportation or commercial activities, there is no direct or inevitable link between such activities and drop-out status.
71. The APs that target children to withdraw them from underage or hazardous work or seek to keep them in formal school explicitly assume that educational drop-out leads to child labour. In fact, the SMERU companion study found that many child workers drop out when they can no longer juggle work and school responsibilities, particularly at the junior secondary level.⁷ While it is easier to identify neighbourhood dropouts than verify whether and to what degree these children are working in exploitative labour, especially if they are 15 to 17 years old, APs projects that brought children back into school were engaged in both withdrawal and prevention.. Complicating matters, Indonesian law allows children from 12 to 14 to engage in permissible light work. The issue of whether children's work in their own homes or in family agriculture should be considered exploitative is also unclear. While APs under TBP II seek to identify obvious cases of exploitative child labour, they place most emphasis on channelling drop-outs, especially younger ones, back into formal, non-formal, or vocational schooling. The emphasis on tracking quantitative targets in this project has required IPs to classify dropouts as working children to be withdrawn or non-working children to be prevented from exploitative labour and to place both types into transitional education activities. Particularly, in the case of street children, it is hard for IPs to know what and how much work these children are involved in, unless it occurs in the immediate area of IP activities. It is easier to verify their status in rural communities⁸.
72. Prevention deals with children still in school but for whom dropping out will put them at risk of entering the work force locally or being trafficked to large provincial cities or even other provinces. If knowing to what degree current drop-outs are actually working is difficult, the likelihood that children dropping out in future will inevitably engage in underage or hazardous work is less clear cut. IPs address this, however, by identifying high-risk areas for child labour and then conducting rapid assessments to determine the types of labour engaged in locally and the degree to which local poverty and migration patterns have made these areas sending or receiving areas.
73. As recommended by the TBP I final evaluation, baseline studies were carried out in the new sectors chosen for work under TBP II. Four baseline studies in the plantation sector and one on street children provided some insights into the risks and likelihood of child labour in Jakarta, North Sumatra, and East Java. In North Sumatra, at least one IP complained that baseline data were either out of date or simply erroneous in its area of plantation labour withdrawal work. These studies have been more useful in providing general information than specific quantitative figures against which impact could be calculated following interventions.
74. The basic models employed by TBP II and the methods and tools employed to realize them are summarized in Table 1. Some APs engage in both withdrawal and prevention activities.

⁶ ILO Jakarta. Op. cit. supra. Page 12.

⁷ SMERU. 2011. "First Rough Draft of ILO-IPEC Exploratory Study. August 25, 2011.

⁸ The evaluators had limited time in local communities to verify the relationship between dropout status and exploitative child labour and the ease with which IPs were able to classify dropouts reintegrated into education activities as withdrawn or prevented.

Table 1: Basic Models and Tools Employed under TBP II

Withdrawal	Withdrawal and Rehabilitation	Prevention
Identification through local assessments	Identification through local assessments	Identification through local assessments
Bridging course	Bridging course	Remedial course
3R Life Skills course Referral or placement in: Formal education Non-formal education Vocational training Apprenticeship or Job placement	3R Life Skills course Return to home area (or) Referral or placement in: Formal education Non-formal education Vocational training	3R Life Skills course Pre-vocational course in One-Roof Schools School curriculum training in One-Roof Schools Income generation activities for parents
Individual Beneficiary Monitoring	Individual Beneficiary Monitoring	Individual Beneficiary Monitoring
Tracking of 10% of beneficiaries	Tracking of 10% of beneficiaries	No tracking of beneficiaries

3.3.2 Education modules and materials

75. The key focus in withdrawal and prevention activities is continued education, whether remedial and formal in the case of children at risk of dropping out and entering employment, or bridging, non-formal, or vocational in most cases of retrieval of child workers. When child dropouts are still young or recently dropped out, they can often be brought back into formal education.
76. The following table adapted from ILO/IPEC briefing materials presents the education modules and materials used in TBP II.

Table 2: Education Modules and Materials Employed under TBP II

Title	Involvement of MONE	Origin
Pre-vocational Training Module	Reviewed and endorsed by MONE	Developed jointly by IPEC and the EAST Project
Self-learning Guidance on Inclusive Education	Reviewed and endorsed by MONE	Developed jointly by IPEC and the EAST Project
Transitional Education Program Guideline	Reviewed and endorsed by MONE	Developed by IPEC
To Bring Child Labor Back to School (Strengthening the Local Curriculum)	Reviewed and endorsed by MONE	Developed jointly by IPEC and the EAST Project
Community Economic Assessment Guideline	No review by MONE	Translated and adapted to Indonesia by the EAST project
3R Trainers' Kit (Rights, Responsibilities, and Representation)	No review by MONE	Existing ILO material Translated by IPEC and printed by the EAST project

3.3.3 Work plan activity achievement

77. The final project document includes a full listing of four Immediate Objectives, 14 outputs, and 85 specified activities under the outputs. Some of these 85 activities contain numerical targets, others do not. These are separate from the numerical targets for indicators given in the logical framework that became the Performance Monitoring Plan.
78. The five indicator targets and achievements for IO 1 and the 13 for Outputs 1.1 – 1.6 were reviewed earlier in Section III B. Final project statistics (July 31, 2011) reveal that TBP II achieved only one of five objective-level indicator targets and eight of 13 output targets.
79. The project document and a succeeding project work plan also specified 36 activities under IO 1. According to the latest work plan results (cf. TPR 7 – April 2011), 11 activities had been completed and 24 were ongoing. None had been delayed. Annex D contains the full set of activities under the four Immediate Objectives.
80. Many direct action activities are still ongoing this late in the project, because these activities have generally been carried out through the 67 APs that began in September 2008. Over the course of the project, remarks tracking progress of the IO 1 activities indicate that “relevant action programs have been implemented starting in September 2008.”

3.3.4 Compatibility of ILO and partner definitions and perspectives

81. No important differences between Implementing partner and ILO/IPEC definitions and perspectives regarding targeted beneficiaries, nature of the WFCL, and methods to reach the withdrawal and prevention targets were noted by the evaluation. If any such definitional problems existed in TBP I they have long since been resolved. However, the assumption that all dropouts will engage in WFCL leads to the counting of all students enrolled in remedial, pre-vocational, and 3R Life Skills classes as prevented from engaging in exploitative labour. This is not strictly speaking true, since some dropouts will not work until of legal age or engage in hazardous work once employed. Moreover, monitoring of these students is normally continued only for six months after AP services or while the AP remains active (12 to 18 months) and detailed tracking of 10% of prevented children as originally planned was abandoned as too time consuming for IPs. The most important category of students to track over the longer term would be those receiving the remedial classes, followed by those receiving only 3R Life Skills. However, remedial students normally also receive 3R classes, which should make a particularly effective combination.
82. There is also some definitional problem with withdrawal, although children working are obviously more easily identified than those at immediate risk of doing so after dropping out of school. If dropouts are brought back into educational programs without engaging in exploitative labour, they are considered to be prevented from the WFCL. On the other hand, IPs in Jakarta revealed that most CDWs continued to work while attending the transitional or vocational courses. This is permissible, if they are at least 15 and have been removed from exploitative or hazardous conditions. Only following AP interventions did they decide whether to leave or change employment. The length of withdrawal of trafficked sex workers seems to depend on whether they can be returned to home locations far from where they were employed. In one Jakarta withdrawal and rehabilitation AP, most girls withdrawn from sex work in Jakarta and rehabilitated in Jakarta or relocated to nearby Karawang district, returned to their work within weeks or months. The IP complained that follow-up monitoring should be done sooner in its Action Program to validate the withdrawal of these victims, but that, of course, is missing the point that many of these children are returning to sex work even before the first follow-up monitoring exercise (3 months later).

3.3.5 Beneficiary selection and monitoring

83. In those Action Programs visited by the evaluation team in three provinces, interviews with AP managers and field staff revealed no significant problems in beneficiary selection. For street child and CDW withdrawal-oriented activities the focus was placed on locating school dropouts in reconnaissance visits to households in targeted communities. These children, their employers, and their parents were approached by IP facilitators and the degree to which they were working and whether they had left school was assessed. Since settlements in plantation areas were dispersed throughout the surrounding plantations and most had originally been built by companies to house plantation workers, most dropouts worked in agricultural work, since there was little else available close by. Of course, the older the child the more likely he or she might find a ride or drive a motorcycle to more varied work in surrounding towns.
84. Since dropout children had to agree to join bridging courses and subsequent vocational or formal/non-formal educational options, quantitative targets for withdrawn children were not as easy to anticipate as those in prevention. Nevertheless, with a few exceptions (two of which were encountered by the evaluation team), withdrawal targets were met. In these two cases involving withdrawal of CDWs, original quantitative targets had to be revised downward with TBP II project management agreement. On the other hand, there were at least two cases involving withdrawal and rehabilitation of trafficked sex workers, in which the IP had to stop withdrawal at the target number budgeted by the AP. Moreover, IP managers constantly evoked to the evaluation team the tightness of Action Program budgets. This was not helped by the constantly devaluing US dollar funding for TBP II.
85. Child monitoring was carried out every 3-4 months on DBMR forms supplied by TBP II. Problems in using the software, mentioned by virtually all IPs, appear to have been due either to insufficient computer memory or to user errors. Normally, IPs employed a person dedicated to beneficiary monitoring, and back-up records were often kept in Excel. Consequently, relatively accurate counts of beneficiaries in various activities were supplied to the central project unit in Jakarta. This unit in turn summed up these quantitative accomplishments in its biannual Technical Progress Reports. While monitoring of withdrawn and prevention children was continued during the life of the AP, it was not done following program completion. This is certainly not surprising in the absence of funding to do so, especially in respect to the large numbers generated by prevention activities. Consequently, the degree to which children remain withdrawn from labour or are truly prevented from entering WFCL cannot be verified from existing project activities beyond the end of individual APs. With the end of the overall project on September 30, 2011 there is no mechanism to sustain further monitoring of these children. In other words, as things stand there is no way to determine longer-term impact on the children involved in this project.
86. In the absence of a follow-on project, the only possible solution would be for the IPs to draw a small, random selection of their beneficiaries and follow them through time at their own expense. Sources of funding may be available for this among donor or governmental organizations. The tracking of a minimal set of data on 5% of beneficiaries would provide at least some credible statistics for future use. The ability to do this will vary according to the size and means of the IPs. In some cases, this proportion of beneficiaries might have to be reduced to an even smaller number, but something would be better than nothing. Providing solid figures should help the IPs obtain future grants for similar or related activities.

3.3.6 Nature and extent of beneficiary benefits

87. The nature and extent of beneficiary benefits are carefully documented in TPRs based on data reported through the DBMR. While several IPs complained of the complexity of these three forms (1 each for child withdrawal, child prevention, and parents assisted in income generation), it appears that this system

responded well to the need to monitor individual beneficiaries during the life of project. Objectives, outputs, activities and numerical targets for children are specified in AP summaries drawn up as contractual agreements between the PIU in Jakarta and recipient Implementing Partners. Information on non-quantified targeted activities, such as training of teachers, tutors, community members, or government officials were also reported to the PIU and provide the information contained in the 44 indicators tracked in the PMP. However, beyond targets for children withdrawn, rehabilitated, and prevented, or adults involved in income-generation or credit union activities, the AP summaries do not contain specific targets for other types of participants.

3.4 Achievements in Strengthening the Enabling Environment (IOs 2-4)

88. Three Intermediate Objectives deal with the enabling environment for actions designed to reduce or eliminate the WFCL. The IPEC technical proposal to USDOL contained three IOs: targeted interventions, capacity building, and awareness-raising. In the final project document of April 2008, the capacity building IO was split into two, with a separate IO established for program, policy, and legislative enhancement and enforcement.

3.4.1 IO #2: Program, policy, and legislative framework for child labour is enhanced and better enforced.

a) Overview

89. The project document results framework indicates that further progress can be made in this dimension of the enabling environment, because the GOI had already initiated a number of actions to address child labour since 1999, especially during TBP I. The final evaluation of TBP I reviewed progress in this area through 2007.⁹ Among the accomplishments already realized in legislative and regulatory reform by the beginning of TBP II were the legislative acts ratifying ILO Convention 138 on the Minimum Age for Employment (1999) and ILO Convention 182 on Elimination of the WFCL (2000). These were reinforced in Indonesian law through acts on Child Protection in 2002, the Labour Force in 2003, and Trafficking in 2007. The implementation of these new child protection laws is overseen by a corresponding series of Action Committees and Plans of Action.
90. The National Action Committee to Eliminate the WFCL was established in 2001, and in 2002 a National Plan of Action was adopted to achieve this goal within 20 years. A presidential decree in 2002 identified 13 varieties of WFCL. Since then there have been two successive four-year projects funded by USDOL to support the 20-year Action Plan: TBP I in 2003 – 2007 and TBP II in 2007 – 2011. The work under the current support project followed directly upon and continued many of the same initiatives of the first project.
91. TBP II continues to work through the Ministry of Manpower and Transmigration (MOMT) to promote actions that reduce or eliminate child labour through the National Action Committee and corresponding Provincial and District Committees. A good deal of attention has been placed by the project on the policy, legislative, and normative environment at the district level, since under governmental decentralization since 1999 this is where effective action by government is decided, budgeted, and implemented. TBP II has targeted its efforts on 21 districts and municipalities in five provinces, including Greater Jakarta. There are 502 districts and municipalities in Indonesia, so that replicable models of effective district governmental policy and regulatory action in support of the elimination of child labour are highly valuable. The project has made considerable progress in only two such districts, however: Serdang Bedagai in North Sumatra and Jember in East Java.

⁹ IPEC. 2008. "Combating the Worst Forms of Child Labour in Indonesia: Supporting the Time Bound Programme for the Elimination of the Worst Forms of Child Labour in Indonesia. Pp. 4-9.

92. Beyond supporting the creation of Action Committees and Action Plans at various governmental levels and the translation of advocacy into decrees, regulations, and practical activities on the ground, the major programmatic thrust in both TBP I and TBII has been in education policy and strengthening. This is particularly focused on student drop-out, especially the failure to transition from primary (SD) to junior secondary school (SMP). Educational initiatives have been correctly seen as the key by which children can be kept out of underage or hazardous labour, while raising their intellectual and skills levels. This is important not only for children, but also for the nation as a whole.
93. TBP II has continued to work with the “One-Roof” Junior High Schools (SMP Satu Atap) that either use the same facilities as primary schools or add classrooms to the same school property to allow students to continue their education locally when faced with distances too great to travel to the nearest junior high school. This policy was adopted in 2005 by the Ministry of National Education for remote areas. TBP II supported 19 One-Roof Junior Highs in Sukabumi district (West Java) and five in Jember district (East Java) with remedial, life skills, and pre-vocational education. There was also a third One-Roof School support initiative in Lampung Tengah district (Lampung). These programs were implemented through the corresponding District Office of Education, although implementing staff were not government employees but consultants paid by TBP II. All three educational activities provided in these schools were well received and popular among students and teachers. On the other hand, support to the “open” junior high schools has not been part of project support under TBP II. The “open” school has not been seen as a viable alternative to formal schools.
94. The project has also contributed to improving teaching quality and attractiveness of schools by training teachers in the new Unit-level Curriculum (KTSP). This approach allows considerable flexibility to schools in designing their educational curriculum according to local needs. It has replaced the curriculum of the 2005-2009 Strategic National Education Plan in place during TBP I.
95. The project has made extensive use of the 3R Training Module (rights, responsibilities, and representation) in its Action Programs. This training has been worked in to all withdrawal, rehabilitation, and prevention APs across the five provinces. After training, teachers often place parts of it into their civic education syllabus.
96. In 2007, the conditional cash transfer (CCT) initiative known as the Hopeful Family Program (Program Keluarga Harapan, or PKH) was initiated by the Ministry of Social Affairs (MOSA). Ministry social workers use BPS (Statistics Indonesia) data to select poor families with children at risk of dropping out of school and provide a stipend to parents in return for maintaining their children in school. TBP II has been successful in placing an indicator on child labour in the identification system but has not been able to incorporate a child labour monitoring system (CLMS) into social worker follow-up activities. Under an MOU with the MOSA (2008) the project supports the PKH by providing remedial and life skills education to children of families registered in PKH, but because of the widely dispersed nature of these very poor families, children of other needy local families are usually also included in project educational activities. The original ILO/IPEC project target of 10,000 PKH household children was subsequently reduced to 5,000, because of their extreme dispersion.
97. Influenced by TBP II, the MOMT created its own national program to withdraw children from child labour, place them in a month-long rehabilitation program, and steer them toward formal, non-formal, or vocational education. The program, termed PPA-PKH, does not include supervised placement of withdrawn children into these educational venues, so that most are rather rapidly left to their own devices. In locations where the TBP II project works with PKH families and where PPA-PKH is also active, these children are included in the transitional classes supported by the Implementing Partners.

98. The project has also worked with MOSA to influence its PKSA program and with MOHA in its PNPM program. As yet, there is no clear focus on child labour in these anti-poverty programs, but they form a group of national-level and budgeted interventions that accompany efforts to deal directly with school drop-out and street children, both of which are primarily caused by poverty.
99. TBP II has continued to refer many children withdrawn from labour to the non-formal education courses given in community education centers (PKBM). Paket A replaces the primary school curriculum, Paket B represents junior secondary school, and Paket C provides the essence of senior secondary school. While the non-formal options are considered inferior to formal education, many school drop-outs have been out of school too long to re-enter formal education. Following a bridging course of variable composition, project APs refer drop-outs or children withdrawn from labour to formal schools, non-formal Paket courses, or to vocational courses sometimes followed by apprenticeship or job placement. Although a primary assumption of most APs under this project, not all drop-outs are working, however. The final evaluation of TBP I makes reference to a study undertaken in 2006 that found that 71 percent of drop-outs aged between 15 and 17 were actually unemployed.¹⁰ On the other hand, the SMERU study just concluded on the impact of TBP II on the CCT Program indicates that large numbers of children actually work part time while still in school.¹¹ It is, in fact, often the increasing conflict between school and part-time employment that leads to drop-out. The study is exploratory and based on a small number of interviews.

b) Work plan activity achievement

100. The two indicator targets and achievements for IO 2 and the eight for Outputs 2.1 – 2.3 were reviewed in Section III B. Final project statistics (July 31, 2011) reveal that TBP II only achieved 50 percent of its targets under IO 2: one of two objective-level indicator targets was achieved and four of eight output targets.
101. The project document and succeeding project work plan specified 21 activities under IO 2. According to the latest work plan results (cf. TPR 7 – April 2011), eight activities had been completed, 1 was in preparation, and 12 were ongoing, including two that were delayed. Annex D presents the current status of these activities.
102. According to the specific activities reported in the seven TPRs, TBP II engaged in some 28 major program/policy/legislative activities, many with multiple components. Annex I contains a full listing of these activities as reported twice-yearly in project progress reports. The activities reported in the TPRs are not directly linked to the activities listed in the project document.
103. These activities are in addition to those prescribed for IPs in their Action Program summary outlines. AP activities are carefully delineated in each program summary and sometimes include initiatives to build governmental linkages at district and sub-district levels with strengthened community organizations. Annex E presents a list of advocacy activities targeting IO #2 that were components of mini-programs, Action Programs, or terms of reference for service contracts for workshops sponsored by the project.

c) Key policies or documents influenced by TBP II

104. TBP II project staff worked to insert attention to child labour concerns into a variety of key national-level documents and legislation. The most important of these are reviewed below.

¹⁰ IPEC. 2008. Op. cit., p. 15.

¹¹ SMERU. 2011. "First Rough Draft of ILO-IPEC Exploratory Study." August 25, 2011.

Indonesia Child Labor Survey

105. In 2009 the project funded the Indonesia Child Labour Survey (ICLS), which was a sub-sample of SAKERNAS, the 2009 National Labor Force Survey. The number of questions on child labour in SAKERNAS is normally too few, and no data are collected on workers under 10 years old. The objectives of the ICLS were to estimate the prevalence of working children in Indonesia and to collect information on the socio-economic characteristics of these children. The sampling frame was derived from the 2008 SAKERNAS from which 248 districts (about half of those in Indonesia) were selected proportionately to the number of working children. From these districts, some 760 census blocks were selected. The questionnaire, manuals, and concepts used in the ICLS had been recommended by TBP II staff. Thus, the questionnaire was almost identical to the 2008 ILO/IPEC “Essential Questions on Child Labour for Household Surveys.” The manual for the questionnaire was adopted with minor changes from the 2008 ILO/IPEC “National Child Labour Survey: Interviewer’s Manual.”
106. The major findings of the ICLS were:
- Of the 58.8 million children aged 5 to 17, about 4,050,000 (6.9%) were found to be working children. Out of the total of working children, 1,760,000 (43.3%) were identified as engaged in child labour. Child labour in this context means illegal or exploitative labour, either because of underage status or number of hours per age group. It is equivalent to the concept of WFCL.
 - Out of the 58.8 million children aged 5 to 17, some 48.1 million (81.8%) were attending school, 24.3 million (41.2%) engaged in housekeeping (in their own homes), and 6.7 million (11.4%) were idle and engaged in none of these activities.
 - Working children averaged about 25.7 hours per week, while those engaged in child labour worked 35.1 hours. About 20.7 percent of working children worked more than 40 hours per week, placing them in hazardous labour.
 - Working children, however, were still mostly in school, working as unpaid family members, or involved in agriculture, manufacturing, or the services sector.

Indonesian Midterm Development Plan

107. Project staff working through contacts in BAPPENAS (National Development Planning Agency) was able to place child labour concerns into the Indonesian Midterm Development Plan for 2010 – 2014 (MTDP). The MTDP identified child labour as one problem in realizing child protection in Indonesia. Under “Children and Child Labor,” three child-oriented targets are identified in the document: (1) children should be withdrawn from labour and placed in school or vocational training; (2) children should be withdrawn completely from hazardous labour (WFCL); and (3) increased protection should be provided to women and child workers.

Ministry of Home Affairs regulation 6/2009: Guidelines on the Establishment of Regional Action Committees, Regional Action Plans, and Community Empowerment for the Elimination of Child Labor

108. This has been an important document to guide the implementation of legislation creating Provincial and District Action Committees and Action Plans to eliminate the WFCL. The regulation was meant to expedite the implementation of the National Plan of Action. TBP II was actively involved in the formulation of this guideline.

Input to Presidential Instruction 3/2010 on Fair Development

109. Project staff was involved in various meetings organized by the government to provide inputs to Instruction 3/2010. In these meetings, TBP II staff and other organizations working on child labour elimination lobbied for the inclusion of the child labour issue.

Input to Presidential Regulation 21/2010 on Effective Labor Inspection

110. Presidential Regulation 21/2010 on Effective Labor Inspection sought to strengthen labour inspection, especially implementation of ILO Convention # 81 concerning Labor Inspection in Industry and Commerce (ratified by Act #21 in 2003). Meetings organized under an Action Program implemented by the MOMT in 2008 - 2009 included the need to improve the effectiveness of labour inspection in order to tackle the child labour issue. The results of these meetings were used by MOMT to provide inputs to Presidential Regulation 21/2010.
111. The Regulation mandates that labour inspectors in provinces and districts/cities should coordinate, share information, and build networks with other labour inspectors, especially when they look after national-level labour issues, such as child labour, discrimination, freedom of association, and forced labour. On these issues, all labour inspectors should coordinate nationally and report to the national level.

National Strategy on Access to Justice

112. Project staff was involved in providing inputs to the national strategy paper on Access to Justice. The paper was prepared by BAPPENAS and UNDP, during which UNDP consulted all UN agencies, including ILO. UNDP consulted the ILO Jakarta Office (including TBP II) with regard to access to justice on labour issues.

Input to UNPDF

113. Due to project efforts, the United Nations Partnership Development Framework (formerly Development Assistance Framework) for 2011 – 2015 has included an output related to child labour: “Increased capacity of government institutions to effectively implement the National Plan of Action on the elimination of the worst forms of child labour and ILO Conventions #138 and #182.”

d) Accomplishments in the districts and municipalities with TBP II activities

114. TBP II was active in 21 districts and municipalities between 2007 and 2011. Annex F reviews the status of policy and/or institutional achievements in the 21 jurisdictions, as well as the number of APs that functioned there.
115. In North Sumatra, Jakarta, and Lampung provinces all 10 TBP II districts/municipalities now have a District Action Committee except in West Tulane Bawang, where it is still in draft. All of these were accomplished during the present project. On the other hand, only three of six districts in West Java and none of the five in East Java where the project has been working have as yet a Child Labor Action Committee. Jember, however, has a draft DAC proposal initiated under TBP II. Of the three Action Committees in West Java, one (Bandung Municipality) was created under the preceding support project.
116. Two neighbouring districts in North Sumatra have issued Declarations of Child Free Labor Districts (Deli Serdang free by 2020 and Serdang Bedagai by 2019). Serdang Bedagai has also passed a local regulation (Perda) to eliminate the WFCL.
117. In West Java, Sukabumi district has passed a local regulation against human trafficking and Karawang has a draft proposal to the same effect. Both were initiated under the previous support project.
118. In East Java, all four project districts have some form of regulation or declaration related to children. Surabaya has a draft of a District Regulation on Child Protection and Malang has a District Regulation on the Protection of Victims of Violence against Women and Children. Both these actions were initiated under the previous support project. Jember district, on the other hand, has drawn up a draft declaration as a Child Labor Free District by 2015 and Banyuwangi has a District Regulation on the Protection of

Women and Child Victims of Human Trafficking. These last two pieces of legislation occurred under TBP II.

3.4.2 IO #3: Improved capacity of stakeholders for implementing action against child labour

119. The three indicator targets for IO 3 and the seven for Outputs 3.1 – 3.3 were reviewed earlier in Section III B. Final project statistics (July 31, 2011) reveal that none of the three objective-level indicator targets was achieved, while only four of the seven output targets were achieved.

a) Status of work plan activities

120. The project document and following project work plan specified 13 activities under IO 3. According to the latest work plan results (cf. TPR 7 – April 2011), seven activities had been completed, four were ongoing normally, and two were ongoing but delayed. Annex D presents the current status of these activities.

b) Activities carried out

121. According to the specific activities reported in the seven TPRs, TBP II engaged in some 33 major capacity-building activities, many with multiple components. Annex I contains a full listing of these activities as reported in the periodic progress reviews. These activities are in addition to those prescribed for IPs in their Action Program summary outlines. AP activities are carefully delineated in each program summary and often include community-level capacity building for adults and children linked to the withdrawal or prevention activities to be employed. Annex G presents a list of training activities carried out by Implementing Partners as part of their Action Programs. According to this list, a total of 74 trainings were carried out by IPs involving 2,281 trainees of various types.
122. Capacity-building training was also carried out at all levels by core project staff. The first of these was Design, Monitoring, and Evaluation (DME) training. Two 5-day DME training sessions were held:
- DME Training for new potential partners in Jakarta, Lampung and West Java implemented on 13 - 17 October 2008 and involving 36 participants from 18 institutions.
 - DME Training in East Java for new potential partners implemented on 15 - 19 December 2008 and involving 26 participants from 13 institutions.
123. DME training was apparently not carried out by central project staff in North Sumatra or for partners already employed during TBP I.
124. The content of DME covered situation analysis (presentation of TBP II target sectors, strategies, and approaches), design of Action Programs, Action Program summary development, management issues, AP monitoring and evaluation, and monitoring beneficiaries using the Direct Beneficiary Monitoring and Reporting system (DBMR). The AP summary outline served as basis for IP proposals.
125. In addition to DME training, core project staff carried out 22 other major training events. Annex H presents the breakout of these trainings by date, place, and participants. To summarize here, including the DME training some 747 IP staff, teachers, tutors, social workers, and others were trained as follows:
- 208 teachers and tutors were trained in transitional education (bridging and remedial courses) in four trainings in 2008 and another four in 2009.

- 18 master trainers were trained in personal and social skills development through the pre-vocational skills program (3 target districts of Jember, Sukabumi, and Lampung Tengah).
- 61 teachers were trained in 2010 in three trainings on the Unit Level Educational Curriculum (KTSP).
- 117 teachers, tutors, and IP staff were trained in five trainings between 2008 and 2010 on 3R Life Skills education (using the 3R Trainers Kit).
- 281 social workers from CCT (PKH) and support programs (PPA-PKH and PKSA) were trained in child labour issues in areas where TBP II would work in CL prevention activities with CCT.

c) Achievement in strengthening the National Action Committee

126. Project staff has been in constant contact with the Working Group of the NAC, which has the same membership as the National Steering Committee charged with monitoring progress of TBP II. All Action Programs were reviewed and ultimately approved by the NAC, although member participation in IP selection and AP design has been limited.
127. To strengthen NAC members in their capacity to advocate for the establishment of provincial and district level committees for the elimination of the WFCL, TBP II awarded an Action Program to the Directorate of Labor Inspection on Norms for Women and Children within the MOMT. The AP also supported MOMT capacity building of Provincial and District Action Committees. There is still work to be done on the district level, however, since latest statistics indicate that while 31 of 33 Indonesian provinces (94%) have Provincial Action Committees and 11 also have an Action Plan (33%), only 154 districts and municipalities of a total of 502 (31%) have an Action Committee. District Action Plans are still very scarce, however, with only one district (Kutai Kartanegara) with such a plan and a few others with one in draft, including TBP II districts of Serdang Bedagai in North Sumatra, Jember in East Java, and Cianjur in West Java. If all draft plans were converted into active Action Plans, still less than one percent of districts and municipalities in Indonesia would have an Action Plan to eliminate the WFCL eleven years after signing ILO Convention #182.
128. While this AP had as objective the advancement of the advocacy agenda and its institutionalization in provincial and district governments, it also served to build the capacity of the Directorate of Labor Inspection on Norms for Women and Children, which provides the NAC Secretariat. First activities under this AP involved publishing and distributing a report on the 1st Phase of the National Plan of Action and distribution of information on the current phase of the NPA (2007-2012). A second set of prescribed activities involved conducting two-day trainings for stakeholders and similar trainings for members of Action Committees in selected provinces and districts.

d) Network creation between government and other organizations

129. TBP II has been involved in building linkages with a variety of other organizations, including government ministries, such as MONE, MOMT, MOSA, and MOHA, provincial and district governments, other tripartite partners (KSBSI and APINDO), and a wide variety of civil society organizations (NGOs). The strongest network has been forged between TBP II and the 56 Implementing Partners. Second to this is the network established between partner national government ministries and a few provincial and district governments (West Java, Jember, Serdang Bedagai, West Bandung, Sukabumi, and Lampung Tengah).

e) Success at creating interest at the local and national levels

130. Generating interest in child labour issues at the national and local levels has been a slow process, but TBP II staff constantly sought opportunities to have input into strategic policies, programs, and

legislation at the national level and at the district level through the influence generated from Action Program activities. In some cases, Implementing Partner leaders already had close contact with key members of the district government (e.g., Serdang Bedagai). Capacity building activities have been carried out through APs and through direct implementation by TBP II staff (cf. Annexes G and H). Awareness raising activities have occurred frequently during the project (cf. Annex I), often concentrated around the commemoration of World Day Against Child Labor (WDACL) each June.

f) Mainstreaming child labour issues into education, poverty reduction, alternative employment

131. Through such national government programs as the PNPM, PKSA, PPA-PKH, and PKH, the project has succeeded in bringing child labour concerns into education, poverty reduction, and alternative employment endeavours. Children have sometimes been successfully removed from the WFCL only to take up better employment, rather than return to school. This is particularly true for the 15-17 year olds, where the issue is generally that of exploitative or hazardous labour. While the project has relied on various kinds of educational programs, including vocational training, to improve children's chances of decent employment, it is not expected that all working children will continue their education or that they will not return to work within a short time after completing the educational activity they have received under the project. The issue is whether their work is no longer exploitative.

g) Activities to strengthen Corporate Social Responsibility activities in child labour issues

132. An Action Program with YILB (Foundation for a Better Indonesia) carried out an assessment of current CSR practices and its main practitioners, but this was not done with Indonesia Business Links as originally expected. A survey was sent out to over 150 private companies and some 70 responses were received. Of these about 30 companies in the five provinces of TBP II activity were approached in person by YILB consultants. Three 2-day workshops were held in North Sumatra, Jakarta, and East Java to introduce company personnel to child labour issues and how they might employ CSR funding to help in eliminating the WFCL. Capacity-building of managers from these companies was carried out in these workshops, as well as awareness raising. Following this and continuing to end of project, TBP II has been engaged in linking and matching CSR programs with implementing partners to fund direct actions at the field level. According to the output indicators, some 26 companies instead of the 10 targeted have made use of research, knowledge, and tools provided by TBP II, but only 9 companies of a targeted 20 are using CSR monies to fund child labor-related activities. The target was apparently overly ambitious, given the current relatively low level of interest in funding CL activities among private sector entities.

3.4.3 IO #4: Increased awareness of the worst forms of child labour and the importance of education for all children

133. The two indicator targets for IO 4 and the four for Outputs 4.1 and 4.2 have been reviewed earlier in Section III B. Final project statistics (to July 31, 2011) reveal that both objective-level indicators were easily achieved, while two of the four output targets were not achieved.

a) Status of work plan activities

134. The project document and succeeding project work plan specified 15 activities under IO 4. According to the latest work plan results (cf. TPR 7 – April 2011), two activities had been completed, one had been dropped, one was in preparation, and 11 were reported as ongoing and would be completed by end of project. Annex D presents the current status of these activities.

b) Activities carried out

135. According to the specific activities reported in the seven TPRs, TBP II engaged in a greater number of activities of all types under the awareness-raising objective than under the other dimensions of the enabling environment. Annex I contains a full listing of these activities as reported in the TPRs. According to Annex I, some 36 major awareness-raising activities, many with multiple components, were carried out during TBP II. These activities are in addition to those prescribed for IPs in their Action Program summaries. AP activities are carefully outlined in each program summary and often include community-level awareness raising linked to the withdrawal or prevention activities to be employed.

c) Effectiveness at stimulating interest and participation in the project at the local and national levels

136. The TBP II project, as well as the TBP I project that directly preceded it, is well known in its partner national ministries (MOMT, MONE, MOSA, MOHA, and MOWE/CP). Its connection to an international organization of the United Nations helped it considerably in its dealings with government at all levels. At the national level and in the provinces and districts in which it worked, the project obtained the necessary permission to implement activities through memoranda of understanding. One of the hurdles at the national level was the official connection through the core MOU with the MOMT, the counterpart agency to the ILO. A separate arrangement was made with the MONE, in order to develop guidelines for implementing bridging, remedial, and pre-vocational programs in schools.
137. There is no doubt that local communities and primary and junior secondary schools were stimulated by the presence of IPs and their activities, although some rural communities and plantation companies were at first suspicious of IP motives. District governments generally welcomed the attention and assistance they received in addressing issues that all recognized as worthy of attention. However, most local governments are unwilling as yet to fund similar activities of withdrawal and prevention, although much of this depends on referral to relevant government services already in place and empowered to act.

d) Relevance of commissioned studies in national debates on child labour

138. A number of studies were commissioned in support of TBP II. Five baseline studies were commissioned on street children and child labour in various types of plantation agriculture. Following this, TBP II funded an assessment of mechanisms to monitor child domestic workers at the local level. Other studies completed in late 2009 and early 2010 included compilation of eight good practices (see Section V) in combating child labour through education, a survey of child domestic workers in Tanjung Balai district in North Sumatra (actually commissioned by other stakeholders), diagnosis of the existence of child labour in cocoa plantations, and review of implementation of ILO conventions on child labour. Finally, three studies were carried out late in the project: rapid assessment on the incidence of child labour in commercial chicken raising in Serdang Bedagai (North Sumatra); a study of boys' prostitution in Indonesia; and a review of the school attendance systems at the policy and school levels and their relationship with child labour. All of these studies are relevant to national debates on child labour and to future actions taken to eliminate it.

e) Promotion of planning, monitoring, and evaluation tools to the NAC and other partners

139. The NAC has participated in approving all Action Programs under TBP II, although some members expressed frustration in only being able to approve or disapprove. Given the considerable emphasis on quantitative targets for withdrawal and prevention, TBP II could not spend additional time in involving a host of social and governmental partners in working through the AP proposals. Moreover, the first of these APs did not get underway until September 2008. IP proposals required considerable refinement in

most cases and many postulants could not be accepted for lack of proposal skills or inadequate experience. Two years of prior existence were required of NGO partners.

140. The Direct Beneficiary Monitoring and Reporting system tool has been shared with partners and government, as well as all members of the National Action Committee. Attempts to develop a Child Labor Monitoring System for the CCT program were also made, but none was accepted. However, the DBMR has been adopted by the Save the Children Education Initiative project in Central Java to record and monitor beneficiaries. This is also a USDOL-funded effort. Beyond this, the DBMR has been adopted by the Ministry of Social Affairs to monitor beneficiaries under its PKSA program.

f) Project influence on national data collection and poverty monitoring

141. The project has succeeded in placing a special Child Labour Survey module into the last Labor Force Survey (SAKERNAS in 2009), which was quite well received. It is hoped that such a component will remain in the Labor Force survey in future rounds. Various IPs have conducted local poverty and child labour assessments, in order to target their future child beneficiaries. One of the discoveries in CCT areas has been some lack of correspondence between the poorest families in a given area with the BPS-identified poorest households that are selected as CCT families. It does not appear, however, that any of these local IP assessments have had much influence on national data collection and poverty monitoring. Such was not the intention, however, and any feedback to the BPS on its household findings would have been purely fortuitous. Moreover, IPs apparently did not use the existing ILO tool “Community Economic Assessment Guideline” to identify local economic potential and markets that would govern the selection of vocational training courses or the creation of income generation groups. The use of this tool was not required by TBP II, and local economic assessments were carried out by the IPs themselves using their own proven tools.

3.5 Monitoring and Reporting System

142. TBP II tracked the progress of its numerous objectives, outputs, and activities through periodic reports supplied by IPs and core project staff to the Monitoring and Evaluation Officer in the PIU. Biannual progress reports summarized accomplishments as they occurred during the life of project. Objectives and outputs had numerical targets that could be compared to results and degree of accomplishment noted. The end-of-project results for these indicators are presented in Annexes B and C. The heart of this project, however, revolved around the number of children withdrawn or prevented from the WFCL for which a special monitoring and reporting tool was developed. This tool also tracked adult beneficiaries where appropriate.
143. In its early stages, TBP II developed a new management information system known as the Direct Beneficiary Monitoring and Reporting system (DBMR). This had not been used under TBP I. Guidance on the system was published by the project in 2009 through ILO Jakarta. The first 30 pages are devoted to background, definitions, and explanations. The next 40 pages present the various monitoring forms and how to fill them out.
144. A red form (Formulir Monitoring Anak – Penarikan) monitors individual children that have been withdrawn from child labour, a green form (Formulir Monitoring Anak – Pencegahan) monitors children that have been prevented from entering child labour, and a blue form (Formulir Monitoring Orang Dewasa) monitors adult beneficiaries of the project. For children there is a child beneficiary initial status form followed by a monitoring form. The withdrawal status form gathers information on the beneficiary and family, education, work, health, abuse/harassment, knowledge, attitudes, and behavior (KAB), and the services targeted to the child. The KAB questions deal with whether the child would like to stop working, whether current work is harmful to his/her health, whether working was the child’s own idea,

whether the child would like to go to school and whether that would be better than working, whether the child is confident that he/she will have a good future if continuing to work, if the child thinks that skills training would help him/her to get a better job, and what the child would like to be as an adult. The prevention form gathers background information on personal and family life, education, knowledge, attitudes, and behavior, risk factors, and services targeted to the child. The KAB questions focus on aspiration for educational level and type, certainty of achieving it, and what the child would like to be as an adult. Monitoring forms for both withdrawal and prevention record the quarterly progress of various types of services delivered to the children.

145. The adult beneficiary monitoring form has an initial section on status, in which background information is gathered on personal and family characteristics, knowledge, attitudes, and behaviours when enrolling, and services targeted to the beneficiary. The monitoring part of the form tracks on a quarterly basis the type of livelihood service received (start your own business, improve your business, creation of women's group, creation of credit union, and support in kind to start or improve a business). Each quarter the type of service received is noted along with an assessment of progress. When exiting the program, data is collected on knowledge, attitudes and behavior to compare with entry information. The seven questions in the KAB in the status and monitoring sections focus on the person's knowledge of number of years of compulsory education for children, importance of education for children, age at which children are allowed to start fulltime work, whether it is more important for boys or girls to complete junior secondary school, whether there is a law on the age at which children should not work, whether work can be bad sometimes for children, and why the person has not been able to put or keep his/her child in school (if the case).
146. The general impression gathered by the evaluation team from IP personnel is that these forms are onerous for field staff, yet they seem eminently simple and functional. The problem probably arises in the large number of children monitored every quarter and from the need to record these data electronically for transmittal to the central project staff in Jakarta. Field staff definitely struggled at times with the software and usually kept backup forms on Excel spreadsheets. In some cases, hardware purchased by IPs did not have sufficient memory to process a large number of data on a large number of child beneficiaries.
147. On balance, the evaluation team feels that the DBMR is a reasonable and useful monitoring tool, if software problems can be avoided. The level of data gathered on each beneficiary seems to be manageable and quarterly monitoring should not be a burden, except in cases where the IP is dealing with a very large number of beneficiaries, all of whom have to be remembered in detail and their specific information provided by field workers without error. Monitoring smaller numbers of adult beneficiaries is probably easier for field workers, but they may also be charged with monitoring numbers of children in their APs, in addition to adults in groups. The experience of various IPs with the use of this monitoring tool should be gathered before or shortly following the end of TBP II. A simple survey sent to the various IPs on this experience is one way to generate comparative information.

3.6 Relevance

Validity of project approach and potential for replication

148. The multifaceted approach taken by TBP II is logically sound and addresses the key dimensions of reducing or eliminating exploitative child labour. In addition to direct action programs, this holistic approach focuses on policy, institutional, and legal change, capacity-building of key organizational and individual actors, and awareness raising of target groups ranging across a wide gamut from government officials, employers, employees, teachers, children, and the public as a whole. Taken together these four dimensions of social change should be sufficient to bring about desired results over time.

Extent of problem and needs resolution through project

149. While the project nearly achieved its quantitative withdrawal and prevention targets, the pace has been slower and irregular in the three dimensions of the enabling environment. This is partly the fault of project design, because targets were clearly a little ambitious, with only 12 of 27 indicator targets met by project end under the enabling environment. However, this apparent lack of achievement also has a good deal to do with the immensity of the problem and the slow pace of transforming awareness into political will, political will into political capacity and resources, and capacity and resources into effective actions to eliminate child labour. The project worked in 21 districts and municipalities out of 502 (4.2%) in Indonesia. The importance of influencing district governments to take appropriate action must not be underestimated.

Fit with needs, roles, constraints, resources of target groups, and mainstreaming with partners and government

150. Having decided to focus on children in the four sectors of current activity, TBP II identified its specific target groups in each area through the assessment activities of its IPs. Baseline studies were carried out in plantation areas and on street children. No baseline study was, however, carried out on child domestic workers (CDWs), a major target group in Jakarta, Lampung, and West and East Java. Rather, IPs chosen to implement action programs focused on withdrawal relied on local volunteers and project social workers to proceed door-to-door to survey the presence of these workers in selected high-risk neighbourhoods. These initial assessments to identify future beneficiaries were, in fact, de facto baseline studies, and they could be carried out informally by persons already well acquainted with their neighbourhoods.
151. Some mainstreaming of limited numbers of self-help economic groups has occurred in both East Java and North Sumatra. The NGOs dealing with rehabilitation and reintegration of victims of sex trafficking, such as YKAI in Jakarta and Bahtera in Bandung, employed their own proven methodologies in withdrawing and rehabilitating sex workers and will continue these efforts through other funding sources. Some of the NGOs withdrawing CDWs have now developed a good deal of experience in networking with cadres from the PKK (Women's Organization) and other local volunteers. While one cannot speak here of mainstreaming, there is potential for sustainability of lessons learned through continued education and vocational training activities for withdrawn CDWs. On the other hand, except in the education sector there is little mainstreaming of project activities into government activities. One exception to this is the PPA-PKH child labour withdrawal program of the MOMT, limited as it is for the time being (3,360 children nationwide in 2011). Beyond this, four self-help economic groups have been mainstreamed into a national village banking program in Jember district (East Java).

Correspondence to real needs of beneficiaries and stakeholders

152. The fundamental cause of child labour is family poverty, and this was not directly addressed in most APs. Five IPs in East Java implemented components in their withdrawal and prevention programs that targeted the economic livelihood of parents. West Java had at least one IP with such a component in Rongga sub-district. Two IPs specialized in microfinance in North Sumatra and three in Jakarta worked in tandem with IPs working on prevention and withdrawal of children.
153. The issue of poverty was thus only tangentially addressed in TBP II and could be strengthened in a future project addressing child labour issues. Several different models were tried, but the savings-led model used in North Sumatra seemed most promising for replication and sustainability. In both North Sumatra and East Java some self-help economic groups were mainstreamed into governmental microfinance programs. Moreover, in East Java a district regulation was endorsed in April 2011 in Jember on

“General Guidance of Capital Support Management for Community Microfinance Institutions (CMFIs). The regulation includes an article that members of CMFIs should strive to send their children to school through nine years of compulsory education and support elimination of the WFCL.

Contribution to gender equality

154. Gender issues were appropriately addressed by IPs in their Action Program activities. When queried by the evaluation team, Implementing Partners always knew the sex breakout of various groups of beneficiaries. They were aware also of issues of gender roles in mobility, parental expectations, and access to education. Self-help economic groups consisted exclusively or primarily of women as is the standard practice in microfinance. The sex composition of the target groups in various child labour sectors was understood, and outreach involved appropriate cadres, social workers, or IP facilitators. In the sector of child domestic workers, primarily girls, cadres from PKK were often used to survey neighbourhoods and enrol girls in transitional education. In the plantation sector, in which boys predominate, local IP facilitators were generally young men. This is true also for street children, where boys are most common. On the other hand, sexual trafficking involves girls primarily and withdrawal and rehabilitation services were designed accordingly.

Contribution to poverty reduction

155. According to the three indicators under the project output concerned with increasing economic security for families with children at risk of entering exploitative labour, 2,759 parents participated in livelihood training programs, but only 1,677 actually increased their income. This low figure is a bit unusual given the village banking and savings-led microfinance methodologies employed. In the case of the credit unions organized in North Sumatra, in at least one case participants were not very clear about their savings and profits. If projects are carried out with persons without any preceding business activities, failure rates are much higher and may approach the figure in this project (39%). Not having increased income certainly constitutes a failure. Normally, participants have already engaged in petty business activities before forming microenterprise groups. Some 22 self-help groups by end of project were found to have at least Rp. 10 million (\$1,176) in collective savings. No average figure for group size is given, but the various income-generation activities carried out through APs produced 22 self-help groups. Four of these groups were mainstreamed into the local governmental village-banking program in Jember district and others may follow.

Contribution to national priorities

156. There has been consistency in adoption of national policies in favour of children. Presidential Decree #36 ratifying the Convention on the Rights of the Child in 1990 was followed by the signing of Convention #138 on the Minimum Age for Employment (Act #20 in 1999) and ILO Convention #182 on Elimination of the Worst Forms of Child Labour (Act #1 in 2000). These were rapidly reinforced by Act #23 on Child Protection in 2002, Act #13 on Labour Force in 2003, and Act #21 on Trafficking in 2007. The National Action Committee to implement Convention #182 was created in 2001 and a National Plan of Action drawn up in 2002. TBP I and II have been fully focused on assisting the GOI to implement its Action Plan.

Project fit with NAP, national education, and anti-poverty efforts

157. TBP II is at the heart of the NAP and has placed child labour concerns into the new National Education Plan for 2010 – 2014, as well as into the Midterm Development Plan (2010 – 2014) produced by BAPPENAS. Efforts under TBP II compared to TBP I began a modest shift to increased inclusion of actions focused on poverty alleviation, as explained under Section F4. This is recognized as the single-

most important cause of underage or hazardous child labour, along with traditional parental attitudes toward their children's responsibilities. The emphasis in TBP I and II has been on the very real need to take rapid action to withdraw and prevent children from the WFCL and to create a policy and institutional environment that can sustain and grow these accomplishments. Economic empowerment of local communities is often a longer-term focus. However, increased inclusion of large-scale and replicable anti-poverty activities in future child labour projects is likely and warranted. This is true because a large number of microfinance models has been developed by international NGOs, such as Plan International, CARE, Save the Children, and many others. These models can be introduced into communities and relatively rapid and large-scale economic improvements for micro entrepreneurs, often women, can be realized in the space of a three to four year project.

Indonesia Decent Work Country Programme

158. The TBP II project and its predecessor TBP I are directly relevant to the ILO Indonesia Decent Work Country Programme (DWCP). Under its first priority of stopping exploitation at work, TBP II directly supports one of the two DWCP main areas of intervention, to wit: "Tackling the Worst Forms of Child Labour: implementation of the National Action Plan on the elimination of the Worst Forms of Child Labour." The first phase project (TBP I) mapped the existing situation, increased public awareness, and developed and implemented a program against the WFCL in five sectors. The follow-on TBP II continued this work, but tightened its geographic and sectoral focus. Both TBP I and II collaborated with the MONE to ensure that educational dropouts left work and returned to basic education. These two projects have been the priority tool in DWCP's emphasis on stopping exploitation at work.

3.7 Sustainability

Overview

159. Sustainability of project accomplishments is often elusive, due primarily to the end of funding. An implementation structure created to respond to an external donor funding source is rarely sustained by government or non-governmental organizations. Numerous district governments have watched TBP I and II implement a variety of Action Programs to withdraw or prevent children from the WFCL, but they have rarely gone beyond creating an Action Committee. Even when decrees proclaim an end to child labour within 10 to 12 years, planned budgeted actions to continue the activities of the 67 APs of TBP II are virtually nonexistent. Few of the implementing NGOs can realistically be expected to sustain their AP activities in the absence of external funding, although such funding does not mean continued USDOL or IPEC support. There are few cases of district governments ready to support these NGOs, at least not in the 2012 budget exercise.

Sustainability Matrix

160. Since its first Technical Progress Report in March 2008, TBP II has included in its TPRs an annex containing a "project sustainability matrix." Its most recent updated version is found in TPR 7 for April 2011. Objective by objective the matrix presents the conditions for sustainability, further actions by institutions and partners involved in sustaining project outcomes, the process by which sustainability can be monitored, and the status of sustainability elements.
161. TBP II indicates in its latest sustainability matrix that whether children withdrawn or prevented from labour are educated depends on actions taken by the government to "tackle barriers to education and ensure availability of education." However, the issue of how working children are to be sustainably withdrawn or prevented from child labour is not addressed. The assumption appears to be that if access and availability of education are greatly increased, children will be unlikely to drop out and enter the

labour force, particularly before the age of 15. This may be true to some degree, but the issue of perceived opportunity cost of sending children to school for very poor families remains relevant in the absence of strategies to improve economic wellbeing on a broad scale. The recent SMERU study also indicates the degree to which many children drop out of school because of their own need to generate income to purchase desired material goods (cell phones, clothes, watches, motorbikes, etc.).¹²

162. In order to sustain the drive to prevent educational dropout and reintegrate dropouts back into educational alternatives, the GOI has taken action in recent years to make education more accessible by requiring nine years of basic education (through junior secondary school), in establishing the BOS (School Operational Fund) to dispense with tuition, establishing scholarships for very needy children (BMS), by creating One-Roof Schools to increase access to junior high schools, by requiring that 20 percent of the national budget be for education, and by creating the CCT Program in which a stipend is paid to poor families if their children are kept in school. In 2010 the CCT Program was expanded to cover 13 provinces. The new Education Strategic Plan for 2010 – 2014 includes components that provide a subsidy to widen access to quality formal and non-formal education, while also strengthening and expanding alternative education and life skills programs for children out of school. Increased focus will be place on underdeveloped rural areas where there has been a high rate of academic drop-out. In 2011 the government has provided scholarships for 2.7 million poor students from elementary schools, 1.3 million from junior secondary schools, and 700,000 senior secondary students.
163. APs under TBP II have assisted schools in various ways to provide additional services to CCT and other at-risk students that remain in school. TBP II has also developed transitional education modules (bridging and remedial) that have been endorsed by the MONE and can be used in future to prevent drop-out and perhaps permit some return of drop-outs. The MOMT is implementing its own CCT support project (PPA-PKH) that withdraws child labourers, sends them to a one-month rehabilitation program, and then places them in formal, non-formal, or vocational schooling. The PKSA program of MOSA has been developed to deal with an array of children with special needs, including street and trafficked children. This may provide some sustainability to TBP II activities in those sectors.
164. Beyond the issues of increased availability, access, and quality of education, there is the issue of employability of children after schooling. The TBP Sustainability Matrix points to existing programs by employers' organizations, other ILO projects (e.g., the EAST Project), and the work by the MOMT to mainstream older child workers into the government's Vocational Training Centers.
165. The issue of job availability beyond schooling largely surpasses the actions undertaken during TBP II. The assumption has been that underage children must not work and should return to school. Children of working age should be removed from hazardous work and be given new educational or employment opportunities. One way to improve working conditions is through skills training. Job opportunities are limited, even for those completing high school and vocational training courses. Entrepreneurship training for youth and parents is one way to help keep children out of exploitative labour.
166. In respect to sustainability of activities in support of IO 2, the TBP II project points to the existence and activity of the NAC, Provincial Action Committees, and a number of District Action Committees. While most Indonesian provinces now have a PAC for the elimination of the WFCL, only about one-third of districts do so. Even when DACs exist, however, they do not usually have an Action Plan. There is much work to be done to sustain the institutional momentum to eliminate the WFCL.
167. Budget allocations related to child-labor issues are increasingly common at the national level, in part because of TBP II advocacy efforts. Placement of the elimination of child labour as an action program in

¹² SMERU. 2011. "First Rough Draft of ILO-IPEC Exploratory Study." August 25, 2011.

the Midterm Development Plan is a strong case in point. The MOMT program to withdraw child labourers in support of MOSA's CCT Program is another example. However, effective actions must be taken by district governments, if the 1.7 working children in Indonesia are to be safeguarded and offered new opportunities. District government actions must be budgeted at the local level, and this appears to be the biggest impediment to short-term sustainability of project activities on the ground. For example, the AP with the Sukabumi District Office of Education to support One-Roof Schools with remedial classes and pre-vocational and life skills training was not sustained this year in the district budget, although promises have been made for 2012 or 2013. If there was a time to continue the excellent and highly appreciated work in these remote schools in Sukabumi, it was in the 2011-2012 school year. Budgets, however, are drawn up well in advance and there may not have been time to sustain last year's program through government funding this year.

168. The TBP II Sustainability Matrix also refers to the need for sustained and regular analysis of data on child labour trends as part of national and provincial-level policy and program discussions. The results of the 2009 Indonesia Child Labor Survey were published in early 2010 and a national dialogue was held aiming at future regular collection of child labour data in an established data collection exercise. Its inclusion in the next Labor Force Survey (SAKERNAS) will be a good sustainability indicator.
169. TBP II sustainability plans also include maintenance and expansion of a process of child labour monitoring by districts and communities. Attempts made through APs to establish such a system in communities or in local governments do not as yet appear successful, or at least not sustainable. A case in point is the CL monitoring groups in North Sumatra. The attempt to build child monitoring systems into CCT operations has also not been successful. The reason for lack of community monitoring lies in the absence of reinforcement of such activities once APs cease working in communities. Lack of CCT compliance has to do with its mandate to track and report on the poorest families, keep their children in school, and ensure their children's basic health, not to track children's labour force participation and work characteristics.
170. With respect to IO 3 on capacity building of stakeholders to continue actions against child labour, the TBP Sustainability Matrix indicates that national and local structures have been established and continue to function effectively. While many of the districts in which the project has operated these last four years have District Action Committees, none has an endorsed Action Plan yet and only six of 21 have adopted local regulations having to do with child labour, protection of women and children, and trafficking.
171. It is true that the necessary policy and legal framework to take action against the WFCL are already in place at the national level, largely in response to Convention #182 and the hard work of two ILO/IPEC support projects since 2003. The MOHA regulation in 2009 establishing guidelines on the establishment of regional action committees and action plans provides the institutional framework, but budgets must follow for provincial and district departments. Moreover, district governments tend to require specific local legislation before taking budgetary actions. The MOMT engages in some allocation of funding to provinces and districts to assist in the creation of committees against child labour or to support the functioning of those already in place, but the pace is still slow.
172. The lack of human and financial resources in labour inspection still limits its effectiveness in suppressing child labour. Currently, the MOMT admits that its labour inspection activities do not go beyond the most important companies of the formal sector. Given that most exploitative child labour is found in the informal sector (70 % of the Indonesian economy) and in the supply chain to large formal-sector companies, inspection is not effective. The 2010 focus group discussions held with labour inspectors in Jakarta and North Sumatra indicate that there is essentially no inclusion of child labour in inspection

activities at the local level.¹³ Enforcement is key to eliminating child labour, but MOMT resources are far from adequate to the task.

173. The MOMT PPA-PKH program, expected to withdraw up to 11,000 children from child labour in 2012 is still dealing each year with well less than 1 percent of estimated child workers in Indonesia. At this rate it would take more than 100 years to withdraw all children. Moreover, in spite of national legislation requiring a mandatory nine years of basic education, perhaps half of school-age children drop out in the transition to junior secondary school. For rural students, this is largely due to the increased distance and transportation costs involved in accessing the secondary level, since tuition is free through junior secondary. The MONE school inspectorate must, however, insist on regular review of attendance records and district governments will have to enforce the obligation to be in school. The CCT program will certainly be able to influence this process of retention and should cover the whole of Indonesia, but the continued provision of additional services, such as the remedial classes and life-skills training given under TBP II, is not assured. Moreover, the recent SMERU impact study, while preliminary, appears to indicate limited impact of TBP II activities on CCT and non-CCT students.¹⁴
174. There are clearly lessons learned under TBP II regarding NGO and community linkages, as well as cooperation between NGOs in certain interventions, but NGOs will need sustained funding. While this could come from government, this is still far from common and will not fund the bulk of AP activities under TBP II. This does not mean that the intervention models developed under the project have not been successful. MONE and MOMT are aware of these interventions and will need to find ways to link or match national actions with district governmental actions. An institutionalized structure to sustain educational initiatives involved in withdrawal and prevention of child workers does not yet exist. Prevention, however, is exclusively educational, since the objective is to retain children in schools and provide them additional life skills (hard and soft) to recognize and deal with labour conditions when they are of age to work.
175. The TBP II Sustainability Matrix indicates that sustaining media coverage of child labour issues will be key to continued awareness raising of the general public. Annex I contains a long list of awareness raising activities carried out over the course of this project. One of the biggest awareness raising occasions has been connected to the annual celebration of World Day Against Child Labor each June. Media coverage of this event in 2009 generated 18 newspaper articles, 36 web-based articles, four radio programs, and three television programs.¹⁵ There have also been other activities, such as parades and marches. This ensemble of activities can be sustained through ILO Jakarta in the absence of TBP II. Occasional radio programs can also be maintained by ILO.
176. The APs implemented during TBP II normally contain an explicit component of community awareness raising and often of community organization. No studies or surveys have been carried out locally to demonstrate impact, but it is clear that NGOs and local communities in project areas are now far more aware of child labour forms and dangers than previously. Parents in communities involved in AP activities often were not aware of the legal age to work or the nature of hazardous employment. Social pressure locally will now work more effectively in AP areas in favour of retaining children in school through nine years of basic education or at least to age 15.

Capacity and knowledge building of national stakeholders and partner ownership

¹³ ILO. 2010. "Summary: Review on Current Labour Inspection on Child Labour in Indonesia."

¹⁴ SMERU. 2011. "First Rough Draft of ILO-IPEC Exploratory Study." August 25, 2011.

¹⁵ IPEC. 2009. "Media Coverage: World Day Against Child Labour 2009 in Indonesia." Pp. 1-6.

177. In the absence of future TBP II activities or a successor project, it is unclear how capacity and knowledge building of national stakeholders will be sustained. Clearly, the MOSA and MOMT are dealing directly with working and street children and their activities will generate lessons learned for all stakeholders. MONE will continue with its efforts to strengthen the quality of the educational system, reduce drop-out, and retain students through at least junior secondary school. If successful, future child labour problems will deal only with hazardous labour. Widespread use by schools of bridging and remedial guidelines piloted under TBP II will automatically assist in reducing underage child labour. Use of the 3R or similar life skills course in civic education or as a separate extra-curricular activity will assist in raising children's awareness of exploitative work situations, when they do begin to work after completing their nine years of basic education. Eventually, it is likely that both national and district governments will adopt a regulation requiring 12 years of education, as was done in Serdang Bedagai district during TBP II.

Promotion of private sector/employer's organizations support to NAP

178. This is an area that needs to be further strengthened under future efforts to support the time bound program. At this point the 20-year process is nearly at its halfway mark and two successive support projects have developed models and best practices. There is no doubt that government alone would not have produced these achievements in the absence of TBP I and II. The AP with YILB produced some progress in exploring the possibilities of linking the CSR desires of medium and large private companies, but this process needs to be strengthened. How this may occur in the absence of TBP II is unclear, particularly with the imminent end of the ILO EAST project. Greater linkage in future with APINDO, the employers' organization would also be useful in convincing companies to fund CSR activities in withdrawal and prevention or to work with suppliers to eliminate hazardous or underage child labour in the supply (or marketing) chain.

Next steps defined by local and national stakeholders to continue efforts

179. Next steps by government stakeholders will include expansion of the PKSA, PKH, and PPA-PKH programs at the national level and probable expansion of bridging, remedial, and pre-vocational courses in schools by MONE and district governmental education departments. There has been sufficient exposure by national and many district governments to TBP activities to ensure replication of models and activities, but these initiatives will need to be budgeted in the face of competition from a host of competing issues and limited means. Some steps have been taken, however, to move aspects of the TBP experience forward. (1) MONE has expressed interest in applying the pre-vocational training module nationally (used by TBP II in one-roof schools), and the project has worked with MONE to refine the module; (2) PKSA has learned from the project that providing quality training skills complemented by life skills training has great impact on street children; consequently PKSA has plans to replicate this TBP II training model, including the collaboration of the International Garment Training Centre in skills training; (3) PPA-PKH has strengthened the structure of its activities for children in the transition shelters by including the 3Rs life skills component in its activities. Next steps by employer's associations, labour unions, NGOs/CSOs, and private companies that may sustain some TBP II achievements should include first and foremost a continued focus on the WFCL as an important societal issue. Second, these entities should continue to lobby government for a legislative, policy, and regulatory framework that keeps pressure on local governments to carry out effective actions that implement at least the spirit of national regulations. Third, these entities should also carry out awareness-raising campaigns with their constituents, but they will only do this if they see the WFCL as an important issue among their priority issues. Fourth, these non-governmental institutions can continue to reinforce institutional structures within themselves or supported directly by them to take many of the actions demonstrated by the TBP II project. The ILO Office in Indonesia can continue to lobby these entities to take these actions, even in the absence of the project.

4. **Additionality and Value-added of TBP II to the CCT Program**

180. The study conducted by SMERU in parallel to the TBP II final evaluation was designed to complement the evaluation by examining the value-added of pairing TBP II prevention activities with the CCT Program. The study was conceived as “a rapid qualitative study...as an exploratory exercise for preparing a more comprehensive impact evaluation study.”¹⁶ In addition to exploring key questions and research methodologies to be used in future, the study was charged with identifying preliminary impacts of the CCT Program when combined with TBP II prevention activities. The conclusions and recommendations of the study follow here, but the full presentation and critique of this study are found in Annex K.
181. The concluding chapter of the study provides conclusions and policy relevance. Not surprisingly, the major conclusion is that child labour and working children have much to do with parents’ economic situation, the development and proximity of labour intensive industries, the inconsistency of various governmental regulations related to children, community perceptions of what actually constitutes child labour, and traditions that perceive children as a productive part of the household unit. The conclusion goes on to state that although the major alternative to child labour within or for the household is schooling, this is not always accessible because of distance, cost, or early marriage, particularly after primary school. In some cases, children are left largely to their own devices because their parents have migrated or work full time in local factories. In other cases, children drop out of school because of peer pressure or a desire to have money to spend on personal material possessions.
182. The concluding chapter goes on to review the ways in which the government has attempted to keep children in school by providing an operational subsidy to schools, scholarships for poor student s, and conditional cash transfers to the poorest households. Based only on qualitative findings and without discussing what the control schools revealed, the report concludes that in spite of pairing TBP II activities with CCT household children, there are still “many cases” where children have dropped out of school or do not continue on to the next level. Indeed, some dropouts have benefited from all programs intended to keep them in school, including CCT, BOS, BSM, and TBP II.
183. The concluding chapter proceeds to repeat the unsurprising finding that issues of child labour, working children, and education in the four sample villages are complex. The study does conclude, however, “that the ILO-IPEC [TBP II] program does not have big impact on reducing child labour incidence.”¹⁷ The explanation for this is that the “design and size of the program is not comparable to the complexity of [the] problem it tries to solve.” The study notes that since the program only addresses children, it fails to address a number of other factors in a complex web of causes involving family and community attitudes toward education and child labour, factory owners, local government, employment agents, and household poverty confronted with escalating material needs. Nevertheless, the study also concludes that to some degree children’s perceptions of the dangers of child labour have been increased. Unfortunately, even thus enlightened, children are “still unable to escape from the trap of their destiny.”
184. This preliminary study makes a few policy recommendations. Not surprisingly, it indicates that a “partial treatment is not enough” and that it is urgent to envisage a “comprehensive scheme to handle this problem.” Stakeholders from various ministries should coordinate their activities and a task force should be formed consisting of representatives from different ministries and agencies. However, the evaluation team determined that TBP II has spent a good deal of time at both the national and district levels in working with various ministries and governmental structures to achieve change.

¹⁶ SMERU. 2011. “First Rough Draft of ILO-IPEC Exploratory Study. August 25, 2011. P.2.

¹⁷ SMERU. 2011. “First Rough Draft Report on ILO-IPEC Exploratory Study.” August 25, 2011. P. 43.

185. The study also recommends the need to “synchronize all governmental policies related to children,” particularly policies on the definition of child status and its relation to marriage, employment, education, child protection laws.¹⁸ It does not indicate how this complex task can be carried out successfully and by whom. Presumably this would be the work of the same or another governmental task force. Finally, the study makes a recommendation directly to the TBP II project that it should incorporate family and community in its target groups, in order to reinforce its impact on children. However, the evaluation team noted that TBP II has often included community members and parents in its activities, whether focused on CCT- linked prevention activities, non-CCT linked prevention, or in numerous types of child withdrawal activities.

5. Lessons Learned

- **Withdrawing and rehabilitating sex workers may lead to rapid return to work unless the children are removed to their home areas and unless these home areas are far from their working areas.** Although the number of recovered children is relatively small, the NGOs specialized in this activity have their own methods and contacts, and sustainability of these actions is likely to be high. Police involvement, however, is required and that has been largely lacking.
- **Achievements in policy advocacy often depend on personal contacts and the existence of “champions” within district government and national-level ministries.** The rapid turnover of personnel at the district level makes it difficult to push forward policies and action proposals at that level. Progress has been surprisingly slow in most districts, with a few exceptions such as Serdang Bedagai and Jember.
- **While the Paket A, B and C courses are not considered by the general public to be of equal quality to formal education and this may pose problems for job prospects after completion, it still offers a viable alternative for working dropouts.** Many withdrawn children have been out too long to return to formal education. While not an equal option, the continued use of the non-formal education alternative should be encouraged for many children withdrawn from exploitative labour.
- **Action Programs that have organized local communities through working groups or local committees to push forward the agenda for withdrawal or prevention activities are an important addition to work in schools.** They have left a more indelible imprint in communities than actions that have been carried out largely or solely within schools. Working only in schools leaves the community in ignorance of new activities in its school or schools, reducing impact and sustainability.
- **The presence of Action Committees in provinces and in districts does not inevitably lead to Action Plans and local regulations.** Moving from the Action Committee to concrete steps in districts requires a good deal of political will or influence and this is a much slower process than carrying out a four-year advocacy effort. The presence of Action Programs in districts, however, is a very useful means to move the child labour issue to the forefront of district attention. Specific examples and results can be generated to present to district officials.
- **A partnership between district government and local civil society organizations to carry out direct actions to withdraw and prevent children from exploitative labour is the key to achieving results.** However, this has not yet been achieved. The national government can establish the mechanisms for this partnership and provide seed money.

¹⁸ SMERU. 2011. “First Rough Draft Report on ILO-IPEC Exploratory Study.” August 25, 2011. P. 44.

6. Conclusions

1. TBP II achieved or came close to realizing most of its many targets, particularly in the case of prevention. The project was able to reach 76 percent of its child withdrawal target (4,542 of 6,000) and 95 percent of its prevention target (15,159 of 16,000) by the end of July 2011. Taken together the project realized nearly 90% of its quantitative target for children withdrawn and prevented from exploitative labour.
2. Overall TBP II achieved or surpassed four of 12 Immediate Objective indicator targets and 17 of 32 output targets, an overall success rate of 48 percent. In many other cases, the project came acceptably close to achieving its targets, although falling short.
3. The number of direct action activities carried out under TBP II is impressive and represented a substantial management burden on core staff. Not only were 67 Action Programs carried out successfully in 21 districts and municipalities, but a relatively limited number of project staff also engaged in scores of policy advocacy, capacity development, and awareness raising activities at the national level. The number of APs could be reduced by lengthening their implantation period.
4. The Direct Beneficiary Monitoring and Reporting system is an efficient tool to monitor individual beneficiaries and was well suited to the needs of the project. It does become time consuming when large numbers of beneficiaries are involved in Action Programs, because individual monitoring of each of these beneficiaries is required every quarter.
5. Support to One-Roof Junior Secondary Schools in three districts has proven to be an effective tool in actions to prevent children from dropping out between primary and secondary levels and can be used as a model. This has been implemented through the District Offices of Education and much appreciated, but these districts must now sustain these efforts. If this is not done in these pilot areas, it does not bode well for further progress in moving child labour issues forward at the district level.
6. Most community-level APs made use of the 3R Life Skills educational module, and it was rated highly by all those that used it. Teachers and children alike appreciated its novel and interactive lessons, focusing on the themes of Rights, Responsibilities, and Representation. This represents the successful application of a pre-existing ILO teaching tool for the empowerment of children, youth, and families.
7. TBP II and its predecessor support project have been relatively successful in developing the national policy and legislative framework, but there is a large gap between this national framework and effective institutional and regulatory impact at the district level, even in areas where the project has implemented Action Programs.
8. While achievements in the national-level policy and institutional framework are relatively clear cut, in the absence of baseline and follow-up surveys it is not possible to gauge the overall impact of activities in capacity building and awareness raising. Most capacity building of stakeholders supported the direct actions carried out by Implementing Partners. Activities under awareness raising occurred at all levels from local communities involved in Action Programs up through the district, provincial, and national levels. General public awareness of child labour issues was targeted by publicity campaigns carried out through the media and other events, often concentrated on World Day Against Child Labour in June of each year.
9. The impact of awareness raising activities of Action Programs on parents and community members in remote areas has likely been substantial. Many villagers had little awareness of child education or labour issues, such as years of compulsory education, age of legal child work, types of hazardous labour for children, and what they could do locally to organize action against the

worst forms of child labour. Although anecdotal, observations indicate that community awareness of these issues has increased in AP impact areas.

10. There is no mechanism to evaluate the longer-term impact of the project on direct beneficiaries. The length of time that children withdrawn from exploitative labour will remain withdrawn is unclear and will not be monitored beyond the end of project. The impact of remedial, life skills, and pre-vocational training on longer-term school drop-out and the degree to which drop-out leads to entry into exploitative labour will not be known during the life of project.
11. The degree of project impact on district governments has been limited. While nationwide about one-third of districts have District Action Committees, very few have Action Plans or local regulations against child labour. The sustainability of local accomplishments of Action Program through district governmental actions remains to be seen, but appears doubtful.
12. The income-generation APs or components of APs have not yet been convincingly linked to substantial anti-poverty results in communities. Participants interviewed seemed unclear about their savings and income in those cases examined in the evaluation. The mainstreaming of four village banking groups into a government program in East Java is an accomplishment, but requires capital infusion during start-up. A savings-led methodology similar to that used in North Sumatra would be more effective and much less costly when generalized to a large population.
13. TBP II did not partner to any extent with employers' and workers' unions in the implementation of Action Programs. In part this was due to the unfamiliarity of these organizations with proposal writing, budgeting, and project planning. This was also due to the emphasis on achieving numerical targets for withdrawal and prevention in a relatively short period.
14. TBP II did not develop the linkages it hoped to forge with private sector entities through their Corporate Social Responsibility aspirations. It is clearly unfamiliar for companies to embrace child labour issues, particularly when these are primarily found in their supply chains. More emphasis on involving this sector is warranted in future Time Bound Program activities.
15. Results of the SMERU preliminary impact study on the value added of TBP activities to the Conditional Cash Transfer Program appear to indicate little impact of these activities on CCT or non-CCT children's propensity to leave school prematurely or engage in early or abusive child labour.
16. Sustainability of the work already accomplished and where to go from here were major concerns of IPs in the post-evaluation workshop, as well as documentation of past experience and replication of successful interventions.
17. Participants in the stakeholder workshops also stressed the need to keep attention on the upstream issues of policy, legislation, and normative changes and the need to broaden and deepen audiences for awareness raising. The importance of developing tools to measure institutional change was also noted by stakeholders.

7. Recommendations

1. Regarding Conclusion #3, there is a wealth of Action Program implementation experience that requires comparative analysis by the Implementing Partners in each child labour sector and in both withdrawal and prevention activities. This will require one or more workshops in the final days of the TBP II project, or these workshops could be funded separately and subsequently by USDOL, IPEC, or ILO Jakarta. The IPs will be the central contributors to this process.
2. Also regarding Conclusion #3, future efforts should build on the experience of the existing IPs and mechanisms should be explored to link them in activities. This will probably require more

geographic focus in activities, with several IPs linked sequentially in the same impact areas. USDOL and ILO should seek ways to build on the experience gained over the last eight years, even if a further project is much more focused in time and space. It might decide, for example, to focus only on one or two CL sectors.

3. Regarding Conclusion #4, Implementing Partners should be encouraged to compare experience and lessons learned in the use, usefulness, and cost effectiveness of the Direct Beneficiary Monitoring and Reporting tools to improve the instruments for future use. IPs, USDOL, and ILO should engage in this appraisal.
4. Regarding Conclusion #5, ILO/IPEC should examine the usefulness and impact of pre-vocational activities carried out in One-Roof Schools. Follow-up of some of the child participants beyond the present project should be done by IPs to gauge the impact these activities have on children. The MONE should join ILO in an examination of this program. Teachers in the involved schools should be enlisted to follow-up on participants.
5. Regarding Conclusion # 6, ILO/IPEC and IPs should carry out an assessment of IP experience with the usefulness and impact of the 3R Life Skills educational module, since it was used in virtually all APs. It would be good to know and document for future use where it seemed to be most effective with children and teachers. The cross-cultural use of this tool has great potential.
6. Regarding Conclusion #7, NGOs and CSOs need to develop the capacity to understand and influence the linkages between national policy and appropriate planning and budgeting processes at the district, sub-district and village levels. This will also require civil society capacity to monitor actual local governmental disbursements and expenditures.
7. Regarding Conclusions #8-10 on impact in capacity building, awareness raising, and on direct beneficiaries, it would be well worth the effort to conduct some small surveys and focus groups among various target groups. The IPs themselves should follow-up in one to two years with a sample of their withdrawn and prevented beneficiaries to gain a sense of the permanency of their efforts during TBP II. ILO, USDOL, or other donors should be tapped to fund these activities, if IP or GOI sources prove inadequate.
8. Regarding Conclusion #11, in future activities ILO/IPEC should allocate more resources to providing technical support and capacity building to local governments. Local governmental personnel have to be involved more in activities focused on child labour for sustainability to be realistic.
9. Regarding Conclusion #12, an effective model for savings and income generation for parents, coupled with actions to prevent or reintegrate school drop-outs, has high potential for impact in future projects focused on reducing child labour. This income-generation model should be developed for future use based on best-practice experience in this project and in Indonesia as a whole. The GOI and a variety of international donors, including ILO in further projects, can make use of microfinance methodologies when assisting parents to remove children from exploitative labour. The Village Savings and Loan methodology has even been used in youth empowerment projects in other countries (especially in Africa).
10. Regarding Conclusion #13, ILO/IPEC should strengthen linkages with employers' organizations and workers' unions and involve them as IPs in future activities. If they do not respond as well or as actively to requests for proposals as NGOs, they should be assisted in this process beyond the assistance normally given to NGOs. Since the ILO mandate is to work with these entities, increased efforts should be made in this or future projects to involve them in proposal writing and DME training. Well-rounded sustainability depends on involving these tripartite partners, along side civil society and governmental institutions.

11. Regarding Conclusion #14, ILO/IPEC needs to develop linkages with various private sector entities and direct their Corporate Social Responsibility interests toward reducing child labour. TBP II found that a number of smaller and middle-sized private companies, as well as well known larger firms, have CSR aspirations but do not know how to apply their funding. Since private sector CSR intentions already exist, it is up to ILO and other donors to increase efforts to influence companies to include analysis of child labour in their supply chains and take appropriate corrective actions with their suppliers.
12. Regarding Conclusion #15, a far more comprehensive study on the impact of TBP II prevention activities when coupled with the CCT Program should be undertaken by SMERU or other research organization. It would be especially interesting to compare impact on children from non-CCT and CCT households, as well as between TBP II activity areas and CCT-only program areas. This should be funded by ILO, USDOL or the GOI, or a combination of these sources.
13. Regarding Conclusion #16, sustaining and replicating achievements under TBP I and II over the remainder of the Time Bound Program will depend on identifying clearly what worked and what did not and which activities were most cost efficient in generating durable results in underage withdrawal, dropout prevention (educational retention), and removal of legal-age children from exploitative labour conditions. Given the models already implemented, it would appear enough information potentially exists for the GOI to assume a greater financial role in sustaining and replicating project successes. Given the experience to date, there now exists a critical mass of actors to carry out the remainder of the 20-year program.
14. Regarding Conclusion #17, developing specific means to continue past successful activities, whether in upstream legislation, norms, and mandates, awareness raising of target groups, or capacity building and institutional change will require bringing the stakeholders together in one or more future workshops to focus on how to proceed in all areas. This should be a joint venture of ILO and the GOI and is certainly required if further progress is to be made in the final half of the 20-year Time Bound Program.

Annex A: Final Evaluation of TBP I and Midterm Evaluation of TBP II:

Recommendations and TBP II Response

1. “Developing long-term contracts with a few partners that can mentor, monitor, and assist reporting by small project implementers.”

Although TBP II did turn to some partners that it had used in TBP I, it did not develop long-term contracts with a few partners to mentor and monitor others. It preferred to keep all contracts to between 12 and 18 months with budgets that could be closely monitored. The stated reason for keeping contracts short was that most of these IPs were unknown quantities, and risks could be averted by keeping contracts short and funding levels low and tight. According to one TBP II manager, about one-quarter of these IPs were extremely weak. However, according to the project, no contracts had to be ended prematurely.

2. “Supporting MoMT to set up Action Committees to eliminate the WFCL in the remaining 12 provinces and districts where local government budgets can be mobilized.”

TBP II did continue to advocate with MOMT and district governments to create Action Committees, Action Plans, and local regulations (Perdas). Most provinces already had Action Committees by the beginning of TBP II, but districts have been much slower to create their own. Nevertheless, this has been an explicit objective of TBP II.

3. “Working with MoMT and MoWE to draft a decree to encourage establishment of a Commission for Protection of Children in every province and district and to place the Action Committees for elimination of the WFCL and related Action Committees under it.”

TBP II did not take this route, in spite of a number of child-labor related issues in the protection of women and children and in anti-trafficking measures. However, the more complex the institutional arrangement, the less likely it is to be realized by local government. The project was right to stay focused on Action Committees against the WFCL.

4. “Working with the national teachers union and MoNE to more widely disseminate modules on child rights, child labour, and life-skills.”

TBP II does not seem to have worked much with the PGRI (national teachers union), but it has worked closely with the MONE in the development of guidelines in transitional education and in pre-vocational training in the One-Roof Schools. The 3R Module was used in every local-level Action Program and was well received by students, teachers, and community members because of its interactive activities. In many cases, teachers have built into their civic education modules content from the 3R module, as well as specific material on the dangers of child labour and trafficking. ILO/IPEC worked intensively, however, with the PGRI in the RENGO project. No reason was given by project management for not also working with PGRI under TBP II, but it is probable that the reason is similar to working minimally with employers’ organizations, worker unions, and private companies. The latter do not know how to design and implement community projects nearly as well as NGOs. Performance and timeliness in implementation are issues in any project, usually trumping awareness raising and experimentation.

5. “Working with JARAK to increase their training and monitoring capacity and to improve their website to become a repository for materials generated through the project.”

TBP II worked with JARAK in several activities but did not specifically improve their website to become a repository for materials generated through the project. In fact, the project did not have this as an assigned activity. JARAK’s training capacity has been increased through its interaction with the project.

6. “Working through APINDO to link private company ‘social responsibility programmes’ to vocational and pre-vocational training.”

TBP II did not work through APINDO to increase corporate social responsibility programs in vocational or any other activity. The project did provide training for trade unions and APINDO on how to contribute to child labour elimination. Since the project budget was limited, these activities were funded from other ILO resources. The project engaged YILB (Foundation for a Better Indonesia) through an AP to explore possibilities in CSR and generate further actions by linking and matching NGOs with private companies. As yet, these accomplishments are meager. TBP II did not work with APINDO, just as it did not work much with KSBSI, the federation of unions. The explanation given for this was that neither organization responded to requests for proposals. The fact is that TBP II was under a good deal of pressure to launch APs and reach withdrawal and prevention targets and progress was slow enough within the NGO sector, far more accustomed to responding to RFPs. The first Action Programs began only 11 months after project inception (September 2008). To engage these organizations more, the project would need to make this one of its explicit foci, because of the greater time and work involved in using them in the same way as NGO/CSOs. The issue is not one of interest but rather one of unfamiliarity with the types of APs needed in communities under this project. Faced with a slow start and a large number of activities to carry out, TBP II staff did not have time to spend on bringing non-NGOs up to speed. This kind of added investment will be necessary to engage them in future.

7. “Working with partners to develop more systematic training and monitoring of peer educators and counsellors, and initiating systematic networking among them.”

There was work in some APs to develop peer educators and counsellors, but the project did not initiate systematic networking among them. This is likely due to the focus on reaching numerical targets and the already heavy management load for a limited number of project staff.

8. “Doing DME training with all new partners and short refresher training workshops for all previous partners focusing particularly on the monitoring and evaluation aspects.”

TBP II did Design, Monitoring, and Evaluation (DME) training with all new IPs and use of the Direct Beneficiary Monitoring and Reporting system (DBMR) was a key part of this training. Some IPs continued to have problems with this monitoring and reporting tool, especially with software glitches. The project responded to their requests for help, but all had been given training in this tool initially. The DME training also included training in conducting a situation analysis, designing action programs and drawing up summary outlines for proposals, and finance and administrative issues. It was conducted over five days.

9. “Focusing on the most cost-effective methods and reducing support for those that are less cost effective or not sustainable.”

TBP II has had to be very cost conscious during the course of the project due to the sliding value of the US dollar since official project launch in September 2007. The value of the dollar fell some 15-20 percent during the course of the project.

10. “Reduce the number of children to be withdrawn through the project to 3,000 so that the project can concentrate fully on attaining the other three project objectives and improve scale-up and sustainability opportunities.”

The project requested a reduction in the target value from 6,000 to 3,000, but this was not accepted. Some 4,542 children were withdrawn by end of project (July 31, 2011).

- 11. “Intensify emphasis on the improvement of working conditions so that more children can be considered to be withdrawn from WFCL in CDW and plantations. Increase emphasis on OSH approaches to reduce hazardous work and extend to additional project sites.”**

The project undertook: an OSH assessment; a national meeting with key stakeholders; finalization of an OSH guideline on workplace improvement; training for plantation companies and for community plantations in North Sumatra, Lampung, and East Java; development and use of a training module in four APs in North Sumatra; and three mini-programs to monitor and improve OSH in plantations (North Sumatra, Lampung, and East Java).

- 12. “Include a control group receiving only financial support in the project impact assessment of the CCT program. Compare the dropout and child labour rates with those of children receiving both financial support and the project-initiated extra educational support.”**

This recommendation was adopted in the research design of the CCT special study that ran concurrently with the TBP II final evaluation. The results of this study are reviewed in Section IV.

- 13. “Intensify the efforts at the enabling environment level including ensuring that government officials see the project activities as part of a nationally owned strategy to eliminate the WFCL.”**

Twelve important actions are listed by the project. These range from mainstreaming concerns into the national planning and policy documents through assisting local districts to create action committees, action plans, and regulations to holding meetings with the NAC, ministries, and local governments to mainstream CL concerns or generate local action.

- 14. “During the second half of the project, more effort needs to be directed toward further development and the enforcement of policies, laws, and regulations, particularly at district level. Focus intensively to support the creation and capacity strengthening of the planned District Child Labor Action Committees.”**

Through IPs the project focused on advocacy for District Action Committees in Jember District (East Java) and West Bandung and Cianjur Districts (West Java), and an Action Plan in North Jakarta.

- 15. “Hold a workshop with implementing partners to exchange about their field experiences and learn from each others’ models.”**

TBP II chose to hold IP meetings in each province to stimulate an exchange of experiences. The budget did not allow for the convening of IPs to a central meeting in Jakarta.

- 16. “Establish a mentoring system through which implementing partners with good community organizing skills assist the implementing partners that need capacity strengthening on community organizing in other locations. This may include at least one exchange field visit followed by distance technical support.”**

Some limited mentoring activities were implemented: between two IPs in North Sumatra and between two IPs in East Java and one IP from Jakarta. No others have been reported.

- 17. “Further strengthen capacities of community groups and other local civil society organizations on organizing, simple proposal development, advocacy, and awareness-raising techniques for improved education and reduced WFCL.”**

Informal guidance and TA are provided by project staff when assisting in AP implementation. Two mini-programs were implemented in West Bandung involving capacity building for local community groups. Second phase APs in support of Child Learning Centers (CLCs) were implemented. No other activities have been reported.

- 18. “Increase emphasis on activities on awareness raising to reach a wider audience and deepen understanding. Increase the role of the implementing partners in mass-media activities, particularly at local level, as much as possible.”**

The project produced additional awareness raising materials for AP use at the local level: comics for prevention, and a leaflet for employers of CDWs. IPs were involved in mass media activities in their areas, and the project encouraged and assisted IPs to do more.

- 19. “Allocate administrative and finance consultants to three of the project implementation regions for at least 12 months, if the budget permits. Allocate one to two consultants as field officers to support the work in the two remaining project regions for at least 12 months.”**

The project agreed with the recommendation but was not able to find funds to use to recruit consultants for these positions.

- 20. “Efforts of sustainability will need to be intensified as the project continues after the midterm. To deepen these efforts, it is recommended to hold workshops with a range of stakeholders to provide them with the opportunity to exchange ideas and concrete plans for the preparation of sustainability of the project results. Inviting district officials to attend the workshop can motivate them to work toward greater sustainability.”**

Participation of stakeholders from the district level would be supported in at least two workshops at the national level to discuss lessons learned from the APs in pre-vocational training and in child domestic labour. Other sustainability workshops do not appear financially feasible as the project ends.

- 21. “Strive to establish community groups in each community that can continue to work on activities regarding education and the elimination of WFCL. Increase the number of communities that will include some type of child labour monitoring group. This may be through new or existing community groups and should include older youth representatives.”**

Not all APs included community groups and most did not include a child labour monitoring mechanism outside the DBMR. Child labour monitoring groups were organized by the project in some areas. CLCs with management committees were often created. TBP II would strengthen more community groups once mapped, if funds were available. Nothing more has been reported.

Annex B: Achievement of Immediate Objectives (July 31, 2011)

Objectives	Project Results Achieved	Target	Achieved
Objective 1: Children withdrawn or prevented from entering exploitative child labour are educated	Number of children withdrawn or prevented from exploitative child labour and enrolled in formal and non-formal education programs.	6,000 withdrawn	4,542 M=1,967 (43.3%) F = 2,575 (56.7%)
		16,000 prevented	15,159 M = 7,102 (46.9%) F = 8,057 (53.1%)
	Number of children enrolled in transitional programs but not yet fully withdrawn from exploitative labour	1,000	827
	Percent of children withdrawn or prevented that are retained in relevant educational service or program	80%	88.56% (17,394)
	Percentage of children withdrawn or prevented that complete the relevant educational services or programs	75%	73.12% (14,361)
Objective 2: Program, policy, and legislative framework for child labour are enhanced and better enforced.	Number of plans, policies, programs, and legislation at national and local levels that explicitly include child labour concerns and/or address commitments under ILO Conventions #138 and #182 and relevant ILO Recommendations	30	33
	Child labour monitoring models are effectively integrated into CCT and generate reliable data	10	0
Objective 3: Capacity of stakeholders for implementing action against child labour is improved.	System established and operational to monitor the implementation of the second phase of the National Plan of Action	3	1
	Number of cases of violations of child labour legislation recorded	25	22
	Number of companies that financially support anti-child labour initiatives in target areas	20	9
Objective 4: Awareness of WFCL and the importance of education for all children is increased.	Percent of surveyed children, adults, and community members in target areas whose awareness and attitudes regarding child labour and education have changed positively	20%	80.35%
	Number of research studies conducted addressing child labour related topics	10	17

Annex C: Achievement of Project Outputs (July 31, 2011)

Project Results	Target	End of Project Result
Objective 1: Children withdrawn or prevented from entering exploitative child labour are educated		
Output 1.1: Educational services (transitional or non-formal) are provided to children withdrawn or prevented from entering exploitative labour		
Number of children who were withdrawn or prevented through provision of bridging courses, non-formal learning activities, and other transitional programmes	17,290	13,618
Output 1.2: Educational access, relevance, and quality are improved for children withdrawn and for those at risk of entering exploitative labour		
Number of children who were prevented through improved relevance of education (pre-vocational training)	1,500	1,524
Number of children having received support to overcome barriers related to costs (e.g. transport/uniforms/lunch)	5,090	4,581
Number of one roof schools built or strengthened	6	16
Number of schools that increased their capacity in implementing and developing KTSP (curriculum at school level)	15	39
Output 1.3: Effective vocational training and employment services are provided to adolescents (15-17) withdrawn from hazardous work and to those 15-17 at risk of entering hazardous or exploitative work.		
Number of children provided with or referred to vocational training who are out of the danger zone of the hazardous labour process	3,210	2,977
Output 1.4: Placement for apprenticeship services is provided to withdrawn and prevented children following vocational training.		
Number of beneficiaries provided with vocational training or referred to vocational training who received apprenticeship placement services (within 12 months after completion of the course)	850	863
Number of beneficiaries that found non-hazardous work or became self employed in the area for which they received vocational training through work placement services (within 12 months after completion of the course)	170	172
Output 1.5: Improved OSH practices in formal and informal plantation sector to remove hazardous work conditions for those 15-17 continuing to work (but receiving educational services).		
Number of surveyed target children aged 15-17 and parents who applied occupational safety and health principles and tools in their work (mainly on plantations)	2,000	556
Number of employers or workplaces that applied occupational safety and health principles and tools	25	41
Output 1.6: Economic security is increased for families with children at risk of entering exploitative labour.		
Number of parents of children withdrawn/prevented who have participated in the training program for increased livelihood	2,000	2,759 M = 983 (35.6%) F = 1,776 (64.4%)

Project Results	Target	End of Project Result
Number of parents of children withdrawn/prevented who have increased their income through income generation alternatives/higher productivity	2,000	1,677
Number of self-help groups formed and in possession of savings of at least 10 million Rupiah	15	22
Objective 2: Program, policy, and legislative framework for child labour are enhanced and better enforced.		
Output 2.1: Child labour concerns are included in development, social and anti-poverty plans and programs.		
Number of targeted public officials who have received a complete briefing on findings from the project's research, along with annual updates	100	704
Number of relevant policies and programs that include CL concerns through specific objectives and indicators on child labour, as priority or target groups, or with reduction of child labour as a condition for inclusion or receipt of services	4	6
Output 2.2: Legislation and policies on child labour are reviewed and strengthened.		
Relevant decrees and lists revised and updated (e.g., list of WFCL and priority sectors)	2	0
Proposal for new legislation concerning specific forms or aspects of child labour	2	7
Proposals for improving legislative/normative systems developed and disseminated	2	0
Policies/regulations adopted/strengthened at local level	10	28
Output 2.3: Child labour monitoring system (CLM) is strengthened and expanded through the CCT.		
CLM system developed in conjunction with CCT program in target areas	4	0
Number of reports with information from local-level child labour monitoring feeding into the overall knowledge base and CLM at all levels	10	2
Objective 3: Capacity of stakeholders for implementing action against child labour is improved.		
Output 3.1: Capacity strengthened of institutions at all levels tasked with implementation and enforcement of child labour laws, policies, and programs.		
Number of child labour committee members that undergo training on child labour policies and interventions	100	284
Number of external programs (not funded by the project) developed addressing the worst forms of child labour	20	12
Output 3.2: Capacity of CCT program units to plan, coordinate, and report on child labour efforts is strengthened.		
CCT staff are considering child labour in planning, monitoring and reporting on the CCT	10	13
Number of beneficiaries of CCT who receive specific educational and/or referral services related to child labour withdrawal and/or prevention	10,000	5,410
Number of trained CCT staff with increased capacity to handle child labour	150	281
Output 3.3: Capacity of private companies is strengthened to use research, knowledge, and tools generated for Corporate Social Responsibility.		
Number of companies making use of research, knowledge and/or tools	10	26

Project Results	Target	End of Project Result
Number of companies funding child labour related activities through CSR	20	9
Objective 4: Awareness of WFCL and the importance of education for all children is increased.		
Output 4.1: Public campaigns are conducted in target areas to raise awareness of child labour and importance of education.		
Number of direct and indirect beneficiaries (children and adults) who received information on child labour issues and the importance of education through various public campaigns	250,000	235,352
Output 4.2: Sharing of knowledge base on child labour is improved and increased.		
Regular bulletin produced in electronic format and hard copy circulating press coverage of child labour related issues and project achievements	12	12
Number of organizations that refer to good practices documents and similar produced by the project or seek advice from the project.	25	15
Number of instances of IPEC developed tool kits and resource materials being used as a result of support or advocacy by the project	25	6

Annex D: Status of Activities under Immediate Objectives

IO 1: Direct Action Programs

Activity	Status
Review and improve referral system for services established with implementing Departments (especially Department of Social Affairs) (used by Conditional Cash Transfer (CCT) facilitators, social workers and local “mother leaders”)	Completed
Train Child labour facilitators and other CCT outreach staff on using the referral system	Completed
Conduct capacity building activities for local NGOs providing services to withdrawn and prevented children under CCT and non-CCT program	Ongoing
Provide technical assistance to NGOs and community organizations to establish and operate Children’s Centers to deliver educational services for withdrawal and prevention of 4,880 children	Ongoing
Provide technical assistance to implementing partners to provide additional services (health related services, counselling, etc) to build preparedness of withdrawn children to access educational services when needed.	Ongoing
Build capacity among staff of Children's Centers and Community Learning Centers to carry out child labour monitoring	Ongoing
Outreach to targeted children engaged in and at risk of entering exploitive labour	Ongoing
Support review and design of bridging courses and other transitional educational material	Completed
Train teachers and tutors on curriculum and methods to provide bridging courses/services	Completed
Obtain commitment from teachers union or other implementing partners and provide resources to carry out remedial classes/academic support programs in target areas for 12,410 children	Ongoing
Install and customize Direct Beneficiary Monitoring Reporting (DBMR) system and train staff on its use	Ongoing
Quarterly meetings to review and improve the services	Ongoing
Mobilize support from communities, local school authorities and local Education Offices for development of one roof schools in selected areas	Completed
Develop and provide training on use of guidelines for teachers to assist mainstreaming of withdrawn children to school	Completed
Support schools in developing and implementing KTSP through contextual teaching learning approach	Completed
Support introduction and implementation of pre-vocational skills training in selected schools	Ongoing
Obtain commitment and provide resources for PGRI to carry out home-visits to motivate students/parents and to prevent drop-out in target areas for 5,000 children	Ongoing
Encourage and facilitate involvement of parents and community leaders on school committee and in CLM activities	Ongoing
Identify children with cost-related barriers to education and provide services to assist 5,090 children (including uniforms/lunch/books, etc)	Ongoing

Activity	Status
Identify and obtain commitment from existing (public and private) vocational training providers	Ongoing
Identify adolescents in need of and interested in vocational training	Ongoing
Conduct needs assessment of adolescents (15-17) withdrawn from hazardous work, with particular attention to the needs and interests of girls	Ongoing
Conduct assessment of local economic development potential, with strong focus on gender equality and widening access for girls	Ongoing
Deliver market-oriented vocational training to target group and facilitate examination/certification after completion of course	Ongoing
Identify local companies interested in providing apprenticeship opportunities for children (400 prevented and 450 withdrawn children)	Ongoing
Facilitate placement for apprenticeship with local companies (through APINDO and through CSR); monitor apprenticeship	Ongoing
Conduct tracing study and establish tracking system to monitor employment status of graduates	Ongoing
Review existing studies and conduct OSH situation assessment in plantation sector	Completed
Obtain commitment and support from local and national stakeholders to trial and monitor OSH application	Completed
Adapt existing participatory tools for improving OSH	Completed
Carry out training on OSH and monitor outcomes/use of tools and application of concepts by companies and workers	Completed
Conduct assessment of local economic potential and market feasibility studies with a strong gender equality focus	Ongoing
Identify and deploy institutions/individuals to improve entrepreneurship skills of target families	Ongoing
Identify and deploy institutions/individuals to increase productivity of small enterprises operated by target families	Ongoing
Establish partnership with Business Development Services Providers	Ongoing

IO 2: Programs, Policy, and Legislation

Activity	Status
Conduct review of existing plans and programs at national and local levels	Ongoing
Organize major national event launching the second phase of the NAP and the project	Completed
Produce technical paper on child labour as contribution to process of updating UNDAF by UN system and Common Country Assessment by WB	Completed
Provide technical assistance as necessary for effective inclusion of child labour in the above documents	Completed
Conduct review and compile good practices on elimination of child labour through education interventions	Ongoing
Participate in the review and updating of the GoI Strategic Plan for Education	Completed
Organize technical training and facilitation at (sub)district level for implementation of child labour component of the GOI-CCT program	Completed
Implement annual briefings with each targeted policymaker held and followed up	Ongoing
Review of existing legislation and policies on child labour and their enforcement at central level and in target areas	Ongoing
Conduct study on child labour policy options and good practice	Ongoing
Conduct high-level policy dialogue to review outcome of the 2008 National Child Labour Survey	Completed
Assist GOI in periodic updating list of hazardous forms of work	Ongoing (delayed)
Assist stakeholders at national level in promoting legal protection for sectors of child labour that are not yet covered	Ongoing (delayed)
Assist GOI at central and local levels in strengthening framework for enforcement of existing/new legislation and drafting new legislation and/or policies, including those addressing child trafficking	Ongoing
Provide technical assistance for analysis of CCT baseline survey results on periodic basis	In preparation
Adapt existing ILO training materials on CLM	Completed
Conduct training on establishment of different types of CLM for CCT staff and child labour committees at national level and in target areas	Completed
Provide technical assistance for linking CCT database with CLM	Ongoing
Assist GoI to strengthen school attendance monitoring systems in target areas	Ongoing
Promote a policy forum to discuss school attendance monitoring systems and child labour	Ongoing
Document good practices and promote sustainability and mainstreaming of CLM in target areas	Ongoing

IO 3: Capacity Building

Activity	Status
Review effectiveness of current labour inspection program and assist GoI to establish a system to monitor increases in enforcement	Completed
Provide technical support to local committees on child labour for planning and implementation of second phase of NPA	Ongoing
Adapt and develop as appropriate training and advocacy materials on establishment of committees and plans of action on child labour and on enforcement of legislation and policies	Completed
Provide training packages to key members of committees on child labour and other stakeholders at national level and in target areas	Completed
Support monitoring implementation of second phase of NAP and assist GOI to conduct a mid-term review and other evaluation exercises	Completed
Conduct a review of the One Roof School initiative and its impact on child labour, and discuss during regular policy dialogue meeting of Education Sector Working Group (ESWG) with Ministry of National Education (MONE)	Ongoing (delayed)
Mainstream child labour concerns into new training programs for law enforcement officials	Ongoing (delayed)
Conduct needs assessment among CCT staff at national level and in target areas	Completed
Assist GoI in recruitment and training of child labour facilitators for CCT field level operations	Completed
Provide technical assistance to integrate existing strategic plans on child labour into CCT objectives and strategies	Ongoing
Conduct assessment of current CSR practices and main actors on CSR, in collaboration with Indonesia Business Links	Completed
Provide capacity building for CSR managers from relevant economic sectors to implement sustainable CSR programs focused on child and education	Ongoing
Link and match companies with CSR programs with implementing partners to fund direct action at field level	Ongoing

IO 4: Awareness Raising

Activity	Status
Identify needs and priorities through survey on attitudes and opinions on child labour	Completed
Identify needs, opportunities and potential partners for conducting an annual campaign during June-July	Ongoing
Develop appropriate materials according to the annual theme for World Day against child labour	Ongoing
Design and conduct an annual campaign (which focus on 'return to school') in collaboration with variety of media and main implementing partners	Ongoing
Monitor and document output	Ongoing
Compile and regularly disseminate press reports of child labour related activities	Ongoing
Promote child participation and child advocacy on child labour through public events and activities for children in-school and out-of-school	Ongoing
Identify and mobilise key decision-makers and celebrities to support anti-child labour activities	Ongoing
Print and disseminate results of baseline surveys on child labour in target areas, including through media releases	Ongoing
Hold stakeholder consultations at start, middle and end of project to share and discuss plans, experiences, models and results	Ongoing
Produce and disseminate quarterly electronic bulletin of media coverage of child labour and education	Ongoing
Produce research on two additional sectors of WFCL and disseminate findings	Ongoing
Improve data collection on unconditional worst forms of child labour	Dropped
Organize technical support for analysis report on the findings of the 2008 National Child Labour Survey	Completed
Conduct studies on impacts of CCT program on child labour reduction	In preparation

Annex E: Advocacy Outputs for APs, MPs, and Workshops under IO #2
(Programs, Policies, and Legislation)

National level

Implementing Agency	Document	Relevant Outputs
1. JARAK	Mini Program entitled : National workshop on Child Labor Elimination: Reviewing the current status and planning for the future	Recommendations for future programming in elimination of child labour in Indonesia
2. Implemented directly by the Project	Terms of Reference for Round Tables on: “Conditional Cash Transfer (CCT) and Child Labour” and “Mainstreaming Child Labour in the National Policies.”	
3. Implemented directly by the Project	Terms of Reference: A half day workshop to discuss monitoring mechanism to stop employment of child domestic workers.	Increased support from stakeholders for the monitoring mechanism
4. Statistics Indonesia	Terms of Reference of the survey that includes a component on: Workshop to discuss outcomes of National Child Labor Survey	
5. JARAK	Mini Program entitled: Seminar-Workshop on Development of Guideline on Child Labour Reporting for Provincial and City/District Governments to Support Ministry of Home Affairs’ Initiative in the National Action Plan on The Elimination of Worst Forms of Child Labour	Output 1.2 A two day seminar workshop on the Guideline on Child Labour Reporting is conducted Output 1.3: The Guideline on Child Labour Reporting is endorsed by the National Action Committee on the Elimination of WFCL

North Sumatra

Implementing Agency	Document	Relevant Outputs
1. Network of Social Control	Action Program entitled : Elimination of Child Labour in the Plantation Sector through Education Services and Awareness Raising Campaign	Output 3.1 Final Action Plan produced by a workshop to develop the District Action Plan in July 2009 is submitted to the Head of District for endorsement. Output 3.2 One day seminar on child labour related issues to gain the support from the parliament members conducted.
2. NSC	Action Program entitled : Workshop on Developing Plan of Action to Achieve Child Labor Free District in Serdang Bedagai, North Sumatra	Output 4.3.1. A workshop applying future search dialogue is conducted Output 4.3.2. A working team to refine the action plan produced by the workshop is established.

Lampung

Implementing Agency	Document	Relevant Outputs
1. Damar	Mini Program entitled : Supporting Sustainability of Elimination of the Worst Forms of Child Labour in Lampung	Output 1.1 Individual consultations to sensitize stakeholders on the importance of sustainability of actions to eliminate the WFCL and on the workshop on sustainability conducted Output 1.2 A one day stakeholder workshop to draft Two Year Concrete Plan to Eliminate WFCL in Lampung (2011-2012) conducted Output 1.3: A Two Year Concrete Plan to Eliminate WFCL in Lampung (2011-2012) is finalised
2. DAMAR	Action Program entitled: Withdrawal of Child Domestic Workers in Bandar Lampung Municipality through Education	Output 2.1.: Stakeholders at district/municipality level are informed about the efforts to eliminate child domestic labour. Output 2.3. A commitment from the key stakeholders for the elimination of child domestic labour was gained through a two-day workshop on the efforts to eliminate CDL
3. Lampung Tengah District Office of Education	Action Program entitled: Personal and Social Skills Training through Pre-Vocational Skills Programme to Prevent Child Labour on Plantations in Lampung Tengah District.	Output 2.1. Experiences and lessons learnt are documented Output 2.2 One-day workshop to share experiences and lessons learnt is conducted.

Jakarta

Implementing Agency	Document	Relevant Outputs
1. YCAB	Action Program entitled : Strengthening the Impact of Conditional Cash Transfer Program (Program Keluarga Harapan/PKH) on Reducing Child Labor/Street Children in Tugu Utara Village, North Jakarta	Output 2.1.: Meetings to establish support from stakeholders for the action program are conducted.
2. YSRI	Action Program entitled : Strengthening the Impact of Conditional Cash Transfer Program (Program Keluarga Harapan/PKH) on Reducing Child Labor/Street Children in Lagoa Village, North Jakarta	Output 2.1.: Meetings to establish support from stakeholders for the action program are conducted.

West Java

Implementing Agency	Document	Relevant Outputs
1. SEMAK	Action Program entitled: Prevention of Child Trafficking for Commercial Sexual Exploitation of Children (CSEC), implemented in West Bandung District	Output 1.4. Sub district level working group to support the activities at the village level is established. Output 1.5. Meetings to establish District Action Committee for Elimination of WFCL in West Bandung District are held Output 1.6: Action Plan of Elimination of WFCL is drafted in West Bandung District
2. LAHA	Action Program entitled: Withdrawal of Child Domestic Workers in Bandung City through Skill Trainings	Output 1.1. A municipality level policy will be available to support the elimination of child domestic labour.
3. YGNPA	Terms of Reference for Service Contract entitled: Supporting Cianjur District Government to Develop Policies on Elimination of the Worst Forms of Child Labour	Output 1.1. Individual consultations have been conducted to sensitize stakeholders on the importance of establishment of District Action Committee (DAC) for the elimination of the worst forms of child labour (WFCL) in Cianjur and on the future search conference. Output 1.2. A Future Search Conference on the Elimination of WFCL for the stakeholders in Cianjur District to find common ground for the establishment of the District Action Committee and for the development of future actions for

Implementing Agency	Document	Relevant Outputs
		<p>eliminating worst forms of child labour and draft/tentative follow-up plan & schedule has been conducted.</p> <p>Output 2.1. District Action Committee on the Elimination of WFCL in Cianjur District established through a series of meetings and consultations</p> <p>Output 2.2. District Action Plan for the Elimination of WFCL developed and submitted to the government authority for endorsement.</p>
4. District Education Office in Sukabumi, West Java	<p>Action program entitled: Personal and Social Skills Training through Pre-Vocational Skills Programme to Prevent Child Domestic Labour and Child Trafficking for Sexual Commercial in Sukabumi District</p>	<p>Output 2.1. Experiences and lessons learnt are documented</p> <p>Output 2.2 One-day workshop to share experiences and lessons learnt is conducted.</p>

East Java

Implementing Agency	Document	Relevant Outputs from the document on advocacy
1. Hotline Surabaya	Action program entitled: Combating Child Trafficking, Child Domestic Labor and Child Labor in Plantation in Selected Communities of Wongsorejo and Kalipuro Sub-Districts, Banyuwangi District	Output 7.1. Support and commitment of the stakeholders in Banyuwangi to advocate for Local Regulation for Prevention of Trafficking in Women and Children has been gained. Output 7.2. A draft academic paper and a draft of local regulation on tackling the problem of women and child trafficking have been well developed. Output 7.3. A draft of local regulation on tackling the problem of women and child trafficking has been adopted by executive or legislative body in the district for further consideration.
2. Genta	Action Program entitled: Withdrawal of Children from Child Domestic Labour in Surabaya Municipality and Sidoarjo District in East Java through Provision of Education Services	Output 1.1 Local authority, local community, and other key local stakeholders in target areas are informed about the program that will be conducted and provided with support to involve them in the action program
3. Women Crises Centre As-Sakinah (WCC AS-SAKINAH)	Terms of Reference for Service Contract entitled: Supporting Jember District Government to Develop Policies on Elimination of the Worst Forms of Child Labour	Output 1.1. Individual consultations have been conducted to sensitize stakeholders on the importance of establishment of District Action Committee (DAC) for the elimination of the worst forms of child labour (WFCL) in Jember and on the future search conference. Output 1.2. A Future Search Conference on the Elimination of WFCL for the stakeholders in Jember District to find common ground for the establishment of the District Action Committee and for the development of future actions for eliminating worst forms of child labour and draft/tentative follow-up plan & schedule has been conducted.
4. District Education Office in Jember, East Java	Action program entitled: Personal and Social Skills Training through Pre-Vocational Skills Programme to Prevent Child Domestic Labour and Child Labour on Plantations in Jember District	Output 2.1. Experiences and lessons learnt are documented Output 2.2 One-day workshop to share experiences and lessons learnt is conducted.

Annex F: Structures and Policies in Place in TBP II Districts and Municipalities

Province	District or Municipality	Structure or Policy	Before or During TBP II	Action Programs
North Sumatra	Serdang Bedagai	District Action Committee District Regulation on WFCL Declaration on Child Labor Free District	During the project During the project During the project	6 APs
	Deli Serdang	Declaration on Child Labor Free District District Action Committee	During the project During the project	5 APs
	Medan	District Action Committee	During the project	1 AP
	Langkat	District Action Committee	During the project	2 APs
	Binjai Municipality	District Action Committee	During the project	1 AP
Lampung	Bandar Lampung	District Action Committee	During the project	1 AP
	Central Lampung	District Action Committee Draft of District Action Plan	During the project During the project	4 APs
	West Tulang Bawang	Draft of District Action Committee	During the project	1 AP
Jakarta	East Jakarta	Jakarta Action Committee	During the project	5 APs
	North Jakarta			5 APs
West Java	Bandung Municipality	District Action Committee	Before the project	3 APs
	West Bandung	District Action Committee	During the project	3 APs
	Cianjur	District Action Committee	During the project	2 APs
	Sukabumi	District Regulation for Prevention of Trafficking of Women and Children (#2 -- 2008)	Initiated by previous project; followed up by current project -- (endorsed)	3 APs
	South Tangerang	None	--	2 APs
	Kota Bekasi	None	--	1 AP
	Karawang	Draft District Regulation on Trafficking	Initiated by previous project; followed up by current project (not endorsed yet)	2 APs
East Java	Surabaya	Draft of District Regulation on Child Protection	Before the project with current project follow up (not finished yet)	2 APs
	Malang	District Regulation on the Protection of Victims of Violence against Women and Children (#3-- 2009)	Before the project	2 APs
	Jember	Final draft of District Action Committee and District Action plan Declaration of Jember Free of WFCL by 2015	During the project	11 APs
	Banyuwangi	District Regulation on Protection of Women and Child Victims of Human Trafficking	During the project	2 APs

Annex G: Trainings Carried Out by IPs in their Action Program Activities

APs in Jakarta

No.	Implementing Agency	Type of Training	No. of Batch
1	Yayasan Kesejahteraan Anak Indonesia	3R Training	1 (30 persons)
2	Yayasan Pelita Ilmu	Counseling Skill Training	1 (25 persons)
3	Yayasan Rumah Kita	3R Training	1 (25 persons)
4		Communication, negotiation and leadership training for social workers and junior peer educator	1 (25 persons)
5	Yayasan Setia Kawan Mandiri	Communication, negotiation and leadership training for social workers and junior peer educator	1 (25 persons)
6		Street Children: What and How Training for vocational instructors	1 (25 persons)
7	Yayasan Cinta Anak Bangsa	Basic Counseling for teachers and tutors	1 (20 persons)
8		Transitional Education for teachers and tutors	1 (25 persons)
9		Joyful learning training for teachers and tutors	1 (25 persons)
10	Yayasan Sekolah Rakyat Indonesia	3R Training	1 (25 persons)
11		Joyful learning training for teachers and tutors	1 (25 persons)
12	Rumpun Gema Perempuan	Bridging Course Training for teachers and tutors	1 (25 persons)
13	Mitra Imadei	Bridging Course training for teachers and tutors	1 (25 persons)
14	Bangun Mitra Sejahtera (BMS) Sejati	Bridging Course Training for teachers and tutors	1 (25 persons)

Total: 14 trainings with 350 trainees.

APs in East Java

No	Implementing Agency	Type of Training	No. of Batch
1	Yayasan Hotline	3R Training for teachers/tutors and Hotline staff	1 (31 persons)
2	Yayasan Jembar	3R Training for teachers/tutors and Yayasan Jembar staff	1 (30 persons)
3	Yayasan Prakarsa Swadaya Masyarakat (YPSM)	3R Training for teachers/tutors and YPSM staff	1 (30 persons)
4	Education office of Jember	Pre-vocational Training	1 (30 persons)
5		3R Training	1 (30 persons)
6	IBUNDA	Bridging Course Training for teachers/tutors	1 (30 persons)
7	Lembaga Paramitra	Bridging Course Training for teachers/tutors	1 (30 persons)
8		Remedial Course training for teachers/tutors	1 (35 persons)
9		3R Training for teachers/tutors	1 (35 persons)
10	Yayasan Pendidikan “Sanggar Alan-alang”	Bridging Course Training for teachers/tutors	1 (30 persons)
11	Yayasan Genta Surabaya	Bridging Course Training for teachers/tutors	1 (30 persons)

No	Implementing Agency	Type of Training	No. of Batch
12	Komunitas Studi Anak (Kisanak)	Remedial course training for teachers/tutors	1 (35 persons)
13		3R Training for teachers/tutors	1 (35 persons)
14	Study Kebijakan dan Transformasi Sosial "SKETSA"	Remedial course training for teachers/tutors	1 (35 persons)
15		3R Training for teachers/tutors	1 (35 persons)
16	Gerakan Buruh Migran Indonesia	Remedial course training for teachers/tutors	1 (35 persons)
17		3R Training for teachers/tutors	1 (35 persons)
18		Child trafficking and save migration training for stakeholders	1 (35 persons)
19	PKBI Jember	Remedial course training for teachers/tutors	1 (35 persons)
20		3R Training for teachers/tutors	1 (35 persons)
21	Lembaga Pengkajian Kemasyarakatan dan Pembangunan/LPKP	Remedial course training for teachers/tutors	1 (35 persons)
22		3R Training for teachers/tutors	1 (35 persons)

Total: 22 trainings with 726 trainees.

APs in West Java

No	Implementing Agency	Type of Training	No. of Batch
1	Saudara Sejiwa	3R Training for tutors/teachers and Staff included SEMAK staff	1 (25 persons)
2		Remedial course training for teachers/tutors	1 (35 persons)
3		3R Training for teachers/tutors	1 (35 persons)
4	SEMAK	Child labour awareness training for local stakeholders	1 (10 persons)
5	Education office of Sukabumi	Prevocational Skill Training for teachers and headmasters	2 (65 persons)
6		3R Training for teachers/tutors	2 (40 persons)
7	Lembaga Perlindungan Anak (LPA) Jawa Barat	Bridging course training for teachers/tutors	1 (20 persons)
8	Yayasan JARI Relawan Independen	Remedial course training for teachers/tutors	1 (35 persons)
9		3R Training for teachers/tutors	1 (35 persons)
10	Pusat Kegiatan Belajar Masyarakat (PKBM) - EDUKASIA	Remedial course training for teachers/tutors	1 (35 persons)
11		3R Training for teachers/tutors	1 (35 persons)
12	Yayasan Gerakan Penanggulangan Napza dan HIV-AIDS (YGPNA)	Remedial course training for teachers/tutors	1 (35 persons)
13		3R Training for teachers/tutors	1 (35 persons)

Total: 13 trainings with 440 trainees.

APs in Lampung

No	Implementing Agency	Type of Training	No. of Batch
1	Perkumpulan DAMAR	Bridging course training for teachers/tutors	1 (35 persons)
2	Lembaga Advokasi Anak	Transitional education training for teachers/tutors	1 (25 persons)
3		3R Training for teachers/tutors	1 (25 persons)
4		Communication, negotiation and leadership training for social workers	1 (25 persons)
5		Child Labor Monitoring System Training	2 (40 persons)
6	Yayasan Lembaga Pembinaan Masyarakat Desa – Rural Community Development Institution Foundation (YLPMD)	Transitional education training for teachers/tutors	1 (25 persons)
7		3R Training for teachers/tutors	1 (25 persons)
8		Communication, negotiation and leadership training for social workers	1 (25 persons)
9	Education office of Central Lampung	Prevocational Skill Training for teachers and headmasters	1 (30 persons)
10		3R Training for teachers/tutors	1 (30 persons)
11	Perkumpulan Lampung Membangun (LAMBANG)	Transitional education training for teachers/tutors	1 (25 persons)
12		3R Training for teachers/tutors	1 (25 persons)
13		Communication, negotiation and leadership training for social workers	1 (25 persons)

Total: 13 trainings with 360 trainees.

APs in North Sumatra

No	Implementing Agency	Type of Training	No. of Batch
1	Perhimpunan Lembaga Pendidikan dan Ekonomi Kerakyatan / (LaPENra)	Transitional Education training for tutors/teachers	1 (25 persons)
2		3R Training for teachers/tutors	1 (25 persons)
3	Peduli Buruh Independent	Transitional Education training for tutors/teachers	1 (25 persons)
4		3R Training for teachers/tutors	1 (25 persons)
5	Yayasan Kelompok Kerja Sosial Perkotaan (KKSP)	Transitional Education training for tutors/teachers	1 (25 persons)
6		3R Training for teachers/tutors	1 (25 persons)
7	NEGACI	Transitional Education training for tutors/teachers	1 (25 persons)
8		3R Training for teachers/tutors	1 (25 persons)
9	Network of Social Control (NSC)	Transitional Education training for tutors/teachers	1 (25 persons)
10		3R Training for teachers/tutors	1 (25 persons)
11	Link Penguatan Rakyat (LINGKAR)	Child Labor Monitoring System Training	2 (45 persons)
12		Transitional Education training for tutors/teachers	1 (25 persons)
13		Occupational Safety and Health Training	1 (25 persons)
14	Lembaga Pendidikan “Pusat Kegiatan Belajar Masyarakat (PKBM) PRIMADONA	3R Training for teachers	1 (30 persons)
15	Pusat Kajian dan Perlindungan Anak (PKPA)	3R Training for teachers	1 (30 persons)

Total: 15 trainings with 405 trainees.

Annex H: Training Implemented Directly by Project Staff

1. Design, Monitoring, and Evaluation (DME) Training in 2008

No.	Target Areas	Dates	No. of Participants
1	Jakarta, Lampung, West Java provinces	13 – 17 October	36 persons from 18 new institutions
2	East Java province	15 – 19 December	26 persons from 13 new institutions
Total			62 persons from 31 institutions

2. Transitional Education Training (Bridging and Remedial)

In 2008

No.	Location	Dates	No. of Participants
1	Sukabumi	25-27 July	26
2	Banyuwangi	23-25 August	29
3	Medan	24-26 October	25
4	Jakarta	19-21 December	23
Total			103

In 2009

No.	Location	Dates	No. of Participants
1	Bogor (for North Jakarta)	20 – 22 February	25
2	Jember	8 – 10 May	29
3	Bandar Lampung	15 – 17 May	27
4	Bandung	5 – 7 July	24
Total			105

3. Personal and Social Skills Training through Pre-vocational Training Program in 2009

No.	Location	Date	No. of Participants
1	Jakarta	20 – 24 July 2009	18 (from Lampung, West Java and East Java)

4. KTSP (Education Unit-based Curriculum) Training in 2010

No.	Location	Date	No. of Participants
1	Sukabumi	5 – 9 March	31
2	Lampung	1 – 4 April	30
3	Jember	10 – 13 June	30
Total			91

5. Training of Trainers in Life Skills Education using the 3Rs Trainers Kit

No.	Location	Facilitators	Date	No. of Participants
<i>In 2008</i>				
1	Medan – for North Sumatra	Ida Ruwaida and BNR Shinta	9 – 14 December	20
<i>In 2009</i>				
2	Jakarta	Ida Ruwaida and Wirda A. Simatupang	4 – 8 May	24
3	Jember – for East Java	Farida Hanum and Ibu Ufah	22 – 25 June	25
4	Lampung	Ida Ruwaida and Gumgum Gumelar	27 – 31 July 2009	24
<i>In 2010</i>				
5	Bandung	Ida Ruwaida, Wirda A. Simatupang and Andi Akbar	23 – 27 January	24
Total				117

6. Training for CCT Social Workers and Local Staff (PKH, plus PKSA and PPA)

No.	Social Worker Locations	Date	Male Workers	Female Workers	Total
1	West Bandung, Sukabumi, and Cianjur	October 2009	27	6	33
2	Jember	December 2009	20	10	30
3	North Jakarta and Sukabumi	December 2009	16	15	31
4	PPA-PKH national	January 2010	71	46	117
5	PKSA-PKH Jakarta	February 2010	30	40	70
Total			164	117	281

Annex I: TBP II Activities in Improving the Enabling Environment (IOs 2 – 4)

IO 2 – Program, policy, and legislative framework is improved and better enforced

Activity	Period or Date
As part of a Government Program to combat child labor, the Ministry of Manpower and Transmigration (MOMT) has allocated funds to strengthen CCT impacts on reducing child labour by providing additional support to withdrawn child labor. Funding of approximately US\$ 4.5 million was allocated for this purpose for fiscal year 2008.	2007 TPR 1 – 3/2008
Central Java Province government endorsed a provincial regulation on Tackling Child Labour (Provincial regulation # 9 -- 2007). A provincial regulation is the highest type of regulation at the provincial level. During regulation development, the Manpower Office of Central Java Province actively consulted ILO-IPEC. ILO-IPEC personnel were involved as resource persons in meetings discussing the draft provincial regulation. IPEC had been active here in TBP I.	12/28/2007 TPR 1 – 3/2008
In Sukabumi District, West Java, where the first phase of the project was active in program to prevent child trafficking, a district regulation on prevention of trafficking in women and children was endorsed in January 2008 (District regulation # 2 -- 2008). A district regulation is the highest type of regulation at the district level. The regulation is partly a result of advocacy carried out by a local alliance of civil society organizations with support from ILO-IPEC. ILO-IPEC support allowed general public involvement in the regulation development.	1/2008 TPR 1 – 3/2008
In North Sumatra, 2 districts established a District Action Committee for combating WFCL: Labuhan Batu District (2 November 2007) and Serdang Bedagai District (28 December 2007). In both districts, IPEC staff actively provided technical assistance through direct consultations and as resource persons in various meetings to establish the Action Committees. IPEC had been active here in TBP I.	11-12 2007 TPR 1 – 3/2008
The government of Tanjung Balai District in North Sumatra endorsed a district regulation on the elimination of the worst forms of child labor in August 2008. ILO/IPEC was involved in various discussions to develop the regulation.	8/2008 TPR 2 9/2008
The Central Java Provincial Government Office launched the Provincial Action Plan on Elimination of the Worst Forms of Child Labour through Governor's Regulation # 23 -- 2008, dated 14 March 2008. Under TBP I, the project financed some activities to develop the plan and provided technical assistance in plan development.	14/3/2008 TPR 2 9/2008
TBP II staff in North Sumatra was actively involved in the meetings to establish an Action Committee in Binjai Municipality. The Municipal Action Committee for the Elimination of the Worst Forms of Child Labor was established through a decree dated 24 October 2008.	24/10/2008 TPR 3 3/2009
The MONE prepared its strategic plan for 2010 – 2014, and TBP II and the EAST Project actively advocated for the inclusion of child labour in the education strategic plan.	TPR 3 3/2009
TBP II prepared inputs for the National Strategy on Access to Justice, which includes child labor issues. The Draft National Strategy on Access to Justice will be submitted by UNDP to the National Development Planning Body as inputs for the Mid Term Development Plan (2010 – 2014).	TPR 3 3/2009
The MOHA issued regulation # 6 2009 entitled General Guideline on the Formation of Regional Action Committees, Development of Regional Action Plans, and Community Empowerment in the Elimination of the Worst Forms of Child Labour. The regulation meant to encourage the provincial and municipal governments to establish committees on the elimination of WFCL and corresponding local action plans. This would expedite the implementation of the National Action Plan (NAP). TBP II was actively involved in the formulation of the guideline.	TPR 3 3/2009
South Nias District, North Sumatra Province, has established a District Action Committee for	TPR 4

Activity	Period or Date
the elimination of the worst forms of child labour through a Head of District Decree 2009. Deli Serdang District, North Sumatra Province, established a District Action Committee on elimination of the Worst Forms of Child Labour through a Head of District Decree 2009. Aceh Province established its Provincial Action Committee for the Elimination of the Worst Forms of Child Labor through Governor Regulation no. 45 year 2009.	9/2009
On 29 July 2009, Serdang Bedagai District (North Sumatra) declared its intention to be a Child Labour Free District by 2019. Project staff in North Sumatra actively supported advocacy work by local NGOs leading to this declaration. The declaration was signed by representatives from relevant government departments, parliament, and organizations dealing with child labour issues. This result was achieved through dialogue with full support from the local government and financed by the Project. To reach this goal, the district will strengthen its various educational programs and endorse new local regulations, such as regulations on the elimination of worst forms of child labour and on compulsory education. This declaration was not foreseen when the Project was designed, but the opportunity was seized.	29 July 2009 TPR 4 9/2009
The Project submitted inputs on child labor for the draft Mid Term Development Plan (2010 – 2014) and for the draft UNDAF Situational Analysis.	TPR 4 9/2009
During the reporting period, 16 Districts in East Java developed their Action Plan for the Elimination of the Worst Forms of Child Labour and two Districts in North Sumatra established District Action Plans. A district in North Sumatra, Serdang Bedagai District declared the District to be Child Labour Free District by 2019.	TPR 4 9/2009
TBP II with the EAST Project conducted two high-level Round Tables, concerning child labor and the conditional cash transfer program and mainstreaming child labor into policy and programs (19 -20 November 2009). Key stakeholders from National Planning Body, Ministry of Manpower and Transmigration, Ministry of Social Affairs, national CCT unit and Ministry of Home Affairs participated in the two Round Tables. The round tables helped to convey the importance of mainstreaming child labor into development policies and programs, including into the CCT Program.	TPR 5 3/2010
The Project continued to provide inputs to the draft UNDAF that includes an output related to child labour on Increased capacity of government institutions to effectively implement the National Plan of Action on the elimination of the WFCL and ILO conventions # 138 and 182.	TPR 5 3/2010
From January 2010 the MOMT began implementing a program to withdraw child labourers (PPA) in support of the Conditional Cash Transfer program (PKH). This program is partially the result of advocacy work by TBP II. Project staff also provided inputs in the design of the PPA-PKH).	TPR 5 3/2010
Project staff provided technical advice to the government of Central Kalimantan province that subsequently issued a governor's degree on 6 October 2009 on the establishment of Provincial Action Committee and its Secretariat for the Elimination of the Worst Forms of Child Labour.	TPR 5 3/2010
The Mid Term Development National Plan endorsed by the President of Indonesia in mid January 2010, includes child labour as one of the challenges in ensuring child protection for all children in Indonesia and includes a program for the elimination of worst forms of child labour to protect all children from exploitation and discrimination. TBP II staff used many occasions to advocate for the inclusion of child labour in the Mid Term Development Plan, such as a special meeting with the key person responsible for manpower issues in the National Planning Body as well as through written inputs.	TPR 5 3/2010
Following up the OSH workshop a guideline for employers in improving OSH was drafted and presented to an OSH expert for validation and inputs. Project staff also identified a strategy and participants for the training on OSH improvement in the 3 (three) provinces where the Project	TPR 6 9/2010

Activity	Period or Date
works with child labour in plantations (North Sumatra, Lampung, East Java).	
The Declaration of Deli Serdang to be free of child labour by 2020 was signed by a number of government officials and NGOs on 12 June 2010.	TPR 6 9/2010
Provincial Government of Jakarta established a Provincial Action Committee for the Elimination of the Worst Forms of Child Labour through a Governor Decree dated 12 April 2010. The Project had been involved in facilitating such establishment since the 1 st Phase Project of Support.	TPR 6 9/2010
The District Regulation on the Elimination of Child Labour of Serdang Bedagai District, North Sumatra Province endorsed by the Governor's Office and was officially registered as District Regulation No. 7 year 2009. The Project advocated the development of the regulation and Project staff members were resource persons in meetings discussing the draft regulation. Officially registered in 2009, the regulation was only announced to the public by the Government Office in this period.	TPR 6 9/2010
Presidential Instruction No. 1 2010 concerning the Acceleration of National Development Priorities for Implementation in Year 2010 includes the need to work on assisting street children. Presidential Instruction No. 3 2010 concerning Fair Development Program among other things emphasizes the importance of eliminating child labour and of implementing the Conditional Cash Transfer (CCT) program.	TPR 6 9/2010
Some local legislation in progress in this period: <ul style="list-style-type: none"> • Banyuwangi District has initiated to draft a district regulation (PERDA) on protection of women and child victims of violence and human trafficking in Banyuwangi. The regulation is meant. • The final draft of the Action Plan of North Sumatra on the Elimination of Trafficking of women and children for the year 2010 – 2015 is under the review of Law Section of the Governor Office of North Sumatra Province. • Batubara District, in North Sumatra Province, is drafting Local Decree on the Elimination of Worst Forms of Child Labour. • South Nias District in North Sumatra is drafting the District Action Plan on the Elimination of Worst Forms of Child Labour. 	TPR 6 9/2010
The UNPDF 2011 – 2015 includes an output related to child labour, namely: Increased capacity of the government institutions to effectively implement the National Plan of Action on the elimination of the worst forms of child labour and ILO conventions Nos. 138 and 182.	TPR 6 9/2010
West Bandung District established a District Action Committee (DAC) for the Elimination of the Worst Forms of Child Labour through a Head of District Decree dated 10 October 2010. Project staff and its partners implementing action programs in West Bandung District provided inputs to the local government on the need to establish such a committee.	TRP 7 4/2011
Banyuwangi District Parliament endorsed a local regulation on the protection of women and child victims of violence and human trafficking on January 24, 2011. The Project provided support to hire a consultant to prepare academic paper on which to base the regulation and to conduct a public hearing on the draft regulation.	TRP 7 4/2011

IO 3 – Improved capacity of stakeholders for implementing action against child labour

Activity	Date
The District Government of Tanjung Balai in North Sumatra has conducted mapping on Worst Forms of Child Labour on October 2007 which results will be used in developing District Plan of Action.	TPR 1 3/2008
Guideline developed for Implementing Partners on the Direct Beneficiary Monitoring and Reporting System (with TA from IPEC HQ)	TPR 2 9/2008
Using the Transitional Education Program Guideline, 2 teacher trainings were conducted: 1 in Sukabumi District, West Java (July 2008) and 1 in Banyuwangi District, East Java (August 2008)	TPR 2 9/2008
Future IPs presented 6 Action Programs to the National Steering Committee (NSC) for endorsement and all were accepted. These were the first APs to be implemented starting September 2008. During the remainder of TBP II, IPs normally presented their AP proposals to the NAC (with some being presented by TBP II staff). None were rejected at this stage.	23/7/2008 TPR #2 9/2008
2 Design, Management and Evaluation trainings (DME) were held to improve potential partners' capacity for action against child labour. Participants were introduced to a number of child labour issues, the development of action programs, management of project finances, and understanding the DBMR system. The first training was held from 13 to 17 October 2008 to train potential partners from Lampung, Jakarta, and West Java. The second training was held from 15 to 19 December 2008 in Jember, East Java and was attended by potential partners from East Java. 56 program staff from 28 institutions participated in the 2 trainings.	10 – 12 / 2008 TPR 3 3/2009
Using the Transitional Education Program Guideline, 2 more teacher trainings were implemented in this period. The first training was in Medan, North Sumatra (October 2008) and the second in Jakarta (February 2009). The trainings targeted teachers and tutors to be involved in the delivery of transitional education (bridging and remedial courses) implemented by IPs.	10/2008 – 2/2009 TPR 3 3/2009
Training for partners on life skills education using the 3R Trainers' Kit (Rights, Responsibilities and Representation) was held by TBP II in Medan from 9 to 14 December 2008. 19 NGO staff and 2 staff from the Government Non Formal Education Development Center in North Sumatra participated in the training. The Project took the decision to require all APs to provide life skills education services to all direct child beneficiaries, in addition to the main educational services.	9-14 December 2008 TPR 3 3/2009
Resulting from TBP II advocacy with Bappenas (National Development Planning Body) to include child labour in various national surveys, data collected by MOSA for the Social Protection Program through a survey of poor households, included a question on the working status of household members 5 years and older and the sectors in which these members were working. This helped gather data on child labourers.	TPR 3 3/2009
2 trainings for partners on life skills education using the 3R Trainers' Kit were held by the Project for partners working in Jakarta and West Java in Jakarta on 4 to 8 May 2009 and for partners working in Lampung in Bandar Lampung on 26 to 31 July 2009.	TPR 4 9/2009
1 training for Master Trainers on the Pre-vocational Training program. The Program will be implemented in Lampung, West Java, and East Java and the selected Master Trainers came from these regions as part of capacity building activities.	TPR 4 9/2009
3 trainings on the Transitional Education Program were held to train teachers how to develop transitional education courses using the guideline developed by the Project and MONE. The trainings took place in Jember District (8 to 10 May 2009), Lampung (15 to 17 May 2009) and in Bandung (5 to 7 July 2009).	TPR 4 9/2009
Training sessions on the DBMR for IPs were carried out during the period: <ul style="list-style-type: none"> Training on computerized DBMR for all IPEC staff, stakeholders (members of National Action Committee from government, trade unions and employers) and implementing partners working in Jakarta and surrounding areas was conducted on 10 August 2009. Each implementing partner was 	TPR 4 9/2009

Activity	Date
<p>represented by the action program coordinator and the action program staff responsible for the DBMR database. The training in Jakarta was attended by 45 participants.</p> <ul style="list-style-type: none"> Similar trainings were conducted for partners in: <ul style="list-style-type: none"> Lampung, 31 July and 1 August 2009 -- 24 participants North Sumatra, 19 August 2009 -- 11 participants East Java: 21 August 2009 for two partners in Jember East Java: 24 August for one partner in Banyuwangi 	
<p>Project staff also assisted some existing partners that have been successful in implementing action programs in designing second phase Action Programs. Staff continues to assist in the process of designing first phase AP programs. All action programs are presented to the National Steering Committee for approval and endorsement.</p>	<p>TPR 5 3/2010</p>
<p>TBP II provided technical assistance to Statistics Indonesia (BPS) in analyzing the data from the Indonesian Child Labor Survey and in organizing the launch of its results on 11 February 2010 by the Deputy of Social Statistics of BPS. Reports were handed to representatives of the National Planning Body, Ministry of Manpower and Transmigration, Ministry of Social Affairs, Ministry of Home Affairs, Ministry of National Education, Employers, and Trade Unions.</p>	<p>TPR 5 3/2010</p>
<p>TBP II delivered the following education training courses:</p> <ul style="list-style-type: none"> 1 training for IPs on life skill education using 3R Trainers' Kit (Rights, Responsibilities and Representation) for new partners working in West Java was held in January 2010 in Bandung, West Java 1 training on strengthening Kurikulum Tingkat Satuan Pendidikan (KTSP) or Unit Based Curriculum for head masters and teachers of Junior High Schools in Sukabumi District, West Java. The Project was also involved as resource persons in training on remedial program and life skills education for social workers of Ministry of Social Affairs (MOSA) who will be involved in MOSA's Child Social Welfare Program (PKSA). TBP II staff provided technical assistance on the training, particularly in developing the training agenda and training methods. 	<p>TPR 5 3/2010</p>
<p>Project staff served as resource persons in training for trade unions in combating child labor in Indonesia. The training was implemented 16 - 18 December 2009 and was conducted by the Teachers Association (PGRI) and supported by Japanese Trade Union project (RENGO).</p>	<p>TPR 5 3/2010</p>
<p>During this period, Project staff made 115 monitoring visits to APs to review progress and to provide technical assistance to the IPs in implementing the action programs. This TA to IPs continued for the duration of TBP II from design through implementation.</p>	<p>TPR 5 3/2010</p>
<p>Training for CCT staff in 3 provinces was carried out during this period. The training was to deepen understanding of the CCT staff on child labor issues and on a child labor monitoring system.</p>	<p>TPR 5 3/2010</p>
<p>Assessment of current practices of targeting child labour in Corporate Social Responsibility was completed and materials to be used in training CSR managers on CL were produced. The Project is finalizing the training syllabus and the training is to be implemented in April and May 2010.</p>	<p>TPR 5 3/2010</p>
<p>The following assessments were carried out in this period:</p> <ul style="list-style-type: none"> Assessment on Occupational Safety and Health in Plantation Assessment of Education Referral System in CCT Program Indonesia Child Labor Survey Assessment on Child Labor and CSR Assessment on Mechanism to Monitor Child Domestic Workers 	<p>TPR 5 3/2010</p>
<p>10 One-roof schools in Sukabumi District have received training on improving KTSP (unit-based curriculum)</p>	<p>TPR 5 3/2010</p>
<p>Assessment on OSH in plantation area has been conducted. The National Workshop to build commitment is scheduled to take place on 25 March 2010. Adaptation of the instrument on OSH is</p>	<p>TPR 5</p>

Activity	Date
on-going. Training for plantation companies, community plantations, etc will be delivered in April and May 2010.	3/2010
Ministry of Manpower and Transmigration and Ministry of Social Affairs use 3Rs Trainers' Kit to train their social/field workers.	TPR 5 3/2010
During the period, 129 monitoring visits to the APs were made by Project staff to review their progress and to provide technical assistance to the implementing partners.	TPR 6 9/2010
2 training sessions to improve the capacity of headmasters and teachers in developing and implementing KTSP (School Unit based Curriculum) were held: <ul style="list-style-type: none"> • Training in Tulang Bawang Barat District, Lampung, 1 – 4 April 2010 • Training in Jember District, East Java, on 10 to 13 June 2010 The training sessions were held in close consultation and coordination with the District Education Office in these areas which selected the participating schools. These 4-day training sessions included attention to child labourers and their needs among other topics.	TPR 6 9/2010
3 training sessions on how to design and deliver prevocational programs were held during this period: <ul style="list-style-type: none"> • Training in West Tulang Bawang, Lampung, 20 to 23 April 2010 • Training in Sukabumi, West Java, 1 to 4 June 2010 • Training in Jember, East Java 28 June to 1 July 2010 The training was attended by schools where the prevocational program would be implemented. As with the training on KTSP, prevocational training was delivered in close consultation and collaboration with the District Education Offices.	TPR 6 9/2010
The Project provided technical support to an implementing partner (YILB) to implement 3 batches of training on Child Labour and CSR for CSR managers in Jakarta (14 – 15 June 2010), Medan, North Sumatra (21 – 22 June 2010) and in Surabaya, East Java (29 – 30 June 2010). Two companies expanded their CSR programs to cover child labour. The Project went on to assist NGOs to develop proposals to be submitted to the interested companies.	TPR 6 9/2010
Training for CCT staff in 3 provinces was implemented during this period. The training was to deepen understanding of the CCT staff on child labour issues and on the child labour monitoring system. The Project has been able to support development of some CLMS at the local level but is still struggling in linking the CLM with the CCT.	TPR 6 9/2010
The Project staff provided technical assistance to the implementing partners in implementing the 53 ongoing action programs. During this period, 153 monitoring visits to the action programs were made by the Project staff to review progress and to provide technical assistance to the implementing partners.	TPR 7 4/2011
A Bahasa version of the guideline for OSH improvement in the plantation sector was finalized after receiving inputs and validation by National OSH experts, including experts from government, employers' organizations, trade unions, National Board for OSH, and universities. Using the guideline, trainings on OSH improvement for local stakeholders were implemented in Lampung Province, East Java Province and North Sumatra Province. Trainings participants were from local government, employer associations, unions, NGOs, tobacco farmers, plantation owners, paramedics and universities. They were provided with a practical guideline on how to improve OSH in the workplace, in order to contribute to the elimination of the WFCL.	TPR 7 4/2011
A meeting was held with CCT management to inform them on the progress of TBP II activities that are linked to the CCT program. The CCT management very much agrees that CCT will contribute to the reduction of child labourers. The project discussed the difficulties of linking child labour monitoring (CLM) with the CCT and of linking the District Action Committee work with the CCT management at the District level.	TPR 7 4/2011

IO 4 – Increased awareness of the worst forms of child labour and the importance of education for all children

Activity	Date
Prior to formal project launch, various stakeholder consultations were carried out at national, provincial, and district levels where the project would operate. The consultations were meant to raise stakeholder awareness of future project activities, seek their input, and generate support for project implementation. Included in these consultations were meetings with CCT Program management at the provincial and district levels.	4 – 7/2008 TPR #2 9/2008
4 baselines studies completed in August 2008: <ul style="list-style-type: none"> • Baseline Survey of Street Children in East Jakarta • Baseline Survey of Child Labour in Plantations in Deli Serdang and Serdang Bedagai, North Sumatra (palm oil, sugarcane, rubber and tobacco) • Baseline Survey of Child Labour in Plantation in Banyuwangi, East Java • Baseline Survey of Child Labour in Plantations in Jember, East Java (tobacco) 	TPR 2 8/2008 TPR 2 9/2008
The TBP II project launch on July 9, 2008 meant to raise awareness of the general public of the issue of child labour. It benefited from wide national media coverage (print and electronic). The launch was witnessed by about 400 persons representing various government institutions, trade unions, employers, NGOs, universities, International agencies, ex-child labourers, school children, parents and teachers from Greater Jakarta, the Minister of Manpower and Transmigration, the Minister of Women's Empowerment, the Director General of Out of School of MONE, a representative of the US Embassy, and the Director of ILO Jakarta. Children's representatives launched the project by unveiling two posters conveying messages on the importance of education, including the slogan "Stop Working, Go Back to School."	9/7/2008 TPR #2 9/2008
In commemorating World Day Against Child Labour 2008, TBP II staff carried out several awareness-raising activities. (1) Staff went to 4 university campuses around Jakarta between 10-12 June to talk about child labour and education with students and lecturers. These activities were aimed at increasing university students' and lecturers' understanding of the issues of child labour in Indonesia. (2) To increase public awareness of child labour, from 23 June to 5 July 2008, the Project presented a photo and poster exhibition entitled "My Work, My World: A Portrait of Child Labourers in Indonesia." The exhibition was visited by about 250 people each day. (3) On 26 June 2008, jointly with the EAST Project of ILO Jakarta and the Ministry of National Education (MONE), the Project conducted a workshop entitled "Education, the Right Response to Child Labour". The workshop aimed at improving understanding of the linkage between education and child labour and at increasing coordination among institutions working on child labour and on education. MONE's active engagement in this workshop was particularly important for further work in mainstreaming child labour into the Indonesian education program. An estimated 10,300 indirect child beneficiaries were reached through these events and activities during Project launch.	June – July 2008 TPR #2 9/2008
TBP II conducted awareness-raising activities through radio talk shows and media interviews (electronic and print). The project developed various materials to support awareness-raising and communication activities for future use: <ul style="list-style-type: none"> • Project leaflet • Backdrop panels (to be displayed in Project events: workshops, seminars, exhibitions, etc) • Gunny bags and notebook with the slogan STOP WORKING, GO BACK TO SCHOOL (to be distributed to participants of Project events) • A set of photos of child labourers in sectors targeted by the project for use in exhibitions, communication materials, etc.) 	TPR #2 9/2008
Awareness-raising through: (1) production of bulletins for circulating press coverage of child labour related issues; and (2) providing briefings on child labour related topics in various forums as resource persons (e.g., National Coordination Meeting on the Implementation of the Child Labor Program by Provincial Government, organized by the Ministry of Domestic Affairs;	TPR #2 9/2008

Activity	Date
National Workshop on Reporting on the Implementation of the National Plan of Action for the Elimination of Child Labor, organized by MOMT).	
TBP II staff prepared materials for uploading to the ILO Jakarta website. The materials prepared included comprehensive information about the project activities, including summaries of the APs supported by the project. The public had access to the website by end of April 2009.	TPR 3 3/2009
Various events conducted by the Project during this period, including training of teachers and IP staff, focused on raising the awareness of participants about child labour. Through these events an estimated 1,637 indirect child beneficiaries were reached in terms of information about child labor. IPs also conducted a number of meetings at the local level, and an estimated 900 indirect child beneficiaries received information on child labor from adults attending the meeting.	TPR 3 3/2009
TBP II supported the launching of the MOHA guideline for provincial/municipal action committees and action plans to inform the public at large on the regulation. Support was also provided by to JARAK, an NGO network working on the elimination of child labour, to print 1,000 copies of the regulation for dissemination to local governments.	TPR 3 3/2009
Baseline Survey of Child Labour in Plantation in Tulang Bawang and Central Lampung, Lampung was completed.	TPR 3 3/2009
<p>TBP II, in collaboration with the EAST Project, carried out a number of activities to commemorate World Day against Child Labour 2009 which got very wide media coverage. The Project noted various cases of press coverage by national as well as local printed media (18), radio (4), television (3) and web-based media (36). The following were the activities implemented in collaboration with the EAST Project:</p> <ul style="list-style-type: none"> • Production of a fact sheet on girls labour to complement the ILO report entitled “Give Girls a Chance: Tackling Child Labour, a Key to the Future.” • Media Campaign <p><u>Press Briefing</u> A <i>press briefing</i> was held on 11 June for about 15 journalists to launch the ILO report entitled “Give Girls a Chance” and to brief the media on activities to be held by ILO Jakarta in commemorating World Day Against Child Labour 2009. The 15 journalists were provided with media kits that included a translated media summary of ‘Give Girls a Chance’ and the fact sheet on girls labour in Indonesia. Resulting from the press briefing, some articles were published by some prominent news papers in Indonesia. The Deputy Director of ILO Jakarta was also invited for a live interview on Metro TV.</p> <p><u>Radio Talk Show</u> During the month of June 2009, 3 radio talk shows were held by SMART FM radio highlighting the problems of girl’s child labour in Indonesia. Topics discussed in the radio talk show were:</p> <ul style="list-style-type: none"> • World Day Against Child Labor 2009 and its focus on the girl child • Child Domestic Workers, Child Trafficking and Children in Prostitution • Clinic on Child Labor: to respond to any queries about child labor <p><u>Campaigns using SMS and Facebook (2)</u> SMS messages on child labour were sent out to a wide audience of partners. A Facebook group was launched on 18 May 2009 and by end of August it had 1,275 members. • March against Child Labour and a Special Event to Commemorate WDACL 2009 on 21 June 2009 Almost 2,000 people consisting of school children, child labourers, ex child labourers, trade union members and board members, government officials, employer organization representatives, university students, NGO activists, and celebrities participated in the March against Child Labor on 21 June 2009 to raise awareness about child labour in Indonesia.</p> <p>At this special event, the National Action Committee for the Elimination of Worst Forms of Child Labor launched its Implementation Report for the 1st Phase of the National Action Plan</p>	TPR 4 9/2009

Activity	Date
<p>and its Work Plan for the 2nd Phase.</p> <p>Other commemorative events were held in East Jakarta municipality, Serdang Bedagai District (North Sumatra), and Jember District (East Java). In East Jakarta TBP II organized a street children parade on 12 June.</p> <p>In Serdang Bedagai some 500 participants participated in a dialogue officially opened by the Head of District. The event concluded with the signing of a commitment to combat child labour by the Head of District, Head of District Parliament, Head of District Police, and relevant organizations. The event was followed by a bicycle parade of about 100 bikers that went to surroundings villages and government offices to support provincial efforts against child labour and to urge local authorities to combat child labour in palm and rubber plantations. Similar events were also held in the sub-districts of Dolok Masihul and Sipispis.</p> <p>With support from TBP II 2 local foundations in Jember District organized a children's parade and festival on 12 June to raise awareness of local communities and villages regarding the elimination of child labour and the importance of education. Information kits regarding the dangers of child labour, children's rights and importance of education were widely distributed.</p>	
Following the commemoration of World Day against Child Labour 2009, the Project wrote up a number of articles on the WDACL 2009 to be published in the ILO Jakarta Newsletter in September 2009.	TPR 4 9/2009
Following the declaration of Serdang Bedagai to be Child Labor Free District by 2019, the Project wrote an article on the declaration to be published in the ILO Newsletter in September 2009.	TPR 4 9/2009
To strengthen advocacy activities at the local level, the Project carried out district-level workshops on child domestic workers in 4 districts/municipalities (Tangerang District, Bekasi District, Jember District and Bandung Municipality). The intention is to work in these areas for withdrawal of child domestic workers. 3 workshops were implemented in Tangerang (11 March 09), Bekasi (26 May 09) and Jember (18 August 2009) and the 4 th in October 2009 in Bandung. The workshops served to raise the issue of child domestic workers in these areas and inform various stakeholders (government, employers, trade unions, local NGOs) about CDL and the action programs to be implemented by various partners in the areas.	TPR 4 9/2009
TBP II funded an assessment of mechanisms to monitor child domestic workers at the local level. The assessment was implemented by the Center for Social and Development Studies of the University of Atmajaya.	TPR 4 9/2009
During the period, the Project staff prepared more information on TBP II activities for uploading to the ILO Jakarta website.	TPR 4 9/2009
TBP II continued its awareness-raising activities on the issue of child domestic labour during the period. A workshop on child domestic workers was implemented by the Project on 17 February 2010 in Surabaya Municipality in collaboration with 2 IPs and the Surabaya Office for Community Development.	TPR 5 3/2010
<p>1 workshop on child domestic labour at the municipality level in Malang Municipality involving with 1 IP and the Malang Government. Held on 10 December 2009, the workshop was officially opened by the Vice Mayor of Malang Municipality. In Malang Municipality, the Project is supporting an AP to withdraw children from child domestic labour.</p> <p>1 workshop on child domestic labour was implemented in Bandung Municipality on 14 December 2009, where the Project is supporting IPs to withdraw children from child domestic labour. Implemented in collaboration with 1 IP, the workshop was officially opened by the Head of Manpower and Transmigration Office of the Municipality on behalf of the Bandung Mayor. The workshops were extremely useful in raising the issue of child domestic workers in these areas and in informing various stakeholders (government, employers, trade unions, local NGOs) about child domestic labour and the APs being implemented by various partners in the areas.</p>	TPR 5 3/2010

Activity	Date
Reprinting of comics entitled “Yang Teraniaya (The Abused) developed by an NGO and about a young girl who is trafficked into child domestic labour and who is almost sold for sexual exploitation purposes. The comic conveys a message that young people should be alerted to child trafficking for child domestic labour as well as for sexual exploitation. The project reprinted 10,000 copies of the comic and used it for awareness raising activities targeted at children and teachers reached by various APs working for the prevention of child domestic labour and child trafficking.	TPR 5 3/2010
Printing of awareness-raising leaflet for employers of child domestic workers. The leaflet informs employers on the prohibition of employing children under 15 years of age and what they should do when children aged 15 to 17 are employed as domestic workers. The Project printed 10,000 copies of the leaflet and used the leaflet to raise the awareness of employers who are part of APs for withdrawing children from child domestic labour.	TPR 5 3/2010
Printing of the “Training Module on Child Domestic Labour for Stakeholders” (200 copies). The module was developed by the Ministry of Women’s Empowerment and Child Protection and TBP II will distribute copies to stakeholders in the project target areas.	TPR 5 3/2010
TBP II continued to prepare information on project activities to be uploaded to the ILO Jakarta website. Project staff also prepared various articles on child labor programs for the ILO Jakarta Newsletter.	TPR 5 3/2010
The Project held a National Workshop on Developing Commitment to Protect Young Workers aged 15-17 years in plantations through the Improvement of the implementation of Occupational and Safety and Health (OSH) in Jakarta on 12 April 2010. Attended by 25 participants representing government, employers, trade unions and NGOs, the workshop aimed at increasing awareness of the issue of child labour on plantations, including awareness of the risks and hazards faced by workers aged 15-17 years, and at obtaining the commitment and support from related stakeholders at national and local level to do a pilot testing and to monitor the implementation of OSH.	TPR 6 9/2010
Focus group discussions were held to review the status of labour inspection in combating child labour. The first FGD was held at the provincial level in North Sumatra on April 1, 2010 and was attended by labour inspectors from District/Municipality level targeted by the Project. The second FGD was conducted in Jakarta on 17 June 2010 and attended by labour inspectors from the district level from Jakarta, West Java and Banten Provinces. The FGDs were implemented in close collaboration with the Ministry of Manpower and Transmigration (MOMT) as a way to build MOMT’s ownership of the FGD results.	TPR 6 9/2010
<p>The Project conducted various activities to commemorate the World Day 2010. At the national level, in collaboration with JARAK, a national NGO network and in coordination with the National Action Committee for the Elimination of Worst Forms of Child Labour, the Project conducted a national workshop on child labour on 5th – 6th July 2010 in Jakarta to review progress made and to identify further actions needed. Attended by around 60 key stakeholders from national as well as provincial level, speakers represented Ministry of Manpower and Transmigration, National Development Planning Body and Ministry of Home Affairs and discussed progress.</p> <p>A number of activities were also implemented at the local level to commemorate the World Day: Child beneficiaries of the APs and IP staff participated in a march conducted on 24 June 2010, in Serdang Bedagai District. Participants met with some Heads of office such as Manpower Office, Education Office, Social Office, and the assistant to the District’s Head for an open discussion. Commemoration of World Day against Child Labour in Deli Serdang was marked by a march by child beneficiaries, parents, peer educators and NGOs staff. Following the march, the children performed a drama on child labour conditions before district government officials followed an open discussion.</p>	TPR 6 9/2010

Activity	Date
TBP II staff continued to prepare information on project activities to be uploaded onto the ILO Jakarta website. In addition, the Project staff also prepared various articles on the child labour program for ILO Jakarta Newsletter.	TPR 6 9/2010
During the reporting period the Project has been providing internship programs, consultations, discussions and field visits for university students or other groups wanting to learn about child labour.	TPR 6 9/2010
<p>Studies completed during this period:</p> <ul style="list-style-type: none"> • Compilation of good practices on combating child labour through education (6 good practices) • Survey of Child Domestic Workers in Tanjung Balai District, North Sumatra (by local government of Deli Serdang) • Diagnosis on the Existence of Child Labour in Cocoa Plantation (World Bank) • Review on Implementation of ILO Conventions on Child Labour, conducted by JARAK (National NGO Network) with support from EU. 	TPR 6 9/2010
<p>Mobilization of Corporate Social Responsibility (CSR) to combat child labour: The Project assisted 2 NGOs working for withdrawal of child domestic workers to develop proposals for submission to private companies. 2 NGOs received a contribution of 1,000 books from a company in the form of books to equip the child learning centers for child domestic workers.</p> <p>The Project also assisted Indo Power to develop its CSR programs to include and target child labor. Indo Power held a seminar for the staff wives' association on child domestic labour in December 2010. Similar seminars will also be implemented by Indo Power in their offices at the local level.</p> <p>To further campaign on the need to mainstream child labor into CSR programs, the Project participated in a CSR exhibition organized by Indonesia Business Link on September 2010. During the 2-day exhibit, the Project informed visitors, who were mostly from the private sector, on the child labor problem in Indonesia and what companies can do to contribute to its elimination.</p>	
The Project presented the results of the Focus Group Discussions (FGD) on the effectiveness of the labor inspector program to MOMT in October 2010. The meeting to present the FGD results was attended by 25 senior labour inspectors.	TPR 7 4/2011
A mapping of legislations, policies and programs to combat child labor was conducted during this period. A Focus Group Discussion with the key stakeholders to identify gaps in legislation, policies and programs was also conducted as part of the review.	TPR 7 4/2011
<p>Various radio programs to discuss child labor were conducted by the Project Staff, as follow:</p> <ul style="list-style-type: none"> • Smart FM Jakarta: 3 times • RRI Jember, East Java: 3 times • Prosalina Jember, East Java: 2 times • RRI Medan, North Sumatra: 1 time • RRI Pro2 Bandung, west Java: 1 time <p>In addition, staff of implementing partners such as Ibunda Foundation and Alang-alang Foundation in East Java and Child Protection Institute of West Java also conducted some radio programs to discuss the issue of child domestic labour. Alang-alang also discussed the issue in a local TV program.</p>	TPR 7 4/2011
<p>Research activities carried out:</p> <ul style="list-style-type: none"> • Rapid Assessment on Incidence of Child Labour in Commercial Chicken Husbandry was conducted in some sub-districts of Serdang Bedagai District, North Sumatra. 	TPR 7 4/2011

Activity	Date
<ul style="list-style-type: none"> • A draft TORs for a preliminary assessment on Incidence of Boys' Prostitution in Indonesia has been shared with technical experts in IPEC at ILO HQ to get inputs. • A review of the school attendance system at policy and school level and their relation with prevention of child labor has been implemented in selected public and private junior high schools where TBP II has been active. 	
During this period the Project provided an internship program and consultations for university students or other groups wanting to learn about child labour.	TPR 7 4/2011
<p>Project staff served as resource persons in the following workshops implemented and funded by other parties to discuss child labor in Indonesia:</p> <ul style="list-style-type: none"> • Training workshop on child protection for delegates from Tajikistan and Iran, Jakarta, 4 October 2010, organized by the Indonesian Child Welfare Foundation. • Workshop on child domestic workers for Association of Staff Wives, Indo Power (a company), Jakarta, 8 December 2010, organized by Indo Power • Workshop on reporting on the implementation of National Plan of Action by MOMT • Trainings for facilitators of MOMT and MOSA Programs in support to CCT Program • Seminar on child protection organized by University of Padjajaran, Bandung, West Java 	TPR 7 4/2011
<p>Project staff provided inputs to the Compliance Assessment Tools of the Better Work (BW) Indonesia Programme which also covers compliance with child labor related laws.</p> <p>Project staff prepared two articles for ILO newsletter to be published in April 2011.</p> <p>Project staff prepared compilation of press clipping on child labour and related news covering the period of 1 September 2010 to December 2010 and circulated the compilation to stakeholders, donor community in Indonesia and ILO Jakarta staff.</p> <p>Draft of 8 good practices were finalized for review by IPEC Geneva.</p>	TPR 7 4/2011

Educational materials and modules tools developed by TBP II

Period	Title of the Modules/Materials	Status of Review by MONE	Remarks
TPR 2 9/2008	Transitional Education Program Guideline (bridging and remedial courses)	Reviewed and endorsed by MONE	Developed by IPEC
TPR 2 9/2008	Pre-vocational Training Module	Reviewed and endorsed by MONE	Developed jointly by IPEC and EAST Project
TPR 2 9/2008	To Bring Child Labor Back to School (strengthening the local curriculum)	Reviewed and endorsed by MONE	Developed jointly by IPEC and EAST Project
TPR 2 9/2008	3R Trainers' Kit (Rights, Responsibilities and Representation) for use in Life Skills education	Identified by TBP II for use	Existing ILO tool
TPR 2 9/2008	SCREAM	Identified by TBP II for potential use	Existing ILO tool
TPR 2 9/2008	Community Economic Assessment Guideline to be used in identifying local economic potential and markets. Types of vocational training to be given to beneficiaries will be based on this.	Identified by TBP II for potential use	Existing ILO tool

Annex J: Good Practices and Effective Intervention Models

The TBP II project has identified eight Good Practice models, which it has documented for ILO approval.¹⁹ These are considered the most innovative and successful models among the 67 APs implemented by the project. They are described in detail in the Good Practices document.

1. Community Participation in Withdrawing and Preventing Child Labor through a Community Learning Center. (Hotline Surabaya Foundation)
 - Local stakeholders' participation
 - Capacity building for local stakeholders: tutors and teachers.
 - Direct actions of withdrawing and preventing child labor
2. Building Community Participation in Eliminating the Worst Forms of Child Labor. (SEMAK)
 - Improved stakeholder capacity at the village level in preventing and eliminating child trafficking.
 - Policy development to prevent and eliminate the WFCL at the village level.
 - Direct action to prevent child trafficking at the village level.
3. Provision of Education Services to Withdraw and Prevent Child Labourers through a Community Learning Center (PKBM) in Serdang Bedagai district, North Sumatra. (LINGKAR)
 - Involvement of the local community in tackling local problems
 - Direct actions to withdraw and prevent child labourers in plantations
4. Participation of Local Business in Providing Vocational Training and Apprenticeship Programs for Former Child Labourers in Tulang Bawang Tengah Sub-district, Lampung. (LADA)
 - Direct action to withdraw child labourers.
 - Participation of local entrepreneurs in vocational skills building and apprenticeship for former child labourers.
5. Campaigning on the Prevention of Child Labor and Child Trafficking Using School Radio in SMP Budi Rahayu School in Deli Serdang, North Sumatra. (YKKSP)
 - Capacity building for children beneficiaries to campaign in the prevention of child labor and child trafficking.
 - Development of student programs/activities in school.
6. Participation of Secondary Vocational School (SMK) in Providing Vocational Education for Child Domestic Workers. Ibunda Foundation
 - Quality vocational education for child domestic workers'
 - Participation of educational institutions in withdrawing child domestic workers.
 - Withdrawal of child domestic workers aged 15 to 17.
7. Provision of Vocational Skills Training to Withdraw Child Domestic Workers in Bandung City. (LAHA)
 - Establishing community support for the elimination of child domestic labor
 - Awareness raising for the elimination of child domestic labor among employers
 - Providing access to education for child domestic workers.
8. Establishment of a Joint Business Group for Former Child Labourers Aged 15 to 17. (YPI)
 - Job creation for former child labourers.
 - Direct action to withdraw and prevent child labor.

¹⁹ TBP II. 2011. "Good Practices on Combating Child Labor through Education." Draft for Review.

Annex K: Additionality and Value-added of TBP II to the CCT Program

1. TBP II provided a package of four educational support activities to children from households receiving subsidies under the CCT Program (PKH). These activities were remedial classes in key subjects, 3R Life Skills training, the provision of a Child Learning or Creativity Center (sanggar), and home visits to assist children and to inform parents. In most areas children of very poor, but non-CCT, households were also included in the package of TBP II assistance activities. This was made necessary by the widespread dispersal of CCT-selected households and the discovery in IP activity areas of a large number of equally poor families. In order to meet their quantitative prevention targets, Implementing Partners thus often included very poor non-CCT children in their programs.
2. The study conducted by SMERU in parallel to the TBP II final evaluation was designed to complement the evaluation by examining the value-added of pairing TBP II prevention activities with the CCT Program. The study was conceived as “a rapid qualitative study...as an exploratory exercise for preparing a more comprehensive impact evaluation study.”²⁰ In addition to exploring key questions and research methodologies to be used in future, the study was charged with identifying preliminary impacts of the CCT Program when combined with TBP II prevention activities. The CCT Program by itself only required that children of school age be kept in school by their parents and reductions in payments were made if children’s attendance did not reach 85 percent.
3. Due to time constraints, it was decided to carry out an exploratory study to test methodologies, prepare a proposal for a subsequent impact study, and identify potential funding for it. As such, it was conducted in four villages in two sub-districts of West Java. TBP II Action Programs had been conducted in four sub-districts of this province between November 2009 and December 2010. These APs covered 79 primary schools (SDs) and 23 junior secondary schools (SMPs). In each of the two sub-districts chosen (2 sample villages in each), two experimental SDs and one SMP were selected for observation. In addition, in these same sample sub-districts one SD and one SMP not included in Action Programs but part of the CCT program were selected as a control group. The study thus involved five primary schools (4 experimental and 1 control schools) and three junior secondary schools (2 experimental and 1 control schools). Background information was generated and sample schools selected in a Phase 1 activity (pre-survey) followed by a Phase 2 (survey) consisting of interviews and focus group discussions at the village, school, and household levels. A research team of three persons spent eight to 10 days in each sample sub-district in late July – early August 2011.
4. After an introductory chapter, the SMERU report devotes a chapter to educational and child labor background issues in the four sample villages, another chapter to describing the combined TBP II and CCT programs, and a third chapter that presents the impacts of the combined program. The report states that there was some measure of impact on teachers and their teaching methods in schools involved, as well as four impacts on children beneficiaries: (1) academic achievement, especially in remedial subjects; (2) changes in enrolment rate and attendance; (3) changes in perceptions of child labor; and (4) changes in actions or conduct with respect to child labor issues.
5. According to the results of this admittedly preliminary study, the inclusion of the interactive 3R Life Skills training in the package of TBP II activities has led to changes in teaching methods by teachers involved as tutors in the program. Where IP staff conducted the 3R training with children, teachers were not exposed to its interactive methods and did not carry over these methods to their own remedial classes. On the other hand, where teachers were charged with the 3R training alongside the standard remedial classes, they were impressed by its interactivity and tended to modify their own teaching methods accordingly. The major shift reported by this study is from a one-way (ex cathedra)

²⁰ SMERU. 2011. “First Rough Draft of ILO-IPEC Exploratory Study. August 25, 2011. P.2.

transfer of knowledge to a two-way learning process. Teacher/tutors reported that they were able to enrich the delivery of didactic material in the classroom. Without giving any figure on the percentage of teachers involved that changed their teaching style based on their experience with the 3R methodology, the study asserts that this was a noteworthy impact. Of course, it would have occurred as well in those APs not linked to the CCT program.

6. While awareness raising and attitudinal change among parents and community leaders were subsidiary objectives, the primary objective of AP prevention activities was direct impact on children by improving their academic skills, stimulating their creativity, and raising their awareness of the importance of education and the dangers of child labor. The provision of remedial learning classes was the dominant activity in these APs, but 3R training involved as many hours (normally 36 hours for each). Remedial activities were focused on specific subjects to which students often needed additional exposure (mathematics, science, Indonesian, and English). The study reveals that teacher/tutors sometimes introduced lessons to remedial students just prior to presenting the same material in normal class.
7. The study declares that “the impact of these activities on students’ ability is actually very easy to measure” and that “the easiest way is by comparing the test result before and after getting remedial [classes].” However, the study goes on to say that “reliable data on this test result is not available.”²¹ Since no quantitative data were available, study findings have relied on qualitative statements of students, teacher/tutors, non-tutor teachers, and parents. These findings are presented village by village because of differences in remedial class delivery, mixing grade levels in some places, tutor experience and absenteeism, and frequency and length of individual remedial classes.
8. Although a quantitative presentation of findings must await the proposed comprehensive research study, the following are the general findings presented from the four villages.
9. In Nagrak Seletan, students indicated they were very pleased with the remedial classes because of the change to more interactive teaching methods. They also highly appreciated the content and interactive processes of the 3R course. The remedial classes gave students more contact with difficult subjects and gave them more confidence in raising questions or in expressing their opinions. The Child Learning Center was appreciated by those living near enough to use it. Students also indicated that their local CLC was not always open or staffed adequately. The degree of differential academic or other impact of these three interventions on CCT and non-CCT students is not estimated.
10. In Darmareja, some student respondents were pleased with the remedial classes, while others stated that the classes were tedious and had no effect on their academic achievement. Only qualitative data are provided in the report, although some typical comments are quoted. The comments do not refer, however, to the 3R course or the CLC.
11. Based on qualitative findings, the report states that in Sukamulya village, the TBP II activities generally increased student academic achievement in both primary and junior secondary schools. It gives as explanation that students had more time interacting with their teachers/tutors than in other places and that the subject matter was presented preceding the regular classes. Again, the exact degree of impact remains unknown, and no mention is made of the 3R course or of the CLC.
12. Finally, the report states that in Panyusuhan village, remedial classes led to increased understanding of the subject matter covered. This apparently occurred not only because of increased exposure to the material presented in the classroom, but also because of the new two-way (interactive) teaching

²¹ SMERU. 2011. “First Rough Draft Report on ILO-IPEC Exploratory Study.” August 25, 2011. P. 26.

method that encouraged students to ask questions or further discuss the subject matter. The study reports that students were emboldened during the 3R course and carried this over to the remedial classes. Again, only qualitative findings are provided in support of these statements asserting positive impacts. No breakout between CCT and non-CCT student performance is attempted, although both were included as beneficiaries in this village.

13. With respect to enrolment and attendance, the study indicates that primary school enrolment rates were already quite high before the TBP II intervention. Poor students from CCT households were enrolled prior to TBP II activities, and attendance was more than 90 percent. Very few cases of dropout had occurred, even before the APs in CCT areas. Dropout is more frequent at the level of junior high school, due in part to children's desire to earn money to assist the family or purchase desirable goods. The study asserts that addressing the problem of child labor is not limited to addressing education issues, such as quality, cost, and access, but is multi-dimensional. When faced with conflicting priorities, such as the need to work to assist family members or earn income for their own material needs, many children no longer place education as the highest priority.
14. The study also concludes that the 3R course had a positive impact on students' attendance in school. Based only on qualitative findings, the report states that the students receiving the 3R training "were generally more aware of the importance of education for their future."²² However, the CCT Program includes sanctions to oblige families to maintain a high level of attendance. Separating the impact of these sanctions from the impact of the TBP II interventions is difficult, according to the report, which nonetheless sees the TBP II intervention as strengthening the CCT Program. A question not answered by this preliminary study is how much strengthening it actually does.
15. In two of the sample villages, enrolment and attendance rates were already high before the AP interventions, while in two others the combined CCT and TBP II programs were still unable to prevent some dropouts and eliminate high absenteeism among some students. Again, only qualitative findings are presented. The principal reason given for dropout in these two villages was family economic problems. In some cases, parents are migrant workers living in other areas and their children are relatively neglected in their home villages.
16. Based on qualitative data, the study reports that one of the successes of the TBP II interventions has been to change student perceptions of the importance of education for their future and of the negative aspects of child labor. This is the result of 3R training, the CLC, and of home visits made by IP staff. Both children and parents are said to have gained a broader understanding of these issues. The study reports this as increased "cognitive awareness."
17. The report goes on to say that increased awareness of the importance of education and of the negative consequences of child labor is not sufficient to keep children in school or from entering the workforce. Although we are not told how many, the report indicates that some children dropped out after receiving the benefits of the TBP II interventions and that no child left his or her work because of increased awareness of labor issues. The report states that in all four sample villages, "the problems of dropout and child labor were unchanged."²³ In other words, changed perceptions, if they indeed occurred, did not lead to changed behavior.
18. The report attempts to explain this disjuncture between knowledge and practice by saying that change in perceptions has not been strong enough to trigger new behavior, that the realities of life simply overwhelm the new perceptions, or that the 3R messages regarding the dangers of child labor are

²² SMERU. 2011. "First Rough Draft Report on ILO-IPEC Exploratory Study." August 25, 2011. P. 30.

²³ SMERU. 2011. "First Rough Draft Report on ILO-IPEC Exploratory Study." August 25, 2011. P. 33.

misunderstood because the children do not see their work situation as similar to the negative examples presented in the 3R training.

19. Because of its preliminary nature, this study is unable to provide much information on the nature and degree of impact of the TBP II program on CCT or non-CCT household children. The study does provide a good deal of interesting background information on education and child labor causes in general and specifically in the sample villages (Chapter II), on the CCT program and the various interventions of TBP II in the sample villages (Chapter III). Following the chapter on impacts of the TBP II interventions on children in the sample villages (Chapter IV), the study devotes a chapter to common perceptions of child labor that tend to perpetuate it in rural Indonesia (Chapter V).
20. This chapter on common perceptions asserts that it is simply considered reasonable and appropriate that children help their parents economically, especially if the family is poor. Traditional values hold that children have an obligation to help their parents. These values are manifested in five societal attitudes: (1) children are morally bound to assist the household economically; (2) assisting parents economically prepares and educates children for work as adults; (3) work is better than play, because it is productive and prepares and disciplines children for responsibilities as adults, (4) children are an integral part of the family and should be fully involved in the household division of labor; and (5) the traditional division of labor within the family holds that girls are more appropriate to do domestic chores, while boys have a lesser workload involving strength or greater mobility in the community.
21. A concluding chapter (Chapter VI) provides study conclusions and policy relevance. Not surprisingly, the major conclusion is that child labor and working children have much to do with parents' economic situation, the development and proximity of labor intensive industries, the inconsistency of various governmental regulations related to children, community perceptions of what actually constitutes child labor, and traditions that perceive children as a productive part of the household unit. The conclusion goes on to state that although the major alternative to child labor within or for the household is schooling, this is not always accessible because of distance, cost, or early marriage, particularly after primary school. In some cases, children are left largely to their own devices because their parents have migrated or work full time in local factories. In other cases, children drop out of school because of peer pressure or a desire to have money to spend on personal material possessions.
22. The concluding chapter goes on to review the ways in which the government has attempted to keep children in school by providing an operational subsidy to schools, scholarships for poor students, and conditional cash transfers to the poorest households. Based only on qualitative findings and without discussing what the control schools revealed, the report concludes that in spite of pairing TBP II activities with CCT household children, there are still "many cases" where children have dropped out of school or do not continue on to the next level. Indeed, some dropouts have benefited from all programs intended to keep them in school, including CCT, BOS, BSM, and TBP II.
23. The concluding chapter goes on to repeat the unsurprising finding that issues of child labor, working children, and education in the four sample villages are complex. The study does conclude, however, "that the ILO-IPEC [TBP II] program does not have big impact on reducing child labor incidence."²⁴ The explanation for this is that the "design and size of the program is not comparable to the complexity of [the] problem it tries to solve." The study notes that since the program only addresses children, it fails to address a number of other factors in a complex web of causes involving family and community attitudes toward education and child labor, factory owners, local government, employment agents, and household poverty confronted with escalating material needs. Nevertheless, the study also concludes that to some degree children's perceptions of the dangers of child labor have been

²⁴ SMERU. 2011. "First Rough Draft Report on ILO-IPEC Exploratory Study." August 25, 2011. P. 43.

increased. Unfortunately, even thus enlightened, children are “still unable to escape from the trap of their destiny.”

24. This preliminary study makes a few policy recommendations. Not surprisingly, it indicates that a “partial treatment is not enough” and that it is urgent to envisage a “comprehensive scheme to handle this problem.” Stakeholders from various ministries should coordinate their activities and a task force should be formed consisting of representatives from different ministries and agencies. However, the evaluation team determined that TBP II has spent a good deal of time at both the national and district levels in working with various ministries and governmental structures to achieve change.
25. The study also recommends the need to “synchronize all governmental policies related to children,” particularly policies on the definition of child status and its relation to marriage, employment, education, child protection laws.²⁵ It does not indicate how this complex task can be carried out successfully and by whom. Presumably this would be the work of the same or another governmental task force. Finally, the study makes a recommendation directly to the TBP II project that it should incorporate family and community in its target groups, in order to reinforce its impact on children. However, the evaluation team noted that TBP II has often included community members and parents in its activities, whether focused on CCT- linked prevention activities, non-CCT linked prevention, or in numerous types of child withdrawal activities.
26. Findings from the SMERU study have been left as a stand-alone section and annexed to reduce report length, but its conclusions and recommendations are reproduced in the evaluation report in Section IV. An occasional finding is also integrated into the report, since SMERU findings have illuminated child labour issues through interviews with a number of working children.

²⁵ SMERU. 2011. “First Rough Draft Report on ILO-IPEC Exploratory Study.” August 25, 2011. P. 44.

Annex L: Persons Interviewed

ILO/IPEC

Patrick Quinn	Chief, Communications and Advocacy, IPEC
Mary Read	Chief, Planning and Reporting, IPEC
Ricardo Furman	Monitoring and Evaluation Officer, IPEC
Bharati Pflug	Senior Program Officer, IPEC
Kusuma Cunningham	Monitoring and Evaluation Officer, USDOL
Kimberly Parekh	Project Officer, USDOL
Geir Myrstad	Chief of Operations, IPEC

Jakarta

Mudji Handojo	Director General of Directorate of Labor Inspection, MOMT
Yuli Adiratna	Chairperson, Secretariat of the National Action Committee
Simban	Member, Secretariat of the National Action Committee
Arum Ratnawati	Chief Technical Advisor, TBP II project
Dede Sudono	Education Officer and Jakarta AP manager, TBP II
Abdul Hakim	M&E Manager and Lampung AP manager, TBP II
Syukri Rahmadi	Local Coordinator, North Sumatra province, TBP II
Edy Sunarwan	Local Coordinator, North Sumatra province, TBP II
Irfan Afandi	Local project assistant, East Java province, TBP II
Dyah Retno P. Sudarto	Program Officer, Decent Work Country Program, ILO/Jakarta
Sulistri SH	Deputy President, Bidang Program, KSBSI
Emma Liliefna	Public Relations, KSBSI
Mathias Mehan	General Secretary of Hukatan Federation
Harry Hikmat	Director, Child Welfare and Services, MOSA
Rachmat Koesnadi	Head, Sub-directorate of Social Welfare for Neglected Children, MOSA
Ratna Andriani	Head, Sub-directorate of Rural Employment, MOHA
Srisakuntala	Staff member of Sub-directorate of Rural Employment, MOHA
Leni Alkatiri	Staff member of Sub-directorate of Rural Employment, MOHA
Solekha	Staff member of Sub-directorate of Rural Employment, MOHA
Nawaria	Staff member of Sub-directorate of Rural Employment, MOHA
Didik Suhardi	Director, Secondary Education, MONE
Harapan Lumban Gaol	Deputy Director, Social Security, MOSA
Patrick Daru	Chief Technical Advisor, ILO EAST Project
Nina Tursinah	Dputy Chairperson, SMEs, Women, Gender, Social Division, APINDO
Indra Kesuma	Senior Manager, SMEs, Women, Gender, and Social Division, APINDO
Peter Rooij	Director, ILO/Jakarta
Cicik Tri Meylany I.	Administration staff member, YILB
Deddy Mahyarto K.	Fund raising External Relations Manager, YILB

Jakarta Field Locations

Herman Mustamin	Project Coordinator, Yayasan Rumah Kita (eRKa)
Herman	Finance/Administrative staff, Yayasan Rumah Kita (eRKa)
Firdaus	Field worker, Yayasan Rumah Kita (eRKa)
Wulandari	Database staff member, Yayasan Rumah Kita (eRKa)
Rojai	Junior street educator, Yayasan Rumah Kita (eRKa)
Garuda	Tutor for mobile phone repair, Yayasan Rumah Kita (eRKa)
Henry Yusriani	Project Coordinator, Yayasan Pelita Ilmu (YPI)
Susan	Field worker, Yayasan Pelita Ilmu (YPI)
Anna	Junior field worker, Yayasan Pelita Ilmu (YPI)
Desi	Tutor in English, Yayasan Pelita Ilmu (YPI)

Sri	Headmaster – SMP, Yayasan Pelita Ilmu (YPI)
Muhemi	Tutor in 3Rs life skills, Yayasan Pelita Ilmu (YPI)
Sandy, Elfa, Ayu, Ria	Children beneficiaries
Muchtar Bahar	Executive Director, Bina Masyarakat Sejahtera (BMS)
Wardoyo	Project Coordinator, Bina Masyarakat Sejahtera (BMS)
Sidik	Field worker, Bina Masyarakat Sejahtera (BMS)
Nur	Parent beneficiary, Bina Masyarakat Sejahtera (BMS)
Karmila	Parent beneficiary, Bina Masyarakat Sejahtera (BMS)
Steven Onsoe	Project Coordinator, Yayasan Cinta Anak Bangsa (YCAB)
Abdul Gofur	Project Coordinator, Yayasan Sekolah Rakyat Indonesia (YSRI)
Rudi	Database staff member, Yayasan Sekolah Rakyat Indonesia (YSRI)
Jaja	Tutor in sewing, Yayasan Sekolah Rakyat Indonesia (YSRI)
Lia	Tutor in English, Yayasan Sekolah Rakyat Indonesia (YSRI)
Tri Endang Sulistyowati	Director, PPSW Jakarta
Titik Suryatmi	Program manager, PPSW Jakarta
Wirda	Field worker, PPSW Jakarta
Sur	Field worker, PPSW Jakarta
Budi	Social worker, PKH - MOSA
Naning	Social worker, PKH – MOSA
Maria Yohanista	Executive Director, Mitra Imadei
Beti MC	Project coordinator, Mitra Imadei
Inke Maris Finance	
/Administrative staff member,	Mitra Imadei
Nafsiah	Tutor in sewing, Mitra Imadei
Endang	Tutor in sewing, Mitra Imadei
Murtiningsih	field worker, Mitra Imadei
Rohimah	Tutor in package program, Mitra Imadei
Nia	Tutor in cooking, Mitra Imadei
Imah, Iin, Efa, Runti	Children beneficiaries
Yuyun Sri Heryani	Project Coordinator, YKAI
Anto Ikayadi	Field coordinator, YKAI
Tuti	Administrative staff member, YKAI
Nani	Finance staff member, YKAI
Fajar	Database staff member, YKAI
Ismi	Social worker, RPTC (Trauma Rehabilitation Center)
Bambang S	Social worker, RPSW (Women's Rehabilitation Center)
Wishnu	Social worker, RPSW (Women's Rehabilitation Center)
Martin	Head of section, Office of Social Affairs, Karawang
Hadja	Staff member, Office of Social Affairs, Karawang
Yeti Mulyadi	Staff member, Office of Social Affairs, Karawang
Hasrifah	Head, RPSA (Children's Rehabilitation Center)
Eni Dwi Hastuti	Social worker, RPSW (Women's Rehabilitation Center)

North Sumatra

Sumiati	Vice director, GEMMA
Nurainum	Staff member, GEMMA
Ibnu Sina	Database assistant, GEMMA
Agus Sanjaya	Director, PKBM
M. Syahdar	Staff member, PKBM
Haris Daulay	Staff member, PKBM
Supraja	Database assistant, PKBM
Indra Gunwan	Saff member, PKBM
Tengku Erry Nuradi	Head of district, Serdang Bedagai
Second assistant	Second assistant to district head, Serdang Bedagai
Staff member	District Women's Empowerment Office, Serdang Bedagai

Staff member	District Education Office, Serdang Bedagai
Staff member	District Manpower Office, Serdang Bedagai
Head	District Public Relations Office, Serdang Bedagai
Syaifuddin	Director of NSC
Ismet	Staff member of NSC
Iqbal Alquindi	Staff member of NSC
Khairun Nasir	Staff member of NSC
N. Sihanouk	Director of Kekar Indonesia
Khairuddin	Program Coordinator of Kekar Indonesia
Fahri	Staff member of Kekar Indonesia
Sutrisno	Chairperson of Lingkar
Supriadi	Director of Lingkar
Siti Maimunah	Database assistant
Junaidi	Staff member of Lingkar
Antoni	Staff member of Lingkar
Sukirman	Staff member of Lingkar
Hermansyah	Staff member of Lingkar

West Java

Nanang Sukanda	Program manager, DEO, Sukabumi district
Widodo	Database staff member, DEO, Sukabumi district
Arif	Headmaster, One-roof school, Karang Anyar, Sukabumi district
Haris	English teacher, Karang Anyar, Sukabumi district
Eti Sumiati	Program manager, Jari
Prang A	Field staff member, Jari
Afendi	Field staff member, Jari
Nanang Hartila	Teacher, SDN 1, Ngamprah
Ani Trisnawati	Teacher, SDN 1, Ngamprah
Nandang N.R.	Director, Saudara Sejiwa
Iwan Hendrawan	Program manager, Saudara Sejiwa
Arin S.	Field staff member, Saudara Sejiwa
Sarlistyarso	Director, SEMAK
Tatang Rahman	Program manager, SEMAK
Hening Widiatmoki	Head of Provincial DOMT
Maman Suherman	Head of Inspection Section, Provincial DOMT
Cahroya	Inspector
M. Effendi	Inspector
Distia	Director, LAHA
Andi Akbar	Program manager, LAHA
Ade Mulyadi	Database staff member, LAHA
Ifa	Field staff member, LAHA
Dianawati	Project coordinator, LPA Jawa Barat
Al Sumiati	Finance officer, LPA Jawa Barat
Lista	Field staff member, LPA Jawa Barat
Yuni	Field staff member, LPA Jawa Barat
Nurjanah	Field staff member, LPA Jawa Barat
Tamimi Zain	Director, Bahtera
Sigit W	Former program manager, Bahtera
Aghyarsa Iman	Field staff member, Bahtera
Hedi Firdia	Field staff member, Bahtera

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Annex N: Terms of Reference



International Programme on the Elimination of Child Labour ILO/IPEC

Terms of Reference For

**Draft for stakeholder
inputs:
May 31st 2011**

Independent Expanded Final Evaluation of the Project of Support to the Indonesian Time-Bound Programme on the Elimination of the Worst Forms of Child Labour Phase II

ILO Project Code	INS/07/03/USA
ILO Project Number	P.270.08.326.003
ILO Iris Code	100957
Country	Indonesia
Duration	48 months
Starting Date	30 September 2007
Ending Date	30 September 2011
Project Language	English
Executing Agency	ILO/IPEC
Financing Agency	USDOL
Donor contribution	USD 5,750,000

List of Abbreviations

AP	Action Programme
C182	ILO's Worst Forms of Child Labour Convention, No. 182 of 1999
CCT	Conditional Cash Transfers
CL	Child Labour
CSR	Corporate Social Responsibility
DED	ILO/IPEC Geneva's Design, Evaluation and Documentation Section
DWCP	Decent Work Country Programmes
EFE	Expanded Final Evaluation
HQ	Headquarters
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
NAP	National Action Plan
PRSP	Poverty Reduction Strategy Paper
TBP	Time Bound Programme
UNDAF	United Nations Development Assistance Framework
USDOL	United States Department of Labour
WFCL	Worst Forms of Child Labour

Background and Justification

1. The aim of IPEC is the progressive elimination of child labour, especially its worst forms. The basis for IPEC action is 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. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct Action Programmes (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.
2. The aim of the International Programme on the Elimination of Child labour (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 strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.
3. A Time Bound Programme (TBP) is essentially a national strategic programme framework of tightly integrated and coordinated policies and initiatives at different levels to eliminate specified Worst Forms of Child Labour (WFCL) in a given country within a defined period of time. It is a nationally owned initiative that emphasizes 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. ILO, with the support of many development organizations and the financial and technical contribution of the United States' Department of Labor (USDOL) has elaborated this concept based on previous national and international experience. It has also established innovative technical cooperation modalities to support countries that have ratified the ILO's Worst Forms of Child Labour Convention, No. 182 of 1999 (C182) to implement comprehensive measures against WFCL.²⁶
4. The most critical element of a TBP is that it is implemented and led by the country itself. The countries commit to the development of a plan to eradicate or significantly diminish the worst forms of child labour in a defined period. This implies a commitment to mobilize and allocate national human and financial resources to combat the problem. The TBP process in Southern Africa is one of 19 programmes frameworks of such nature that are being supported by IPEC at the global level.²⁷

²⁶ More information on the TBP concept can be found in the Time Bound Program Manual for Action Planning (MAP), at <http://www.ilo.org/childlabour>.

²⁷ The term "national TBP" normally refers to any national programme or plan of action that provides a strategic framework for or plan for the implementation of Convention 182 on the worst forms of child labour. TBP is a generic term for such frameworks and for a concept or proposed general approach which will be used in different ways in different national contexts. In many cases the terminology TBP is not used even though the process and the framework will have many of general characteristics of the approach. ILO/IPEC has formulated the TBP concept and approach based on the work of ILO and partners. ILO/IPEC is providing support to the TBP process as in the different countries through "projects of support", which is seen as one of the many component projects, interventions and development partner support to the TBP process.

5. The operational strategy of IPEC has over the years focus on providing support to national and local constituents and partners through their project and activities. Such support has to the extent possible been provided in context of national frameworks, institutions and process that have facilitated the building of capacities and mobilisation for further action. It has emphasized various degrees of a comprehensive approach, providing linkages between action and partners in sectors and areas of work relevant for child labour. Whenever possible specific national framework or programmes have provided such focus.
6. From the perspective of the International Labour Organisation (ILO), the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee decent work for all adults. In this sense, the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is the key characteristic of ILO cooperation and it is within this framework that the activities developed by the Time-Bound Programme should be analyzed.
7. From the perspective of the ILO, the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee decent work for all adults. In this sense, the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is the key characteristic of ILO cooperation and it is within this framework that the activities developed by the Time-Bound Programme should be analyzed.
8. ILO Decent Work Country Programmes (DWCPs) have subsequently been developed and are being introduced in the ILO to provide a mechanism to outline agreed upon priorities between the ILO and the national constituent partners within a broader UN and International development context. For further information please see :
<http://www.ilo.org/public/english/decent.htm>
 In particular for Indonesia please see:
<http://www.ilo.org/public/english/bureau/program/dwcp/countries/index.htm>
9. The DWCP defines a corporate focus on priorities, operational strategies, as well as a resource and implementation plan that complements and supports partner plans for national decent work priorities. As such, DWCP are broader frameworks to which the individual ILO project is linked and contributes to. DWCP are beginning to be gradually introduced into various countries' planning and implementing frameworks.
10. The DWCP for Indonesia 2006-2009 has been gone under an independent evaluation in 2009. The report is available at:
http://www.ilo.org/eval/Evaluationreports/lang--en/docName--WCMS_116334/index.htm
**“Support to the Indonesian TBP on the Elimination of the Worst Forms of Child Labour Phase II”
 Project Background**
11. After Indonesia Government's ratification of Convention 182, the country started implementing its National Action Plan for the Elimination of the Worst Forms of Child Labour. IPEC, with support from US Department of Labour, is implementing a project of support to the implementation of the National Action Plan since 2004 (1st phase 2004-07 and 2nd phase, 2007-11). During the 1st phase the Project worked to support an improved policy framework, build public awareness, strengthen institutional capacity and develop and implement models for tackling child labour.

12. During the 2nd phase -covered under this evaluation- ILO-IPEC is continuing its support to the Government of Indonesia through building on the achievement of the first phase, whilst introducing a number of new elements. On one hand, it is continuing to promote positive policy and enabling environment to advance the national efforts to eliminate worst forms of child labour. This includes work on promoting policies to tackle child labour at national and local level, improving the knowledge base, improving the legal environment, awareness raising, and building the capacity of stakeholders. On the other, it will work directly to prevent and withdraw child domestics workers, child labour in plantation, trafficking for sexual exploitation and street children at risk of trafficking and drug trafficking. These interventions will provide models that can be replicated elsewhere by the Government and others in their own efforts to implement the National Action Plan.
13. Two major novelties are to work with the Government's Conditional Cash Transfer Programme (*Program Keluarga Harapan-CCT*) and in partnership with a private sector through a Corporate Social Responsibility initiative.
14. It is remarkable that the CCT programme in Indonesia is one of a very few CCT programmes worldwide that has specifically identified child labour as an issue to be addressed. The Project provides educational and other complementary services to children from households participating in CCT which include:
 - After school activity centres that provide activities for children, which help limit the time available for work, and which also help through additional non-formal learning.
 - More structured transitional education (bridging and remedial) support for returning children, including trainings for teachers/tutors to deliver quality transitional education.
 - Additional services (uniforms, lunch, books, school materials, or other types of incentives that enable the child to stay in education) to very poor families to increase the chances of keeping children in school.
15. The project has targeted four types of child labour: child domestic labour, trafficking for commercial sexual exploitation of children, agricultural sector child labour and street children at risk of trafficking and involvement in drugs trade.
16. The project has gone through an independent mid-term evaluation in October 2009. This external evaluation was contracted directly by USDOL. The conclusions and recommendations are presented in Annex I.

Significant Achievements

17. **Mainstreamed child labour concerns in national and local government policies and programs**, with reference to the Indonesia Mid Term Development Plan, the United National Partnership Development Framework (UNPDF), national programs to address child labour and local regulations.
18. **Strengthened partner capacities in tackling the issue of worst forms of child labour** through support to establish and strengthen local committees to address worst forms of child labour, training and technical assistance to multiple agents (e.g. teachers, government officers, CCT workers, children and adolescents companies Corporate Social Responsibility staff
19. **Improved knowledge base**, through various researches, targeted seminars, awareness-raising, and advocacy at national level as well as district and provincial levels
20. **67 Action Programmes** implemented in five provinces by 60 partners (NGOs, **Governments**, Trade Unions) for withdrawing children from the worst forms of child labour, and preventing vulnerable

children from entering such employment through provision of various services covering transitional education, formal education, non formal education, vocational trainings, apprenticeship, counselling and health services, livelihoods improvements for parents, etc.

21. By the end of March 2011, 3,754 children in the worst forms of child labour had been withdrawn and 14,817 children had been prevented from entering such works. The action programmes also targeted families of the children through income generating activities, women empowerment, parenting skills, etc.

Background to the evaluation

22. As per ILO evaluation policy and procedures all programmes and projects over a certain duration and funding level have to be evaluated by an independent party. An evaluation focusing on the strategic achievements and experience can form the basis for discussion on further action in this area of work.
23. Evaluation for the purpose of learning and planning and building knowledge is an essential part of ILO/IPEC approach. It contributes to building the knowledge base on action against CL and the capacity for using such knowledge. This is particular so for regional strategic programme such as this one.
24. The current evaluation has been defined as an Expanded Final Evaluation because the final evaluation is complemented by a detailed sub-study focused on the impact of a particular component, the CCT Program. Both studies will be technically managed by IPEC-DED and are expected to complement each other.
25. The sub study will have separate ToRs and will be implemented by another consultant in coordination with the final evaluation team. For coordination and consistency between both studies, the evaluation team leader will provide feedback to the sub study consultant. Both studies' consultants will interact as much as possible to contribute to enrich both studies.

Scope and purpose

Purposes

26. The purposes of this evaluation are:
 - Determine if the Project has achieved its stated objectives and how and why have been/have not been achieved
 - Identify unintended positive and negative outcomes and impact
 - Determine the implementation effectiveness and efficiency of the Project
 - Determine the impact of the Project in terms of sustained improvements achieved, and the long-term benefits of national legislation and policies in line with international labour standards on combating child labour.
 - Provide recommendations regarding relevant stakeholders building on the achievements of the Project under a national TBP or other institutional framework.
 - Document lessons learned and good practice

Scope

27. The evaluation will look at all activities implemented from October to June 2011. In particular, the evaluation will examine the impact of project activities on:

- supporting the formulation, revision and/or enforcement of national legislation in line with international labour standards
 - strengthening the capacities of national and local stakeholders for implementing actions against child labour
 - supporting advocacy and awareness raising campaigns about the worst forms of child labour and the importance of education for all children
 - implementing direct interventions for withdrawing and preventing child labour
28. The evaluation should look at the programme as a whole, including issues of initial project design, implementation, lessons learnt, follow-up in charge of stakeholders, and degree of replicability and scalability, regarding in particular future programmes.
29. The evaluation should cover expected (i.e. planned) and unexpected results in terms of non planned results (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation should reflect on them for learning purposes.
30. The analytical scope should include identifying levels of achievement of objectives and explaining how and why have been attained in such ways (and not in other alternative expected ways, if it would be the case).
31. The evaluation will analyse the effectiveness and impact of the support of the project to the national governmental CCT program as a component of the whole project. More in depth discussion will be covered by an exploratory sub-study that will add to this evaluation. Thus, being complementary to the evaluation, it will be run by a separate team. The teams of the evaluation and the sub-study will interact to build up consistency between both studies.

Suggested aspect to address

32. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standard.
33. The evaluation will address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency and sustainability to the extent possible as defined in the ILO Guidelines to Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations', Version 1, January 2010
34. For gender concerns the evaluator should review the ILO Guidelines "Considering Gender in Monitoring and Evaluation of ILO Programmes and Projects" 2007 (further information is also available at www.ilo.org/gender).
35. In line with results-based framework approach used by ILO-IPEC for identifying results at global, strategic and project level, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the Immediate Objectives of the project as stated in the Project document.
36. Annex I contains specific suggested aspects for the evaluation to address. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with ILO/IPEC Geneva's Design, Evaluation and Documentation Section (DED) and Project team. It is not expected that the evaluation address all of the questions detailed in the Annex; however the evaluation must address the general areas of focus. The evaluation instrument (summarised in the Inception report)

should identify the general areas of focus listed here as well as other priority aspects to be **addressed in the evaluation.**

37. Below are the main suggested aspects that can be addressed in the evaluation:

- Design
- Achievements (Implementation and Effectiveness) of Objectives
- Relevance of the project
- Sustainability
- Special Aspects to be Addressed

Expected outputs of the Evaluation

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

- Inception report: this report based on the Desk review should describe the evaluation instruments, reflecting the combination of tools and detailed instruments needed to address the range of selected aspects. The instrument needs to make provision for the triangulation of data where possible
- The report will consider the points defined in the DED Inception report outline.
- Stakeholders workshop at the end of the field work
- Draft evaluation report. The evaluation report should include and reflect on findings from the field work and the stakeholder workshop
- Final evaluation report including:
 - Executive Summary with key findings, conclusions, recommendations, lessons and good practices
 - Clearly identified findings
 - A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
 - Clearly identified conclusions and recommendations
 - Lessons learned
 - Potential good practices and effective models of intervention.
 - Appropriate Annexes including present TORs
 - Standard evaluation instrument matrix (adjusted version of the one included in the Inception report)

39. The total length of the report should be a maximum of 30 pages for the 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.

40. 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.

41. The final report will be circulated to 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 evaluator. In preparing the final report the evaluator should consider these comments, incorporate as appropriate, and provide a brief note explaining why any comments might not have been incorporated.

Evaluation methodology

42. The following is the proposed evaluation methodology. While the evaluators can propose changes in the methodology, any such changes should be discussed with and approved by DED, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.
43. The evaluators will be asked to include as part of the specific evaluation instrument to be developed, the standard evaluation instruments that ILO/IPEC defines for documenting and analyzing achievements of the projects and contributions of the projects; summarized in the DED Inception report outline.
44. The evaluation will be carried out using a desk review of appropriate materials, including the project documents, progress reports, outputs of the programme and the NAPs, results of any internal planning process and relevant materials from secondary sources. At the end of the desk review period, it is expected that the evaluation consultants will prepare a brief document (i.e. inception report) indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by DED and provided to the Programme for input prior to the commencement of the field mission.
45. Interviews to the donor representatives and ILO/IPEC HQ and regional backstopping officials will be carried through conference calls early in the evaluation process, preferably during the desk review phase.
46. The evaluators will undertake field visit to three project areas. The evaluators will conduct interviews, focus groups, direct observations, etc. with project partners and implementing agencies, beneficiaries (i.e. employers, workers groups, teachers, parents and children and adolescents) and other stakeholders; as appropriate.
47. The three areas (from the five that the project covers) will be selected as follow: Jakarta and two others that include together the four CL target groups (Domestic children, Plantations, Traffic/Sexual exploitation and Street CL).
48. In each geographic area specific location may be selected applying the following criteria:
 - Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than averages for understanding how process worked and results have been obtained
 - Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
 - Areas known to have high prevalence of child labour.
 - Locations next to and not so close to main roads

49. In each geographic area at the end a half day Stakeholders Workshop will be organised to share preliminary findings, conclusions and recommendations and to complement field information.
50. At the end of the whole field work a half day National Stakeholders Workshop will be held. During this workshop findings from both the final evaluation and the sub study will be presented.
51. The team leader will be responsible for drafting and finalizing the evaluation report, including feedback from stakeholders to the draft report
52. The team leader will provide feedback and interaction with the sub study consultant.
53. The evaluation will be carried out with the technical support of the IPEC-DED section. IPEC-DED will be also responsible for consolidating the comments of stakeholders and submitting them to the team leader.
54. It is expected that the evaluators will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.
55. The evaluator responsibilities and profile

Team leader/International consultant

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of programme documents • Development of the evaluation instrument/ Inception report • Briefing with ILO/IPEC-DED • Interviews with IPEC HQ and IPEC Indonesia officers, key stakeholders, donor and others • Field visits • Facilitate the stakeholders workshop • Draft evaluation report • Finalize evaluation report • Interaction with the Sub study evaluator 	<ul style="list-style-type: none"> • <u>No prior involvement in the project.</u> • Relevant background in social and/or economic development. • Experience in the design, management and evaluation of development and projects, in particular with policy level work, institutional building and local development projects. • Experience in evaluations in the UN system or other international context as team leader • Relevant regional experience, preferred in Indonesia • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework and operational dimension are highly appreciated. • Experience in the UN system or similar international development experience including preferably international and national development frameworks in particular PRSP and UNDAF. • Fluency in English essential and in Arabic preferred • Experience facilitating workshops for evaluation findings.

National consultant

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of programme documents • Contribute to the development of the evaluation instrument • Interviews of stakeholders and field visits • Co-Facilitate stakeholder workshops (under the team leader leadership) • Contribute to the evaluation report through systematizing data collected and providing analytical inputs • Others as required by the team leader 	<ul style="list-style-type: none"> • Relevant background in country social and/or economic development. • Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. • Relevant country experience, preferably prior working experience in child labour. • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework are highly appreciated. • Experience facilitating workshops for evaluation findings. • Fluency in English • Knowledge of local languages in the field visit areas an asset • Experience in the UN system or similar international development experience desirable.

Evaluation Timetable and Schedule

56. The total duration of the evaluation process including submission of the final report should be within two months from the end of the field mission.
57. The evaluation consultant will be engaged for a total of 22 days; 11 days will be allocated for on field activities (i.e. data collection and interviews).
58. The timetable is as follows:

Phase	Responsible	Tasks	No of days	
			TL	NC
I	Evaluation team	<ul style="list-style-type: none"> • Review of DED/IPEC/ILO briefing material • Desk Review of programme related documents 	5	2
II	Evaluation team	<ul style="list-style-type: none"> • Field visit • Interviews with stakeholders • Stakeholders workshops 	19	19
III	Evaluation team	<ul style="list-style-type: none"> • Draft report based on desk review, interviews and validated findings 	5	3
IV	DED	<ul style="list-style-type: none"> • Circulate draft report to key stakeholders • Consolidate comments of stakeholders and send to team leader 	0	0
V	Evaluation team	<ul style="list-style-type: none"> • Finalize the report including explanations on why comments were not included 	2	1
VI	Team leader	<ul style="list-style-type: none"> • Technical review of the CCT impact sub study 	4	0
TOTAL			36	25

TL: Team leader NC: National consultant

59. Summary schedule

Phase	Duration	Dates
I	5 day	4-8 July
II	19 days	11-29 July
III	5 days	1-5 August
IV	14 days	8-19 August
V	2 days	22-26 August
VI	4 days	8-19 August

60. Sources of Information and Consultations/Meetings

Available at HQ and to be supplied by DED	<ul style="list-style-type: none"> • Project document • DED Guidelines and ILO guidelines
Available in project office and to be supplied by project management	<ul style="list-style-type: none"> • Project Document • Progress Reports covering the periods, 2009 and 2010 • 2009, 2010 and 2011 related Work Plans • Related consultancy reports and surveys conducted • Previous phase project documents and evaluation reports • National workshop proceedings or summaries • National Action Plans

61. Consultations with:

- USDOL
- Project management and staff
- ILO/HQ, regional and national backstopping officials
- National Partner agencies
- Government stakeholders (i.e. CCT programme)
- Social partners: Employers' and Workers' groups
- Boys and Girls and their parents
- Community members
- Teachers
- US Embassy staff in Jakarta

Final Report Submission Procedure

62. For independent evaluations, the following procedure is used:

- The evaluator 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 **evaluator** by date agreed between DED and the evaluator 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 and Management

Resources

63. The resources required for this evaluation are:

- Fees for an international consultant for 36 work days
- Fees for a national consultant for 25 days
- Fees for local DSA for 19 days for international consultant
- Fees for local DSA for national consultant according to ILO regulations
- Travel for international consultant from his home residence to Jakarta and localities inside the countries
- Travel for national consultants outside Jakarta according to ILO regulations

A detailed budget is available separately.

Management

64. The evaluation team will report to IPEC DED in headquarters and should discuss any technical and methodological matters with DED, should issues arise.
65. ILO Country Office in Jakarta and the project management will be responsible for providing administrative and logistical support during the evaluation mission.

ANNEX I: Suggested Aspects to Address

Design

- Determine the validity of the project's design, the effectiveness of the methodologies and strategies employed. Assess whether the programme design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
- Assess the internal and external logic of the programme (degree to which the programme fits into existing mainstreaming activities that would impact on child labour).
- Analyze whether available information on the socio-economic, cultural and political situation in Lebanon was taken into consideration at the time of the design and whether these were reflected in the design of the programme.
- To what extent were external factors identified and assumptions identified at the time of design? Have these underlying assumptions on which the programme has been based proven to be true?
- Assess whether the problems and needs were adequately analyzed and determine whether the needs, constraints, resources and access to project services of the different beneficiaries were clearly identified taking gender issues into concern.
- How well did the programme design take into account local efforts already underway to address child labour and promote educational opportunities for targeted children and existing capacity to address these issues?
- Are the time frame for programme implementation and the sequencing of programme activities logical and realistic? If not, what changes are needed to improve them?
- Is the strategy for sustainability of programme results defined clearly at the design stage of the programme?
- How relevant are programme indicators and means of verification? Please assess the usefulness of the indicators for monitoring and measuring impact. What lessons were learned, if any, in the process of conducting baseline survey for the identification of target children?
- Were the objectives of the programme clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)?
- Were the linkages between inputs, activities, outputs and objectives clear and logical? Do the projects designed under the programme provide clear linkages and complement each other regarding the programme strategies and programme components of intervention?

Achievements (Implementation and Effectiveness) of Objectives

- Review how the project built on lessons from Phase I and the Mid Term Evaluation conclusions and recommendations.
- Examine the preparatory outputs of the delivery process in terms of timeliness and identifying the appropriate resources/persons to implement the process.
- Assess the effectiveness of the programme i.e. compare the allocated resources with results obtained. In general, did the results obtained justify the costs incurred?
- Examine delivery of programme outputs in terms of quality and quantity; were they delivered in a timely manner?

- Assess whether the programme achieved its immediate objectives, especially in regards to meeting the target of withdrawing and preventing children by means of the direct interventions.
- Review whether the technical guidance provided by programme staff, partner organizations and relevant ILO units (including ILO Geneva and Regional Office) was adequate in terms of nature and extent. How has this advanced / hindered the programmes work?
- Have unplanned results been identified and if so, why were they necessary and to what extent are significant to achieve project objectives?
- Assess whether the project reached the target groups of children
- Assess the programme monitoring system including the PMP, work plans, processes or systems.
- Evaluate the programme's data collection strategies
- How did positive and negative factors outside of the control of the programme affect programme implementation and programme objectives and how did the programme deal with these external factors?
- Assess the programme's gender mainstreaming activities.
- How effective were the APs, research projects, and policy projects, and how are they contributing to the project meeting its immediate objectives?
- How was the capacity of the implementing agencies and other relevant partners to develop effective action against child labour enhanced as a result of programme activities?
- How is the programme responding to obstacles (both foreseen and unforeseen) that arose throughout the implementation process? Has the programme team been able to adapt the implementation process in order to overcome these obstacles without hindering the effectiveness of the programme?
- What alternatives strategies would have been more effective in achieving the Project's objectives?
- Have resources been used efficiently? Has the implementation of activities been cost-effective? Will the results achieved justify the costs? Could the same results have been attained with fewer resources?

Achievements in Enabling Environment

- What has been the level of achievement of the program in strengthening the Child Labour National Steering Committee?
- Examine any networks that have been built between organizations and government agencies working to address child labour.
- How effective has the programme been at stimulating interest and participation in the programme at the local and national level?
- How effectively has the programme leveraged resources (e.g., by collaborating with non-IPEC initiatives and other programmes launched in support of the NAP processes thus far)?
- How successful has the programme been in mainstreaming the issue of child labour into ongoing efforts in areas such as education, alternative employment promotion and poverty reduction?
- How relevant and effective were the studies commissioned by the programme in terms of affecting the national debates on child labour?

- Examine how the ILO/IPEC project interacted and possibly influenced national level policies, debates and institutions working on child labour.
- Assess to what extent the planning, monitoring and evaluation tools have been promoted by the programme for use at the level of NAP and by other partners.
- Assess the influence of the programme on national data collection and poverty monitoring or similar processes.
- Assess the extent to which the ILO/IPEC programme of support has been able to mobilize resources, policies, programmes, partners and activities to be part of the NAP.
- Assess the quality and extent of dissemination (i.e. utility) of situation analysis and rapid assessments produced for the WFCL

Achievements in Direct Targeted Action

- Do the IPEC programme and project partners understand the definitions and their use (i.e. withdrawal and prevented, in the pilot projects) and do the partners have common understanding of the terminology used? Please assess whether the programme is accurately able to report on direct beneficiaries based on partners' understanding of the definitions/terminology.
- Assess the effectiveness of the different projects (action programmes) implemented and their contribution to the immediate objectives of the programme. Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour? Has the entire target population been reached? Were the expected outputs delivered in a timely manner, with the appropriate quantity and quality?
- What kinds of benefits have the target beneficiaries gained?
- How effective were the strategies implemented for child labour monitoring? Are the initiatives on child labour monitoring likely to be sustainable?
- Assess the process for documenting and disseminating pilot projects: scale-up, lessons, etc.
- Identify whether actions have been taken to ensure the access of girls/other vulnerable groups to services and resources.
- Assess the criteria for selecting beneficiaries and implementing agencies for the projects.

Relevance of the Project

- Examine whether the programme responded to the real needs of the beneficiaries and stakeholders.
- How did the Project contribute to national priorities as identified in the United Nations Development Assistance Framework (UNDAF) and PRSPs (or similar policy documents)?
- How do the outputs and outcomes contribute to the ILO's mainstreamed strategies?
 - - How do they contribute to gender equality?
 - - How do they contribute to the strengthening of the social partners and social dialogue?
 - - How do they contribute to poverty reduction?
 - - How do they contribute to strengthening the influence of labour standards?
- Assess validity of the programme approach and strategies and its potential to be replicated.

- Assess whether the problems and needs that gave rise to the programme still exists or have changed.
- Assess the appropriateness of the sectors/target groups and locations chosen to develop the projects based on the finding of baseline surveys.
- How is this programme supporting and contributing to the NAP? Do local stakeholders perceive the country's NAP as different as and broader than the IPEC programme of support to the NAP?
- How did the strategy used in this project fit in with the NAP, national education and anti-poverty efforts, and interventions carried out by other organizations? Did the programme remain consistent with and supportive of the NAP?
- Did the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?

Sustainability

- Assess to what extent a phase out strategy was defined, planned and if steps have been taken to ensure sustainability (i.e. government involvement). Assess whether these strategies had been articulated/explained to stakeholders.
- Assess what contributions the programme has made in strengthening the capacity and knowledge of national stakeholders and to encourage ownership of the programme to partners.
- Examine whether socio-cultural and gender aspects endanger the sustainability of the programme and assess whether actions have been taken to sensitize local institutions and target groups on these issues.
- Assess programme success in leveraging resources for ongoing and continuing efforts to prevent and eliminate child labour in the context of the NAP.
- Analyse the level of private sector / employers' organizations support to the NAP, paying specific attention to how these groups participate in programme activities.
- Assess the next steps defined by local and national stakeholders to adapt and continue operating key institutions to fight against child labour

Special Aspects to Address

- Has the project improved effectiveness of CCT programme by target children and adolescents that work or could potentially do it (i.e. targeting and value added of IPEC support)?
- Has the project been effective in working with private sector in supporting the developing of Corporate Social Responsibility policies?
- Has the project developed a scalable and replicable model for Indonesia as well as for other countries?
- Has the project performed better in some target groups than others (among the 4 CL groups): where better and where not so good and why in each case?

VII CONCLUSIONS AND RECOMMENDATIONS

The project has been able to achieve good results so far, particularly given the complexity of project in terms of the wide range of stakeholders in vastly different settings, with a large number of implementing partners and the application of many different models. Efforts in some areas will need to be intensified in the remaining time of the project and work to ensure sustainability will need to accelerate.

Most of the recommendations are focused on increasing and/or intensifying existing activities. The project is on the right path, but emphasis on some areas needs to be increased so that by the end of the project all objectives will have been successfully and fully attained. The key recommendations are those that are most important for consideration as the project moves on to the second half of its implementation period. The remaining recommendations cover other suggestions for implementation in the ongoing project or for new projects. These additional suggested recommendations are detailed in Annex A.

7.1 KEY RECOMMENDATIONS

7.1.1 Prevention and Withdrawal of Children from Worst Forms of Child Labor

- Reduce the number of children to be withdrawn through the project to 3,000 so that the project can concentrate fully on attaining the other three project objectives and improve scale-up and sustainability opportunities (recommendation primarily for TBP II project, ILO, USDOL).⁹⁷
- Intensify emphasis on the improvement of working conditions so that more children can be considered to be withdrawn from WFCL in CDW and plantations. Increase emphasis on OSH approaches to reduce hazardous work and extend to additional project sites (TBP II project).

7.1.2 Conditional Cash Transfer Program (CCT)

- Include a control group receiving only financial support in the project impact assessment of the CCT program. Compare the dropout and child labor rates with those of children receiving both financial support and the project-initiated extra educational support (TBP II project).

⁹⁷ Entity to which recommendation is primarily addressed is between parentheses. Where the TBP II project is mentioned, the implementing partners are also automatically concerned. These recommendations are not limited to the cited entities, however, and can apply to other agencies as considered relevant by such agencies. Scale-up is defined as replication of project actions after the end of the project period.

7.1.3 Enhancement and Enforcement of Program, Policy and Legislative Framework for Child Labor

- Intensify the efforts at the enabling environment level including ensuring that government officials see the project activities as part of a nationally owned strategy to eliminate the WFCL (TBP II project, government).
- During the second half of the project, more effort needs to be directed toward further development and the enforcement of policies, laws, and regulations, particularly at district level. Focus intensively to support the creation and capacity strengthening of the planned District Child Labor Action Committees (TBP II project, government).

7.1.4 Capacity Building of Stakeholders

- Hold a workshop with implementing partners to exchange about their field experiences and learn from each others' models (TBP II project).
- Establish a mentoring system through which implementing partners with good community organizing skills assist the implementing partners that need capacity strengthening on community organizing in other locations. This may include at least one exchange field visit followed by distance technical support (TBP II project, if necessary budget reallocation by USDOL).
- Further strengthen capacities of community groups and other local civil society organizations on organizing, simple proposal development, advocacy, and awareness-raising techniques for improved education and reduced WFCL (TBP II project).

7.1.5 Advocacy and Awareness-Raising

- Increase emphasis on activities on awareness-raising to reach a wider audience and deepen understanding. Increase the role of the implementing partners in mass-media activities, particularly at local level, as much as possible (TBP II project).

7.1.6 Management

- Allocate administrative and finance consultants to three of the project implementation regions for at least 12 months, if the budget permits. Allocate one to two consultants as field officers to support the work in the two remaining project regions for at least 12 months (TBP II, USDOL).

7.1.7 Sustainability

- Efforts on sustainability will need to be intensified as the project continues after the midterm. To deepen these efforts, it is recommended to hold workshops with a range of stakeholders to provide them with the opportunity to exchange ideas and concrete plans for the preparation of sustainability of the project results. Inviting district officials to

attend the workshop can motivate them to work toward greater sustainability (TBP II project, ILO, government).

- Strive to establish community groups in each community that can continue to work on activities regarding education and the elimination of WFCL. Increase the number of communities that will include some type of child labor monitoring group. This may be through new or existing community groups and should include older youth representatives (TBP II project).