



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

## ***IPEC Evaluation***

**Creating the enabling environment to establish  
models for child labour free areas in Kenya:  
Support to the implementation of the National  
Action Plan for the Elimination of the Worst  
Forms of Child Labour with special focus on  
agriculture and older children**

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**An independent mid-term 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 Evaluation and Impact Assessment Section (EIA, formerly DED) following a consultative and participatory approach. EIA 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 consultants<sup>1</sup>. The field mission took place in March 2012. 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

|          |                                                                                         |
|----------|-----------------------------------------------------------------------------------------|
| AAC      | Area Advisory Council                                                                   |
| AP       | Action Programme                                                                        |
| C182     | ILO's Worst Forms of Child Labour Convention, No. 182 of 1999                           |
| CBO      | Community Based Organization                                                            |
| CDF      | Constituency Development Fund                                                           |
| CDK      | Catholic Diocese of Kitui                                                               |
| CL       | Child labour                                                                            |
| CLD      | Child Labour Division                                                                   |
| CLFZ     | Child Labour Free Zone                                                                  |
| CLMS     | Child Labour Monitoring System                                                          |
| COTU     | Central Organization of Trade Unions                                                    |
| CSEC     | Commercial Sexual Exploitation of Children                                              |
| CSO      | Civil Society Organization                                                              |
| CWSK     | Child Welfare Society of Kenya                                                          |
| DAO      | District Agriculture Officer                                                            |
| DBMR     | Direct Beneficiaries Monitoring and Reporting                                           |
| DCLC     | District Child Labour Committee                                                         |
| DCO      | District Children's Officer                                                             |
| DDO      | District Development Officer                                                            |
| DEO      | District Education Officer                                                              |
| DLO      | District Labour Officer                                                                 |
| DO       | District Officer                                                                        |
| DoE      | Department of Education (District)                                                      |
| DLO      | District Labour Office                                                                  |
| DWCP     | Decent Work Country Programmes                                                          |
| EIA      | Evaluation and Impact Assessment section                                                |
| FKE      | Federation of Kenya Employers                                                           |
| GAP      | Global Action Plan                                                                      |
| HUSO     | Human Support Organization                                                              |
| IA       | Implementing Agency                                                                     |
| IABA     | Integrated Area Based Approach                                                          |
| ICS      | International Child Support                                                             |
| IGA      | Income Generating Activity                                                              |
| ILO      | International Labour Organization                                                       |
| IP       | Implementing Partner                                                                    |
| IPEC     | International Programme on Elimination of Child Labour                                  |
| KDC      | Kitui Development Centre                                                                |
| KESSP    | Kenya Education Sector Support Programme                                                |
| KIE      | Institute of Education                                                                  |
| KNBS     | Kenya National Bureau of Statistics                                                     |
| KUDHEIHA | Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers |
| 4K       | kuungana - to unite, kufanya - to do, kusaidia - to help Kenya (agriculture club)       |
| LASDAP   | Local Authority Service Delivery Action Plan                                            |
| LATF     | Local Authority Transfer Fund                                                           |
| LCLC     | Location Child Labour Committee                                                         |
| LPC      | Local project coordinators                                                              |
| MDG      | Millennium Development Goals                                                            |
| MOE      | Ministry of Education                                                                   |
| MoGCSD   | Ministry of Gender, Children and Social Development                                     |
| MOH      | Medical Officer of Health                                                               |

|         |                                                                                           |
|---------|-------------------------------------------------------------------------------------------|
| MOL     | Ministry of Labour                                                                        |
| MTG     | Moving the Goalpost                                                                       |
| NALEP   | National Agriculture and Livestock Extension Programme                                    |
| NAP     | National Action Plan                                                                      |
| NCLP    | National Child Labour Policy (draft policy)                                               |
| NFE     | Non-Formal Education                                                                      |
| NGO     | Non-Governmental Organisation                                                             |
| OSH     | Occupational Safety and Health                                                            |
| OVC     | Orphans and Vulnerable Children                                                           |
| PHO     | Public Health Officer                                                                     |
| PMP     | Project Monitoring Plan                                                                   |
| PRSP    | Poverty Reduction Strategy Paper                                                          |
| REEP    | Rural Education and Economic Enhancement Programme                                        |
| ROC     | Rights of the Child                                                                       |
| SCREAM  | Supporting Children's Rights through Education, the Arts and the Media                    |
| SIMPOC  | Statistical Information and Monitoring on Child Labour                                    |
| SNAP    | Support to the Implementation of the National Action Plan for Elimination of Child Labour |
| SOLWODI | Solidarity with Women in Distress                                                         |
| TACKLE  | Tackling Child Labour through Education                                                   |
| TBP     | Time Bound Programme                                                                      |
| UNDAF   | United Nations Development Assistance Framework                                           |
| USDOL   | United States Department of Labor                                                         |
| WDACL   | World Day Against Child Labour                                                            |
| WFCL    | Worst Forms of Child Labour                                                               |

## Executive Summary

The project “Creating the Enabling Environment to Establish Models for Child Labour Free Areas in Kenya: Support to the Implementation of the National Action Plan for the Elimination of the Worst Forms of Child Labour with Special Focus on Agriculture and Older Children” formally started on September 30, 2009, and it was launched on February 1, 2010 with a projected end date on November 30, 2013. The project is also referred to in brief as the “Support to the Implementation of the National Action Plan for Elimination of Child Labour” (SNAP) project.

The project immediate objectives are:

- At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child Labour and enforced.
- At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan.
- By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences.

Under objective three a total of 8,155 girls and boys are targeted including being 3,700 removed from child labour; 4,155 prevented from child labour; and 300 protected with improved working conditions. The project also aims to facilitate access of 1,000 families to socio-economic programmes, skills development schemes, employment creation schemes, and/or micro-finance schemes.

A mid-term evaluation (MTE) of the SNAP project was conducted in March, 2012. The primary purposes of the mid-term evaluation are to:

- Review the on-going progress and performance of the programme, i.e., extent to which immediate objectives have been achieved and outputs delivered.
- Examine the likelihood that the programme will achieve its objectives.
- Examine the delivery of the programme inputs/activities.
- Examine the nature and magnitude of the factors affecting programme implementation, i.e., constraints and analysis of factors contributing to the programme’s achievements with relevant lessons learned for the remainder of the project implementation period and to inform other projects.
- Identify emerging potential good practices.
- Provide recommendations for current and future programmes.

The evaluation team attended to the guidelines consistent with ILO-IPEC Evaluation and Impact Assessment Section (EIA) principles and applied a high standard of evaluation principles while adhering to confidentiality and other ethical considerations throughout. Gender and cultural sensitivity were integrated into the evaluation approach.

To ensure a thorough evaluation the evaluator used a combination of methods so that a well-rounded evaluation could be carried out:

- Document review including of direct project related documents but also of the overall context in Kenya regarding education, child labour issues, the National Action Plan for the Elimination of Child Labour in Kenya 2004 -2015 and other potential issues of importance.
- Individual interviews and/or focus group discussions with stakeholders from a wide range of groups including national, provincial, district and local education policy makers and providers,

local authorities, project partners, beneficiaries, parents and community representatives (including within the ILO Kenya office),<sup>2</sup> community based organizations, and communities, parents and children.

- Individual and small group discussions with project staff in the central office and with implementing partner (IP) NGO staff.
- Observation of the stakeholders and their work in different settings as well as their networking actions.
- Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.

The overall project design is valid within the Kenyan context while the project's immediate objectives and outputs are mostly relevant and realistic. The wording of Objective 1 does not take into account the fact that the project cannot be completely held accountable for the harmonisation and enforcement of relevant national policies, programmes and legislation. The wording of Objective 1 is, furthermore, more in line with a general development objective instead of an immediate project objective. There are many factors that are beyond the control of the project which influence whether these frameworks are harmonised and enforced. The project can, however, contribute to the framework development process. Indicators and means of verification are appropriate in light of the focus on direct action programmes in combination with mainstreaming activities. The project did a minor revision of the indicators in 2011 with the agreement of the ILO and USDOL, primarily because some indicators were found to be repetitive. The planned project activities are realistic although their duration is, as stated by stakeholders in many other projects, considered to be too short.

The project design is in line with the National Child Labour Draft Policy (NCLP)<sup>3</sup> and NAP<sup>4</sup> although it is important to note that the NCLP draft policy has not yet been formally adopted by the Kenyan Government. The project is generally relevant to the socio-economic, cultural and political situation. The Integrated Area Based Approach (IABA) allows for the further development of efforts adapted to the local context during implementation. More children in all age categories in the project districts are combining going to school with work than was expected although this is especially noteworthy among children aged 15-17. The project has considered gender issues in the overall design and in individual Action Programmes (APs).

The project fits with interventions of other national and international organisations including various ministries such as the Ministry of Gender, Children and Social Development; Ministry of Agriculture; the Judiciary; as well as other national and international organisations.<sup>5</sup> The internal and external logic of the programme in terms of the degree to which the programme fits into existing mainstreaming activities that would impact on child labour is generally good. Project objectives are generally clear and realistic although there is some overlap between the objectives. Some degree of overlap between the objectives is not necessarily detrimental; however, as it is difficult to clearly delineate some of the project actions given their synergistic linkages.

The project has achieved a range of successes with respect to meeting the project immediate objectives at the time of the Midterm Evaluation while continued intensive monitoring and follow up support of project actions will be needed. At the time of the MTE the project had a 35% delivery rate of the total budget which is expected to rise quickly now that the project is gathering momentum through practical implementation of Action Programmes (APs), mini APs and other project actions, 83% (\$1,308

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<sup>2</sup> See Annex 4 for details.

<sup>3</sup> Ministry of Labour, Republic of Kenya (2009);

<sup>4</sup> Ministry of Labour and Human Resource Development (2008), note that the name of the ministry was later changed to "Ministry of Labour"

<sup>5</sup> Other international agencies working on child labour related issues, including trafficking, are UNICEF, Save the Children, World Vision and others.



Million) of the allocation under budget line 21 (\$1.567 Million) for subcontracts with IAs has been committed

The extent to which Objective 1 will be attained by project end depends on whether the project is able to effectively contribute to fast tracking adoption and harmonisation of relevant national policies, programmes and legislation with the NAP. Partnerships and networks to support and coordinate activities on child labour at all levels are being developed and/or enhanced. At national level the project has worked to reinvigorate efforts to support the NAP, particularly in the Ministry of Labour (MoL). Recent changes within the MoL have resulted in intensified progress over the past few months.

At national level discussions are also on-going with the MoL on a tool for a national data base on child labour. The project is implementing the Direct Beneficiaries Monitoring and Reporting (DBMR) system to report on project progress with child beneficiaries. The IPs, DCLC and LCLC perceive the DBMR as relatively complex but the system does help ensure that the required rigour to report on project actions and progress is applied. The DBMR complexity cannot be sustained beyond the end of the project, however, and an alternate simplified Child Labour Monitoring System (CLMS) is being developed to cover children not currently included in the SNAP project.

The project is expected to achieve Objective 2 on capacity strengthening which is being attained through workshops and direct technical support at all levels. The District Child Labour Committees (DCLC) have been reinvigorated where dormant partially as a result of the capacity strengthening. Together with the DCLC, Local Child Labour Committee (LCLC) are functional and meet regularly. The LCLC have been very active in the identification of project child beneficiaries so it will be crucial to continue to involve and support them in the future for long term sustainability of their role in establishing and maintaining Child Labour Free Zone (CLFZs).

Achievement of Objective 3 on the development of models for child labour free zones is likely to be achieved if the project increases focus on monitoring withdrawal, prevention and protection of child beneficiaries as well as integration of a sustainable referral system. While enrolment is largely on track, the number of children that can be formally counted as withdrawn or prevented at the time of the MTE still needs attention. The entire target population, i.e., children, parents, communities, district agencies are being reached while enrolment for additional children, especially for protection, is still on-going. Some overall progress is being made on reduction in child labour levels to achieve child labour free zones while continued implementation and referral systems to access support to social protection schemes and IGAs development should help reduce levels further. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.

Relevant research has been carried to support the enabling environment under Objectives 1 and 2 including baseline, capacity, and resource mobilization studies. Implementation of findings from research still needs additional translation into practice.

Advocacy and communications/awareness raising systems have been developed and are being implemented at different levels across the project with noticeable qualitative results.<sup>6</sup> Further additional development of awareness raising methodologies is underway as part of the APs. The strongest component of the awareness raising system is the Rights of the Child (ROC) clubs within the schools which are already beginning to show good results partially as a result of the positive response to the Supporting Children's Rights through Education, the Arts and the Media (SCREAM) methodologies.

The Integrated Area Based Approach (IABA) in addressing child labour is already proving appropriate as the DCLC have worked to identify project locations within the districts and support the project implementation process. The LCLC are effective in working with schools, other leaders, parents and

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<sup>6</sup> A project endline survey can provide quantitative results.

children to identify children. The IPs also report that they have good relations with the other SNAP supported IPs in their respective areas and some of the local government offices. The IABA may eventually lead to a well-integrated system to address child labour and other child protection issues through district government if current efforts continue to develop.

The project is providing useful support for the payment of school levies and uniforms. The evaluation identified some challenges regarding timeliness of the Implementing Partner's (IP) disbursement of school uniforms and support for school levies. Actions with older children are oriented to vocational and skills training, return or retention of children in formal schools, and protection of older children so that their working conditions are non-hazardous. Although the project includes attention to older children 15-17 years old and children in agriculture, this area still requires greater focus in line with project objectives. Most of the children in the project 15-17 year old category are actually enrolled in formal schools, while older children withdrawn from child labour who are unable or unwilling to return to formal schools are integrated into vocational or skills training. Children in vocational training attend youth polytechnic schools while children in skills training are enrolled in informal or apprenticeship programmes. The protection programme has proved challenging as most children would prefer to return to school or training as opposed to remaining in labour, albeit under improved circumstances. The project is, however, starting to implement some actions with the FKE (employers) and COTU (workers) federation members to improve occupational safety and health (OSH) and reach children under the project "protection" category. At the time of the midterm evaluation the project was also starting collaboration with the Ministry of Agriculture and the FAO to address child labour in agriculture

Children in vocational and skills training are quite happy with their courses, although most say they are too short and/or would like to have other training, such as on information communications technology or car mechanics and driving. Other issues include the long distances to the centres, limited availability of food at centres, limited employment opportunities, and start-up kits for self-employment are lacking.

Some of the potentially promising areas identified in the project Labour Market Surveys were in agriculture, agro-industry, small scale manufacturing, services, information communications technology, green jobs such as paper recycling and organic farming, and entertainment. Unfortunately the project has been unable to support much vocational or skills training in these subject areas, mostly due to a lack of availability of local education/training sources in the project areas.

The project aims to facilitate access of 1,000 families to socio-economic programmes, skills development schemes, employment creation schemes, and/or micro-finance schemes. Given the number of children to be targeted in the project (8,155) this means that not all the household of children in the programme would be supported.<sup>7</sup> It is, therefore, not surprising that a range of stakeholders note that more allocations should be provided for community level support for livelihoods and skills training. According to the IPs, many of the more likely sustainable IGAs in the project areas are in agriculture but problems such as access to sufficient inputs and markets are challenging. The IPs have started organising beneficiary households into groups to start savings and credit schemes using methodologies with which the IPs are already familiar through their other programmes. In some cases, IPs are initiating training on technologies such as fishing pond and banana growing for group members but this still needs to be proliferated more widely. The savings group members that the evaluation team met were enthusiastic but, given that most groups are just starting, it is difficult to predict how well they will function by the end of the project.

The project has been able to mainstream gender into all of its activities. Steps on gender issues that were undertaken include the integration of APs that are non-traditional such as that of the NGO, "Moving the Goalpost" that works with girls through involving them in football as a basis to address their needs and raise awareness. Other gender aspects that have also been included are support for

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<sup>7</sup> Even if 2 children per household are included.

sanitary towels for older girls and IGA support groups open to both men and women. In terms of leadership in the LCLC, the participation of both men and women is promoted. Data collected in surveys is gender disaggregated. For skills training and apprenticeships the project is promoting girls and boys to also enter skills training in non-traditional gender orientations but there has not yet been much uptake from the children.

The project allocated resources so far justify the costs incurred. Unplanned outputs and results are not yet evident although some innovative practices are being implemented. The national and AP staff appear appropriate for the project implementation. Staff turn-over at project level has not been problematic although in IPs and DCLCs there is substantial turn-over.

The IPEC project partners including the national level, DCLC, LCLC and IPs have a similar understanding of the terminology used regarding the definitions of withdrawal and prevention of child labour within the project context. The project is thus able to accurately report on direct beneficiaries but it has been a challenge to reach this point. The Project Monitoring Plan (PMP), work plans, processes and data collection strategies are good. Increasing attention to documenting the CLFZ model development and continuing to improve the identification of good practices and lessons learned would be helpful.

The project is doing well with respect to sustainability and ownership of project actions. The entire project is based on ensuring sustainability through the IABA approach and mainstreaming of some actions, especially on awareness raising, is already occurring. Documenting the processes now needs special attention to help ensure replication.

The project and its partners have worked hard to try to achieve the objectives although intensification of efforts in some areas is still needed. As a result the key recommendations for the project are:

## **Recommendations**

### **National Level Support**

1. Increasingly involve range of relevant national level ministries for effective coordination and synergies. Role of a broader range of ministries is suggested so that the IABA system that is already beginning to function at district level is mirrored at national level. (Ministries, ILO, SNAP project, social partners)<sup>8</sup>
2. Project to advocate with tripartite constituents and provide technical input into the National Steering Committee to determine strategies on how to reinvigorate the updating and adoption of the National Child Labour Policy. Adoption of the policy is needed to ensure budget allocations are based in formally adopted policies thus providing credibility to government child labour actions.
3. Strong follow-up and monitoring of planned national actions needed including review process of hazardous work list, work on regulations to support implementation of the Employment Act and other labour laws, national definitions of child labour, national database and support to mapping system being instituted by MoL Child Labour Division. (Ministries, ILO, SNAP project, social partners)

### **Capacity Strengthening**

4. Provide continued capacity strengthening on effective actions on child labour at all levels as well as on child labour definitions and legislation. Also provide additional strengthening on documenting the CLFZ model, lessons learned and good practices; advocacy skills for the LCLC and IPs to advocate with the district government, and potentially even advocate at

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<sup>8</sup> Key responsible agencies between parentheses.

national level if opportunities arise. Related intensification of training for all law enforcement agencies on child labour issues and their role in referrals is recommended. (SNAP project, IPs)

### **Awareness Raising**

5. Extend SCREAM methodologies to include children in vocational and skills training or with LCLC or IGA groups can also be useful. Where local performance groups exist they can also be invited to view performances by the children so that they may also include some of the messages in their regular performances. (SNAP project, IPs)

### **Child Labour Free Zones**

6. Further simplify definition of the IABA system so that its functioning, roles and responsibilities of the participants in the IABA are clear to all concerned. Intensify the emerging child labour referral system with emphasis on ties between the DCLC, its members and the LCLC. (SNAP project, IPs)
7. Increase focus on older children 15-17 years old and children in agriculture. Given that many rural schools have substantial plots of land, increasing school gardens and supporting training of teachers and students would be a useful investment. As part of the resource mobilisation process, the IPs may investigate the possibility of leveraging additional funds for such activities. (SNAP project, IPs)
8. Review methodologies to implement findings of the labour market study by verifying whether training of trainers could be provided in project areas on green jobs and other suggested areas. Project may need to find means to support IPs to develop proposals leverage additional funds to implement such training.
9. Increasing attention to documenting the CLFZ model development and continuing to improve the identification of good practices and lessons learned would be helpful. Involvement of DCLC, LCLC, teachers/children on documenting good practices. (SNAP project, IPs, all local stakeholders)

### **Monitoring**

10. Provide technical support for the practical introduction and integration of a Child Labour Monitoring System (CLMS) into the local, district and national data collection systems on child labour. A separate monitoring feedback system to track the results of assistance to the individual child is still needed. Although children who are referred may be integrated into other data systems, such as those of the Department of Children's Services and Department of Education, follow up of the results of referred child labour cases should also be included in the CLMS data system. Such information can then be used to inform and plan future child labour interventions. (SNAP project, IPs, DCLC, LCLC)
11. Increase transparent and timely monitoring of disbursement of support to project child beneficiaries as the APs continue to be actively implemented and the need for monitoring increases. (SNAP project, IPs)
12. Adjust DBMR system so that youth ages 15-17 can also be monitored and reported in tracking systems.
13. Develop planning system for implementation of research findings in practice. Start development of end-line research design. (SNAP project)

### **Additional mini action programmes (all relevant stakeholders)**

#### **14. Suggested to strengthen focus on**

- Harmonization of policies and laws across different ministries and departments
- Follow up on resource mobilisation,
- Advocacy for DCLC to national levels(field visits national steering committee, national conference, invitation of representatives of non-project counties with high child labour levels)
- Capacity strengthening LCLC and DCLCs- increase attention to definitions, laws and regulations.
- Older children and OSH agriculture

### **Sustainability**

15. Follow-up on resource mobilisation workshop to transition from knowledge to implementation. (including sustainability of systems). Develop increased mechanisms for public-private partnerships at all levels. (SNAP project, IPs)

## **Acknowledgements**

The evaluator would like to commend the entire project team for their input into the evaluation process. The ILO project staff was helpful, straightforward and accommodating. Thanks should also go to government officials, educators, employers and workers organization representatives, representatives of community-based organizations, parents, and especially to the children for sharing their comments.

## 1. Introduction

1. *"I prefer to be in school rather than work because I love to learn."*<sup>9</sup> Primary girl student withdrawn from child labour in Busia District.
2. The project "Creating the Enabling Environment to Establish Models for Child Labour Free Areas in Kenya: Support to the Implementation of the National Action Plan for the Elimination of the Worst Forms of Child Labour with Special Focus on Agriculture and Older Children" was formally started on September 30 2009 and it was launched on February 1, 2010 with a projected end date on November 31, 2013. The project is also referred to in brief as the "Support to the Implementation of the National Action Plan for Elimination of Child Labour" (SNAP) project.
3. The overall goal of the SNAP project is thus to contribute to the reduction of the number of Kenyan children engaged in child labour through a two pronged approach. The first approach consists of two sub-elements, i.e., supporting national level authorities to further harmonise and integrate child labour concerns into legislation, sector policies and programmes; and strengthening capacities for sustainable partnerships within the national government and with the social partners.
4. The second approach focuses on developing effective and practical models to implement the National Action Plan in three districts using an integrated area based approach (IABA). The IABA is a coherent strategy for addressing all forms of child labour in a well-defined target zone. IABA is rooted in the coordinated participation and dialogue of government, employers' and workers' organisations, other civil society groups and local communities to establish systems for sustainable Child Labour Free Zones (CLFZs). Through IABA, participants build on their respective strengths and expertise to establish functioning referral and other relevant systems.
5. Within the linked national and IABA framework the project immediate objectives are:
  - At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child Labour and enforced.
  - At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan.
  - By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences.
6. Under objective three a total of 8,155 girls and boys are targeted including to be 3,700 removed from child labour; 4,155 prevented from child labour; and 300 protected with improved working conditions. The project also aims to facilitate access of 1,000 families to socio-economic programmes, skills development schemes, employment creation schemes, and/or micro-finance schemes.
7. A mid-term evaluation (MTE) of the SNAP project was conducted in March, 2012. The primary purposes of the mid-term evaluation are to:
  - Review the on-going progress and performance of the programme, i.e., extent to which immediate objectives have been achieved and outputs delivered.
  - Examine the likelihood that the programme will achieve its objectives.
  - Examine the delivery of the programme inputs/activities.

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<sup>9</sup> Children usually spoke in Kiswahili or local languages so quotes are translations of their own words.

- Examine the nature and magnitude of the factors affecting programme implementation, i.e., constraints and analysis of factors contributing to the programme's achievements with relevant lessons learned for the remainder of the project implementation period and to inform other projects.
  - Identify emerging potential good practices.
  - Provide recommendations for current and future programmes.
8. The MTE is intended to provide all stakeholders with information to assess and revise work plans, strategies, objectives, partnership arrangements and resources, actions steps that can be undertaken to heighten chances for internal and external sustainability<sup>10</sup> and replication. A mid-term evaluation is always important because it provides all the stakeholders an opportunity to step back, reflect and consider how to improve the project during the remaining implementation period.
  9. It is useful to stress that the evaluation is not intended to criticize but to learn from the past and study how efforts can be further improved in the future. Specifically, this means that the evaluation determined what should be avoided, what can be improved, and what can be added so that the elimination of the worst forms of child labour can be achieved more effectively.
  10. To ensure a comprehensive analysis the evaluator developed 5 general evaluation questions (EQ) to guide the inquiry:
  11. *EQ 1- Relevance – Design.* To what extent is the design of the ILO strategy relevant to the situation facing the country to address the WFCL at national and local levels?
  12. *EQ 2- Effectiveness, Implementation:* To what extent has the project been effective in meeting the project immediate objectives at the time of Midterm Evaluation? EQ 2 is subdivided into three parts in accordance with the immediate objectives. *EQ 2a:* National legislation, policies programmes harmonized with NAP and NCLP draft policy; *EQ2b:* Capacity to address child labour strengthened; *EQ2c:* Effective models for child labour free zones in three districts established.
  13. *EQ 4- Gender.* To what extent has the project addressed gender issues of boys as well as girls? (Gender- cross cutting)
  14. *EQ 5- Sustainability and ownership.* To what extent has the project undertaken effective and efficient steps to ensure ownership and sustainability upon completion of project implementation?

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<sup>10</sup> Internal sustainability is the extent to which children and others currently included in project actions will continue to benefit from the project after the project ends, e.g., not return to child labour. External sustainability is the extent to which future cohorts of children will benefit from the impact of project actions and strategies.



## 2. Methodology

15. The evaluation team attended to the ILO evaluation policy guidelines and the IPEC-EIA principles and applied a high standard of evaluation principles while adhering to confidentiality and other ethical considerations throughout. Gender and cultural sensitivity were integrated into the evaluation approach.
16. To ensure a thorough evaluation the evaluator used a combination of methods so that a well-rounded evaluation could be carried out:
  - Document review including of direct project related documents but also of the overall context in Kenya regarding education, child labour issues, the National Action Plan for the Elimination of Child Labour in Kenya 2004 -2015 and other potential issues of importance.
  - Individual interviews and/or focus group discussions with stakeholders from a wide range of groups including national, provincial, district and local education policy makers and providers, local authorities, project partners, beneficiaries, parents and community representatives (including within the ILO Kenya office),<sup>11</sup> community based organizations, and communities, parents and children.
  - Individual and small group discussions with project staff in the central office and with implementing partner (IP) NGO staff.
  - Observation of the stakeholders and their work in different settings as well as their networking actions.
  - Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.
17. The evaluator first met with senior project staff in Nairobi—after arriving in the country—to finalise the issues to address and obtain their further input into the evaluation process. This was followed by initial joint discussions with project staff on the evaluation subjects. The evaluator and national consultant then met with central government representatives as well as workers and employers organisations representatives. The consultants proceeded to visit other stakeholders in the three project districts to gather additional information about project functioning within the overall context.
18. Locations for field visits were identified in line with guidelines provided by the evaluator. These included the need to ensure that stakeholders from successful implementation sites as well as those where the project faced more challenges were included. Local project staff, NGO partner staff officials, local leaders, educators and representatives of local civil society groups—including of workers organisations<sup>12</sup>—were included in interviews and/or focus group discussions. Parents and children were included in focus group discussions and their anonymity and privacy were respected. Any issues parents and children raised were handled with sensitivity to their personal situation and in line with the ILO-IPEC guidelines on research with children. Children were randomly selected for the focus group interviews from lists provided by schools selected.<sup>13</sup>
19. The stakeholder workshop was held on the 27<sup>th</sup> of March, 2012. The role of the evaluator was to analyse and represent the viewpoints of the various individuals and documents consulted during the evaluation process and share preliminary conclusions. Stakeholder participants were provided with an opportunity to respond individually and in groups to provide additional input into the evaluation conclusions during the workshop. After the return of the evaluator from the field, she drafted the first version of the evaluation report. The report will be forwarded for comments and finalised after receiving feedback on the first version.

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<sup>11</sup> See Annex 4 for details.

<sup>12</sup> Employers organisations were about to launch their activities at the time of the MTR so they were only met at national level.

<sup>13</sup> In one case project children were gathered in an area and using a game every 6<sup>th</sup> child was selected. In other cases the children were randomly selected from written lists.

### 3. Project Design and Relevance

*EQ 1- Relevance – Design.* To what extent is the design of the ILO strategy relevant to the situation facing the country to address the WFCL at national and local levels?

The design is very relevant within the Kenyan context at all levels although at national level the design could have taken the challenges as to whether the project is able to realistically influence the adoption and harmonization of relevant national policies, programmes and legislation with the NAP more into account.

#### 3.1 Validity of Project Design

20. The overall project design is valid within the Kenyan context while the project's immediate objectives and outputs are relevant and realistic. Indicators and means of verification are appropriate in light of the focus on direct action programmes in combination with mainstreaming activities. The project did a minor revision of the indicators in 2011 with the agreement of the ILO and USDOL, primarily because some indicators were found to be repetitive. The planned project activities are realistic although their duration is, as stated by stakeholders in many other projects, considered to be too short.
21. The project design is in line with the National Child Labour Draft Policy (NCLP)<sup>14</sup> and NAP<sup>15</sup> although it is important to note that the NCLP draft policy has not yet been formally adopted by the Kenyan Government. The project is also aligned with the 2007-2011 Decent Work Country Programme (DWCP), the duration of which been extended until a new DWCP will be finalised. Addressing the worst forms of child labour (WFCL)—together with youth empowerment and youth employment—is included under the first priority area of the DWCP 2007-2011.<sup>16</sup> Linkages between the components under the first priority area are also included in the SNAP project design, for example, youth empowerment is addressed through the development of Child Rights Clubs.
22. Special focus on children in the 15-17 year old category and children in agriculture is part of the project design. Previous experience through the IPEC programmes in Kenya indicated that the child labour situation has changed over the last years with increasing proportions of child labourers among 15-17 year olds (54%) and a high percentage are based in rural areas (88%).<sup>17</sup> The project design has, therefore, included particular focus on children between the ages of 15-17 years old and those in agriculture. The project also focuses on the development of child labour free zones (CLFZs). The CLFZ approach implies that children in different sectors and different age categories may be targeted in line with the need in the specific project zones.

#### 3.2 Problems and Needs Identification

23. The project is generally relevant to the socio-economic, cultural and political situation. The IABA approach allows for the further development of efforts adapted to the local context during implementation. The problems and needs of beneficiaries and stakeholders were adequately identified and have not changed although areas of emphasis have altered in line with local realities. The hidden cost of education poses a major challenge as poverty impedes the ability of parents with few resources to cover such costs. Poverty in the project areas is affected by reportedly high divorce and widowhood rates and/or orphan status. Single parent headed households and child headed households, partially due to the impact of HIV, make families vulnerable to child labour. As one

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<sup>14</sup> Ministry of Labour, Republic of Kenya (2009);

<sup>15</sup> Ministry of Labour and Human Resource Development (2008), note that the name of the ministry was later changed to "Ministry of Labour"

<sup>16</sup> ILO (2007)

<sup>17</sup> International Labour Organization (ILO) (2009)

interviewee pointed out, “A mother may divorce and leave the children behind; children may then be forced to work for their father and/or stepmother to make ends meet.” Extended families that absorb orphans also have difficulties to raise sufficient income to feed, clothe and educate such orphans. Interviewees in the project areas noted that, although funds from government to assist such children to go to school exist, they are insufficient and/or people are not aware that they can access such support.

24. Although education in Kenya is theoretically free, in fact there are numerous levies and exam fees that need to be covered and children are regularly suspended from school if they do not pay them.<sup>18</sup> The project thus includes assistance for payment of levies and uniforms as one of the key elements of support in the model being developed through the project.
25. Other major issues impacting the prevalence of child labour continue in terms of food insecurity, the need to spend time to fetch water and firewood and cultural practices such as early marriage and the high workload of women. Food insecurity is currently heightened due to the late arrival of rains in the project areas while the on-going dry spell compounds the difficulty to obtain water. Absenteeism of girls is compounded by the lack of sanitary supplies during their monthly menses. Representatives of one Local Child Labour Committee (LCL) even reported that they found that some girls try to find sexual clients just so that they can buy sanitary towels.
26. A need also exists for the placement of children withdrawn from abusive situations, including Commercial Sexual Exploitation of Children (CSEC) and other WFCL, into safe houses but few such centres exist or the infrastructure is inadequate. Support for building and operating such infrastructures is, however, beyond the scope of the project although advocacy for investment into such structures is being initiated through the DCLC.
27. As discussed in the project document, child trafficking is evident in all three districts. The evaluators were even witness to one such case. While interviewing the director of one of the Implementing Partners (IPs), four children trafficked from Uganda were brought to the agency for assistance. The SNAP project partners address the issue of trafficking through three mechanisms: trafficked children are integrated into on-going project activities, IPs integrate such children into their other programmes as relevant, or the children are referred to the government services.
28. Some interviewees noted that there is a need to increase attention to East African regional exchanges and approaches to address child labour, particularly where trafficked children are concerned. The Central Organization of Trade Unions (COTU) noted the desire to follow up on a meeting of representatives East African Confederation of Trade Unions that had been held two years previously on methodologies for addressing child labour. The MoL Child Labour Division representatives, DCLC members in two of the districts as well as some teachers, likewise emphasised a desire to share more experiences and develop joint systems with neighbouring countries. In the case of Busia District, for example, the cross border child labour trafficking issue is considered an issue of mutual importance with Uganda.
29. Although the project identified the changing structure of child labour prevalence with increased proportions of older children (15-17 years old) in child labour, during implementation the project found that the issues facing this category are more complicated than expected. More children in all age categories in the project districts are combining going to school with work than was expected although this is especially noteworthy among children aged 15-17. This is particularly challenging as many children reported that the distances that they need to travel to and from school pose a real challenge. Most of the children in the focus groups reported that it took 1-2 hours to walk each way, although, when asked about how long it took their classmates they reported that about 1 out of 5 children had to walk as far as they did.<sup>19</sup> The exact time for the child beneficiaries interviewed is

<sup>18</sup>During the evaluation several children reported that this is a routine occurrence.

<sup>19</sup> Answers were, for example, “about 10 out of the 50 children in my class walk as far as I do”.

thus not certain but it is clear that some children have to spend quite a lot of time travelling to school. Children requested support for transport such as motorbike taxis but stated that such assistance is not being addressed by the project. The project document does note that support for transport might be provided where needed. The AP programmes do not provide support for transport, however. Given the limited funds available to the project and reticence to provide funding for transport due to sustainability challenges, the evaluators do not recommend that transport support should be added to the APs.

### **3.3 Consideration of Gender and Poverty Issues Based on Past Experience**

30. The project has considered gender issues in the overall design and individual Action Programmes (APs) based on a review of past research conducted under previous ILO IPEC child labour project in Kenya. The project has thus built on past experiences of USDOL funded projects in Kenya. Aside from gender issues, the design project was also informed by past experiences on awareness raising and the need to use integrated approaches and address poverty.

### **3.4 Project Fit, Support and Contribution to the National Action Plan and Other National Instruments**

31. The project fits well with the Kenya NCLP<sup>20</sup> draft policy and NAP<sup>21</sup>. The overall goal of the NCLP draft policy is to ensure protection of all children in Kenya from all forms of harmful child labour practices, and to safeguard a wholesome development of the child socially, psychologically, and physically.<sup>22</sup> The NAP priorities focus on enforcement of laws; awareness raising and mobilisation; child protection; basic education and generalisation of post-basic education; withdrawal of children below age 15 from child labour and protection of working children aged above 15 from exploitation and hazardous work; establishment of standard procedures and protocols for dealing with cases of child abuse and exploitation; development of institutional capacities at all levels of government and within civil society to ensure the effective application of established procedures and protocols; and safety nets for the most vulnerable households and children.<sup>23</sup> The project design clearly supports the major elements of both the NCLP draft policy and NAP. An important issue is, however, that the NCLP is not yet officially adopted by the government. The project design, therefore, also supports working towards the official integration of the NCLP draft policy into government policies and planning instruments.
32. One of the major areas that still impede adoption of the NCLP draft policy is the changes expected from the implementation of Kenya's new constitution<sup>24</sup> which provides for a devolved government. Policies are being changed to bring them into alignment with the constitution and, consequently, the NCLP draft policy is being reviewed which may result in continued delays in formal adoption. As elections are also scheduled for later in the year 2012 or early 2013, formal decisions on policy documents may also be postponed until after the elections. Under devolution, the government will be administratively divided into 47 counties with a total of 290 constituencies. The constituencies partially correspond to the former districts although some adjustments are expected.<sup>25</sup> As other devolution mechanisms also still require detailing, the question of the exact and formalised structuring of child labour in the IABA remains to be determined. It is important to note that the education sector will remain centralised with regard to education policy, standards, curricula, and examinations.<sup>26</sup> The devolution is expected to be implemented in 2013 although full implementation may take some time.

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<sup>20</sup> Ministry of Labour, Republic of Kenya (2009)

<sup>21</sup> Ministry of Labour and Human Resource Development (2008)

<sup>22</sup> Ministry of Labour, Republic of Kenya (2009)

<sup>23</sup> Ministry of Labour and Human Resource Development (2008)

<sup>24</sup> National Council for Law Reporting with the Authority of the Attorney General (2010b).

<sup>25</sup> In the current MTE report the evaluator continues to use the term "district" as it is still being used in the country until devolution has officially changed the terms.

<sup>26</sup> Institute of Economic Affairs, National Council of Churches of Kenya and Diakonia – Sweden. (2011); Institute for Social Accountability (TISA) (2012).

33. Aside from the NCLP and NAP, the project design is also in line with the Employment Act (2007) Part VII which prohibits WFCL and/or any other work that is harmful to a child.<sup>27</sup> Some components of the Employment Act do still need further review since the Act lacks clarity on the exact nature of work that is allowed. For example, the Employment Act allows light work from the age of 13 but what this means in practice is not very well defined and leads to much discussion on what can or cannot be allowed. The Act is especially silent on details concerning acceptable work children 16-17 years old. The project is, further, aligned with the Counter Trafficking in Persons Act, 2010 particularly Section 4 on activities that promote trafficking of children<sup>28</sup> and the Sexual Offences Act (2006) which prohibits child trafficking, child prostitution, and child sex tourism. The Children Act (2001) already provided for protection from child labour and armed conflict.
34. The project fits well with the national education policies including Free Education for All as it focuses on assisting children to return to or stay in school or training as well as the reduction of absenteeism. According to the education laws and regulations, school levies<sup>29</sup> should be limited to a few particular types and additional levies can only be applied under special circumstances with the approval of the education departments in the districts. The original project design included emphasis on support for uniforms and school supplies and not much provision of support for school fees as it was supposed that levies would be limited. In practice, schools were levying so many charges that the project realised it was necessary to support many of the project beneficiaries to pay for school levies
35. The project fits with Kenyan Anti-poverty efforts including the long term Vision 2030 development blueprint covering the period 2008 to 2030.<sup>30</sup> Vision 2030 is divided into five year strategic plans and specifically mentions child labour as well as education and poverty reduction.<sup>31</sup>

### **3.5 Design and Existing Initiatives by Other Organisations.**

36. The project fits with interventions of other national and international organizations including various ministries such as the Ministry of Gender, Children and Social Development; Ministry of Agriculture; the Judiciary; as well as other national and international organisations.<sup>32</sup> The internal and external logic of the programme in terms of the degree to which the programme fits into existing mainstreaming activities that would impact on child labour is generally good. An important government agency to mention in this context is the government Department of Children's Services<sup>33</sup> which is charged with child protection and includes child labour cases into their overall referral system. The inclusion of the departments of these ministries at district level is evident in the project design through their participation in the District Child Labour Committees (DCLC). The project fit with some of the government agencies is challenging as the government systems are not necessarily fully conducive to ideal project implementation. The weak enforcement capacities of labour inspectors, inadequate number of staff on child protection to address all the needs in District offices, and lack of safe houses for child referral are all examples of such challenges. The MOL is developing a mapping tool which will be used in a mapping exercise to collect and document CL information.

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<sup>27</sup> Government of Kenya (2007a)

<sup>28</sup> Government of Kenya (2010)

<sup>29</sup> School fees

<sup>30</sup> Government of Kenya (2007b)

<sup>31</sup> Government of Kenya (2007b). See page 21 for reference to child labour in Section 5.6 on Gender, Youth and Vulnerable Groups.

<sup>32</sup> Other international agencies working on child labour related issues, including trafficking, are UNICEF, Save the Children, World Vision and others.

<sup>33</sup> This department falls under the Ministry of Gender, Children and Social Development

### **3.6 Design Logic, Coherence and Consideration of Institutional Stakeholders**

37. The project design is logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders. The project further reinforced this aspect during project implementation through the capacity analysis conducted in 2011 as briefly discussed in Section 4.2.<sup>34</sup> Project staff noted that the level of commitment of stakeholders was, however, difficult to determine as one can only assume such commitment prior to starting implementation. The government system of performance contracts through a type of management by objectives system is useful. This system enables assessment of staff performance on attention to child labour issues.

### **3.7 Clarity and Realism of Objectives**

38. Project objectives are generally clear and realistic although there is some overlap between the objectives. Some overlap between the objectives is not necessarily detrimental as, given their synergistic linkages; it is difficult to clearly delineate some of the project actions. Objectives 1 and 2 are, for example, closely linked as enforcement can only be adequate where capacities have been appropriately strengthened in line with needs. Synergies between the objectives contribute to the achievement of the ultimate goal of improving the enabling environment at national and district levels. The overlap between the objectives does somewhat complicate reporting, including during the current evaluation but this is not a major issue. Project inputs linkages, activities, and outputs are also generally clear and logical.
39. The extent to which Objective 1 on harmonisation of relevant national policies, programmes and legislation with the National Action Plan to eliminate child Labour and enforced will be attained by project end depends on whether the project is able to contribute to fast tracking the adoption. The formal adoption of the NCLP and harmonisation partially depend on government processes and events such as the national elections which are beyond the control of the project. The project is expected to achieve Objective 2 on capacity strengthening since work on this objective is already well underway. Achievement of Objective 3 on the development of models for child labour free zones is likely to be achieved if the project increases focus on monitoring withdrawal, prevention and protection of child beneficiaries as well as integration of a sustainable referral system
40. The sequencing of programme activities is logical and realistic although in the case of the baseline, an earlier start with well-defined child labour definitions would have been preferable so that the project could fully benefit from the findings of the study. The APs provide clear linkages and complement each other regarding the programme strategies and programme components of intervention. Some of the APs or mini-actions focus more on withdrawal and prevention, while others focus more on awareness raising and protection from hazardous child labour for older children. The IPs view the time allotted to practical implementation of the APs as too short. While the overall duration of the APs may not be so short as compared to other countries, the practical implementation with children in the schools and other programmes ranges from 12 to 18 months per child. Stakeholders consider such a duration too short for parents/guardians to be able to develop alternative sources of income to sustain their children in school.

### **3.8 Clarity and Relevance of Assumptions**

41. The project assumptions are clear and continue to be mostly relevant.<sup>35</sup> The commitment of government and social partners has been improving particularly over the last few months. In fact, some of the ministries at national level (Education; Gender, Children and Social Development) interviewed stressed that they wanted to be even more involved.
42. The project is undertaking steps to ensure that the project assumptions as outlined in the project document remain relevant. The global and national job crisis does continue to impact on national

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<sup>34</sup> Participatory Development Consultancy (PDC)

<sup>35</sup> See project document for details.

poverty which means that some of the project efforts are impeded for full success. With respect to capacity strengthening, the project has added nationally organised capacity strengthening workshops outside of the districts to ensure efficiency for some of the actions. Other types of capacity strengthening are being implemented by the Local Project Coordinators at district level. With respect to adequacy of available schools and skills training opportunities, the assumptions are proving to be relevant although some challenges to meet the assumptions are visible. For primary and secondary schools available places for children and reasonable quality of education is generally available. For skills and vocational training, the types of subject areas are limited and such schools can be far away from children's homes.

### **3.9 Selection Sectors, Target groups, Districts and Locations as Linked to Baseline Survey**

43. The project selected districts for project implementation based on stakeholders consultation complemented by previous experience from the ILO IPEC Time Bound Project implemented in Kenya prior to the current SNAP project... Kilifi and Busia district are among the poorest districts in Kenya. All three districts are affected by trafficking and function as source as well as destination districts for child trafficking such as in CSEC and/or domestic work. Busia is particularly affected by cross border trade and associated trafficking. The Kenya government stresses the importance of ensuring that projects are not located in only a particular area of the country or only include a limited population group. The project districts are, consequently, far apart which helps ensure that this Kenya government concern is addressed. Having the project sites in different contexts also enables the project to test models in different circumstances.
44. The ability to coordinate project activities in such far flung districts does cause difficulties in terms of efficiency of implementation logistics. The project is partially able to overcome these difficulties by assigning local project coordinators (LPC) who work intensively and directly with local stakeholders. The LPC act as a conduit to and from the SNAP project headquarters in Nairobi using a reasonably well functioning system of mobile phone and Internet contact.
45. The project document does not explicitly cite specific existing efforts in the districts to address child labour. Since the three project districts were included among the 10 previous IPEC project districts, the design did, however, take overall knowledge on district actions into account. These include the previous efforts of the district governments to implement actions on child protection including child labour. Once operational, the project implemented a good analysis in 2011 of the policy, legislative and capacity situation in Busia, Kitui-Central and Kilifi Districts. The analysis lists the types of government departments and programmes available in the districts, their strengths and existing implementation gaps.
46. Specific locations for project activities within the districts were selected based on input from the DCLC members during a Strategic Impact Framework Workshop held at the beginning of project implementation in each of the project districts. The DCLC considered criteria such as the local poverty index, school dropout rates, and estimates of child labour prevalence for the selection of localities within the districts. The prevalence estimates were mostly based on qualitative assessments.
47. As the project is working to support the development of Child Labour Free Zones (CLFZs) the project did not select specific child labour sectors but is using a more coordinated approach to end all child labour in the project areas. Special emphasis is placed on the elimination of hazardous child labour and child labour that interferes with obtaining education.<sup>36</sup> The project does have CSEC as a specific subset of children to address and about which to report specifically. CSEC is a major issue identified during the project design period as needing special attention and approaches.
48. To gain a better understanding of the kinds of labour of children in the focus groups and schools

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<sup>36</sup> Such as where children are too tired from working after school hours, during holidays or during planting and harvesting seasons resulting in absenteeism or inability to concentrate in school.

visited during the evaluation, children were requested to share the types of work in which they had been engaged. Children mentioned that they worked in charcoal making, stone crushing, water carrying, cutting fire wood, herding, domestic work for employers, various agricultural work for family members, sisal cutting, and jaggery production work.<sup>37</sup> To safeguard the focus groups with children suspected of being in CSEC, the evaluators asked only general questions about child labour.

49. The project used the standard ILO set of general minimum criteria for the selection of beneficiaries which were discussed with the DCLCs and vetted. These criteria included that the child must be in child labour or at risk of child labour, be below 18 and other standard aspects.
50. The project did find that there were some challenges in applying these criteria as more children than expected were in child labour and going to school at the same time. The number of hours that such children work after school to qualify for the project was difficult to set, particularly if it needed to be combined with the number of hours children take to go to and from school. A child who takes two hours to walk to school and works at home for 2 hours every day is different from a child who does two hours of work at home but lives next to the school. Thus discussions on the criteria continued well into the project implementation period.

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<sup>37</sup> Jaggery is a wholly unrefined natural sugar.



#### 4. Achievements- Implementation and Effectiveness of Objectives

*EQ 2- Effectiveness, Implementation:* To what extent has the project been effective in meeting the project immediate objectives at the time of Midterm Evaluation?

*EQ 2a:* National legislation, policies programmes harmonized with NAP and NCLP draft policy

The project is working towards achievement of the objective on legislation and policy with exponentially improving potential although much attention is needed to ensure ideal attainment of the eventual outcomes.

*EQ2b:* Capacity to address child labour strengthened

Capacity strengthening efforts are proceeding well and, with continued support and follow up will contribute to substantial positive capacity outcomes.

*EQ2c:* Effective models for child labour free zones in three districts established

The entire target population, i.e., children, parents, communities, district agencies are being reached although enrolment for additional children, especially for protection, is still on-going. Some progress is being made on reduction in child labour levels while continued implementation and referral systems to access support to social protection schemes and IGAs development should help reduce levels further. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.

51. The project had achieved a range of successes with respect to meeting the project immediate objectives at the time of the Midterm Evaluation. As the project staff stated, however, “Keeping with the project timeline is always a challenge...” Thirteen Action Programmes (APs) and two mini Action Programmes are underway while another five are shortly expected to be initiated to supplement the existing APs. The project plans to implement additional mini APs based on the recommendations resulting from the MTE.
52. At the time of the MTE the project had a 35% delivery rate of the total budget which is expected to rise quickly now that the project is gathering momentum through practical implementation of APs, mini APs and other project actions. In fact already 83% (\$1,308 Million) of the allocation under budget line 21 (\$1.567 Million) for subcontracts has been committed. The current project actions are already drawing lessons that can be used to document the implementation of CLFZ models. Although the project has thus initiated the relevant actions at different levels, the project needs to reassess the timeliness and content of project initiatives to ensure that it attains its objectives by project end.

##### 4.1 National Level Achievements

53. *Objective 1- At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child Labour and enforced.*
54. The project is making progress on Objective 1 although there are challenges at national level to ensure full achievement of harmonisation and enforcement. The project remains consistent with and supportive of the NAP which was reviewed in 2011. The NAP is normally a document that is expected to put the NCLP into practice so it will be useful for the NCLP to be formally adopted. According to the most recent information on the NCLP, the Permanent Secretary of the MoL requested feedback within one to two months on how the adoption could be fast tracked a positive indication of interest.
55. While child labour was integrated into various official documents prior to the project start-up, work to harmonise them and ensure official adoption of the NCLP requires continued and increased attention. According to the MoL and project staff, the list of hazardous child labour still needs to be reviewed and revised. Periodic reviews and revision are expected as realities continue to change in practice. Renewed energy for national level efforts on the NCLP has been initiated, particularly since

January 2012. The NCLP is currently at cabinet level and awaiting amendments to bring it in line with potential changes as a result of the new constitution. One of the other issues that the governments is still discussing is whether the National Council for Children Services and the child labour National Steering Committee should be merged. Another issue, according to the Child Labour Division, is whether there should be “so many policies” or whether the NCLP should be integrated into larger child protection policies.

56. The responsibilities of the Child Labour Division, situated within the MoL, are to act as the executive arm of the National Steering Committee on Child labour; coordinate child labour advocacy on laws, regulations and policies; develop awareness; and review project proposals such as the SNAP APs. The division also lobbies the government to increase budget allocations on child labour.
57. The MoL Child Labour Division staffing commitment is clearly improving with newly assigned staff to the Child Labour Division.<sup>38</sup> Staff assigned to the Child Labour Unit also has other duties, such as mediating labour disputes, which means that they do need to manage their time well.
58. Partnerships and networks to support and coordinate activities on child labour at all levels are being developed and/or enhanced. At national level the project has worked to reinvigorate efforts to support the NAP, particularly in the Ministry of Labour. Stakeholders interviewed perceive the country’s NAP as different and as broader than the IPEC programme of support to the NAP. At district level this appears to be partially because of the close work of the IPs in the districts, both during the previous projects and under the current project. Most of the IPs are well known in their respective districts and have their own identities helping to broaden the image of child labour elimination as a broader issue beyond the ILO or even MoL.
59. The MoL Child Labour Division staff notably stressed their initiative to map all of the agencies working on child labour in the country so that it is more evident “who is doing what”. Such a statement therefore reinforces their understanding that child labour is not just an ILO issue. At District level the World Day against Child Labour (WDACL) in Kilifi, was successful to obtain support from different government offices, Coca Cola for drinks, and Plan International to prepare banners for World Child Labour Day in 2011. While other development agencies know that the NAP is not just an ILO initiative, some of these agencies do not see the need to pass through the MoL or work with the National Steering Committee when working on child labour issues. As the project staff and the Child Labour Division staff indicated, child labour is related to education and other child protections issues so the NAP should not be seen just as a MoL or ILO document, rather as a Government of Kenya document. If the NAP is truly a national document then other agencies really need to directly inform and be involved with the National Steering Committee. As one interviewee noted, “It is a question of selling the NAP to other people and not just to have them see it as either ILO or MoL.” Some agencies are already taking relevant steps such as the representatives of the Central Organization of Trade Unions (COTU) and of the Federation of Kenyan Employers (FKE) who provided evidence of integration of child labour issues into their programming as evidence of their ownership of child labour issues.
60. At national level more consideration for activating the role of a broader range of ministries is needed, however, so that the IABA system that is already beginning to function at district level is mirrored at national level. The evaluation found that there was room for improvement with regard to the active involvement of ministries other than the MoL to support the NAP and in the National Steering Committee. The project made a strategic decision of working through the TACKLE project with the Ministry of Education to avoid duplication of efforts and build synergies within IPEC presence in Kenya. The project is also currently developing some collaborative activities with the Ministry of Agriculture. It should be noted, however, that at District level the coordination of the departments under the different ministries is closer and more evident than at national level.

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<sup>38</sup> Assigned as of January 2012.

61. An intensive interview conducted with the Child Labour Division (CLD) staff of the MoL affirmed that there was a need for a greater impetus to renew energy for collaboration on child labour among all relevant government and other agencies. The CLD staff listed a number of useful actions that have been initiated, and that they will continue to develop in the near future, to help ensure that existing strategies are implemented. Activities such as the mapping exercise of agencies working on child labour issues in the country form part of these actions and are expected to provide a useful framework to ensure that there is a broader platform to address child labour issues in a concerted manner. The mapping on CL agencies is also an attempt to mobilize additional resources for the division. The planned child labour focal point system is now also more likely to be implemented with the support of the project and other associated specialists.
62. Another project challenge is the very limited government budget allocations to child labour although there are signs that this situation is improving somewhat. The MoL Labour Commissioner has now committed to financing the National Steering Committee on Child Labour although the amount is not yet sufficient to hold quarterly meetings. In 2011 only two meetings of the National Steering Committee were held although this was an improvement from a period when no meetings were held at all. The project reports that other development and social partners are now beginning to come forward to provide support, an element that can be further improved through a good analysis of the mapping exercise. The evaluators noted that in the DCLCs, the Department of Children and Social Development is taking an important role as is to be expected given their role in handling child protection referrals.
63. The DCLC have been reinvigorated where dormant and, together with the LCLC are functional and meet regularly. The LCLC have been very active in the identification of project child beneficiaries so it will be crucial to continue to involve and support them in the future for long term sustainability of their role in establishing and maintaining CLFZs.
64. The upward input of the DCLCs into the national level mechanisms on child labour including the national steering committee and their own ministries will be important and needs to be further mobilised. As illustrated in Annex 1, the linkages between LCLC, DCLC and National Steering Committee on Child Labour are important but separate vertical linkages within line ministries are also key. Each ministry that is represented in the committees can be informed and inform their respective officials on mainstreaming of child labour through a recognised system. Special attention would need to pay to the role of the different ministries in generalising child labour related referral systems including of children in trafficking, WFCL and other hazardous conditions. Although referral systems are being developed with project support at local and district level, these still need to be integrated, documented and formally included into project district systems. At a later stage these need to be replicated in other districts. LCLC members interviewed pointed out, for example, that more intensive work is needed for the development of systematic referral systems. While the project is working to contribute to the development of referral systems, more focus on providing technical support in this area is needed. Some LCLC also noted that the actual implementation of referral systems needs strengthening. Examples of areas needing strengthening include repatriation in the case of trafficking, shelter in safe houses, assistance with judicial processes, counselling, and/or return to education including in vocational or skills training.
65. Relevant research has been carried out to support the enabling environment under Objectives 1 and 2 including baseline (still in draft version), capacity, and resource mobilization studies. Implementation of findings from research still needs additional translation into practice. So far, the influence of research on policies and practices is somewhat limited. The study on capacity strengthening needs, although a relatively good analysis conducted in June 2011 and used for some planning, was not widely shared as some cited agencies were less positively assessed than others which could have caused challenges.

## 4.2 Capacity Building

66. *Objective 2- At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan*
67. The project has been implementing useful capacity strengthening efforts conducted through workshops and support from project staff in the districts on subjects such as awareness raising, child labour monitoring, mainstreaming of child labour and project management. National level MoL staff and representatives of DCLC and IPs have also attended a recent resource mobilisation workshop which was very well appreciated. Several midterm evaluation stakeholders—who were interviewed independently—praised the resource mobilisation workshop for its potential usefulness to implement and sustain actions on CLFZs. While some local project coordinators (LPCs) had some concern that they might be viewed as pretentious and pushy to stimulate concrete actions they were not actually viewed as such. In fact, the LPCs have worked well and sensitively to reinvigorate the DCLCs as well as to strengthen their capacities so that ownership could be maximised. The work of the LPCs with the DCLC and LCLC was mostly through direct guidance as opposed to through organised workshops. As in any groups, however, some members of the DCLC and the LCLC are more motivated than others so continued follow up and technical support remains needed.
68. The usefulness of the capacity strengthening carried out thus far is recognised. DCLC Kilifi members pointed, out for example, that the capacity strengthening has already helped them. As one DCLC member stated, “when issues on child labour come to my office I am now better able to respond and refer as a result of these explanations.” Some interviewees did remark that the workshops were too short and that too much information was being covered in too little time making it difficult to absorb all of the information.
69. The LCLC and DCLC do request continued capacity strengthening on effective actions on child labour at all levels. Unfortunately, the government does not yet have any specific budget allocations for such capacity strengthening. All DCLCs interviewed mentioned the need to increase focus on issues of child labour definitions and legislation. Part of the problem with respect to the definition issue was cited to be the lack of harmonisation of laws and regulations but also the need to strengthen capacities on existing legislation and child labour definitions. The LCLC interviewed, likewise, requested more capacity strengthening on the same issues. One DCLC requested special intensification of training for the police on child labour issues and their role in referrals, particularly to help police understand that punitive actions with parents or children are not necessarily conducive to solutions. Instead sensitive referral to responsible agencies is recommended.
70. Additional capacity strengthening on documenting the CLFZ model, lessons learned and good practices are, likewise, needed. The ability of LCLC and IPs to advocate with the district government, and potentially even advocate at national level if opportunities arise, is another area of focus for further capacity strengthening. Improved advocacy skills will contribute to effectiveness but will also provide added status to the LCLC members whose empowerment is necessary for sustainability.
71. At national level continued capacity strengthening through technical input with the MoL and National Steering Committee will be needed. The Kenya National Bureau of Statistics (KNBS) has been involved with the project to conduct the baseline. KNBS staff indicated that they believed that their capacities to collect and analyse child labour data had been strengthened and that, likewise, they were also able to strengthen the capacities of the project on research methodologies. At local level the project actions to collect and analyse information on child labour were improved, particularly with respect to the LCLC which were actively associated with the identification of the project beneficiaries. The IPs, all agencies with continuing presence in the project areas, also noted that they have learned from the data collection systems although they do report that some of the data systems need streamlining for purposes of sustainability. DCLC, IPs and other local agencies desire district CLMS that are straightforward and well linked to existing district data collection systems such as

those on child protection cases and education drop out information.

#### 4.2.1 Awareness

72. Advocacy and communications/awareness raising systems have been developed and are being implemented at different levels across the project with noticeable qualitative results.<sup>39</sup> Further additional development of awareness raising methodologies is underway as part of the APs. The project started awareness raising before LPCs were hired, with SPIF workshops and preparatory missions undertaken by CTA and Nairobi based staff. Awareness raising in its initial form was focused on working with district authorities on child labour issues, identification of child labour and potential implementation of actions on child labour. School teachers' awareness raising through mentoring and workshops was initiated during the identification of project beneficiaries' process.
73. Teachers, LCLC and DCLC members report improvements on awareness of child labour issues. A DCLC member noted, for instance, that he found that children are more aware of child labour than before citing the example of one child who asked him, "I am working in charcoal making, is this child labour or not?" The child was subsequently referred to the project and is now among the child beneficiaries. Although such observations are qualitative, the general impression is that there is an awareness of child labour in communities although it is difficult to assess the extent to which it is generalised and a result of the SNAP project. As some interviewees pointed out, the media has been covering this issue for some time and awareness is becoming more generalised.
74. The strongest component of the awareness raising system is the Rights of the Child (ROC) Clubs within the schools which are already beginning to show good results. Exploration of additional methodologies to further enhance awareness at all levels is recommended, particularly on the visibility of the concept of child labour free zone.
75. The project has implemented training on the ILO's Supporting Children's Rights through Education, the Arts and the Media (SCREAM) methodology with teachers and other stakeholders. One agency, the Kitui Development Centre (KDC), reported that they were among the first in Kenya to be trained on SCREAM as far back as 1998 and had already mainstreamed the methodology in all of their programmes. The SCREAM training provided through SNAP was very well appreciated and evidence of its success was already visible during the MTE. Children in several locations performed good poems, short plays, and songs on child labour and child rights issues. In one school children proudly displayed hand drawn posters on child labour which they hoped to sell to raise funds to help needy children stay in school.
76. So far the Rights of the Child (ROC) Clubs are at different stages of development depending on when they were launched but, even in the case of a group that had only been started about 2 months earlier, they performed impressive poems and songs. Children in all the evaluation focus groups were able to cite basic children's rights, including on child labour even if they were not members of the ROC Clubs.
77. When IPs visit schools it is advisable that they review the content of the materials developed through SCREAM to ensure that it is aligned with child and other human rights. In one instance, a play by a school child rights club could have used some review by the IP to explain that violence, even to punish mean stepmothers who force stepchildren to do excessive work in the household, should not be acceptable.
78. Currently the SCREAM methodologies are only being used in the formal schools but extending them to include children in vocational and skills training or with LCLC or IGA groups can also be useful. Where local adult and youth performance groups exist they can also be invited to view children's performances so that they may also include some of the messages in their regular performances. This

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<sup>39</sup> A project end line survey can provide quantitative results.

could be done at relatively low cost at special school events or on World Child Labour Day.

79. The project is already including some interesting and/or innovative awareness raising practices. In one school in Kitui a booklet on child labour is made available for children to borrow and share through a simple library system. The IP, Moving the Goalpost (MTG), organises girls' football league playing. The football leagues uses sports as an entry point to promote leadership as well as awareness raising on education, reproductive health, and human rights including child labour. The IP, Rural Education and Economic Enhancement Programme (REEP), has made murals to communicate on child labour. The Solidarity with Women in Distress (SOLWODI) IP is contributing to radio talk shows and sharing child labour media messages on stations Radio Salaam and Radio Kaya. These stations broadcast in Mombasa and surrounding areas. SOLWODI has, further, trained beach operators (i.e. beach-based sellers) and peer educators on CSEC and HIV issues.
80. In Kilifi, based on input from the project, a consortium was established to work on CSEC issues that have already developed a plan for specific activities on the subject. As a DCLC member noted, "We had no idea that CSEC even existed in rural communities but now we have seen it and it is clear." Other DCLC members noted that they were more aware of the how child labour can have an impact on children with disabilities.
81. The COTU (workers) and FKE (employers) unions and two of their affiliates –the Kenya Long Distance Truck Drivers and Kenya Sugar Plantation and Allied Workers Unions —have included awareness raising activities in their project supported activities. FKE was just about to start its actions at the time of the MTE but COTU, representing 1.5 million workers, has already conducted interesting activities.
82. The leadership of COTU has expressed goodwill throughout its relationship with the project. The project strengthened COTU's capacities including on COTU's social dialogue capacity. COTU reported that, as a result, it has been able to improve social dialogue, especially in industrial relations, and many disputes are currently resolved before they even reach the courts. As a result of project capacity strengthening, COTU has also conducted training with their union representatives from all 26 member unions/affiliates including in the Kenyan Plantation Agricultural Workers Union, Kenyan Sugar Plantation Union, Kenya Union of Domestic Workers, Quarry and Mines and Fishing Unions on child labour issues. A Training of Trainers on developing activities on child labour in the workplace has resulted in an internet based Union network and will be translated into help desks at Union affiliate level. The intention of the Union Help Desks is to gather information from workplaces for the affiliate and national COTU offices with eventual feedback to the MoL.
83. The evaluators found that the importance of working with workers organisations was reiterated as a result of interviewing their representatives. A good level of commitment was evident during interviews at both national and decentralised union level. Although the evaluation team was unable to visit actual AP field work implemented through workers' organisations, activities were being well organised to reach a maximum number of individuals on child labour issues.
84. COTU does point out that child labour among their membership in coffee and tea production had already decreased prior to SNAP and attributed the decreases to previous ILO IPEC projects. COTU has determined that they now want to increasingly focus on small scale farming and fishing, informal economy and domestic workers, and CSEC. Approaches with these sectors are relatively different from the COTU child labour past actions and they thus state that they will need continued capacity strengthening support.
85. The Kenya Sugar Plantation Union has already worked to sensitise twenty board members and conducted training of trainers with their branch officials to create awareness of their membership on the negative impacts of hazardous child labour. Local leaders as well as shop stewards—who are mostly sugar transport truck drivers—have been trained and display child labour stickers on their

trucks. The Sugar Union is, further, already conducting some referral of child labourers to local officials, including two who had been trafficked from across the border with Uganda. The Sugar Union is planning to hold a peaceful demonstration across the Uganda border on child trafficking. The Union has also started conducting successful awareness raising sessions on local market days. Market visitors were interested in the sessions and reportedly even stopped eating their lunches to come and listen to the messages.

86. The Kenya Long Distance Truck Drivers and Allied Workers Union has a recreation centre which they use to organise focus group discussions and train peer educators. Existing HIV awareness peer educators will be trained on child labour issues. The Truckers Union representative pointed out that peer education truckers do expect to be motivated with T-shirts bearing messages and IGA activities. Although the Truckers Union expects to provide T-shirts through their AP, they consider that they may not be able to provide them in sufficient number through their AP mini action nor will they be able to provide support for substantial IGA activities.
87. Despite such on-going efforts, many other interviewees noted that more still needs to be done to ensure that awareness is sufficiently raised so that children should be in school not work. The IP SOLWODI, for example, noted that based on their previous experience awareness raising needs to be continuous as the target audience tends to forget or ignore the importance of the messages. As one other interviewee also stated, “Different local organisations need to also be more involved. Various youth clubs can be trained on SCREAM and children can also be asked to perform on more different types of occasions.”
88. One of the concepts the project is supporting is the identification and involvement of well-known persons who can act as “champions” at the national and local level. The champions can maintain their roles even after the project ends. Some potential champions at national level have been identified but discussions about their involvement are still continuing and the national committee planning the World Day against Child Labour is expected to finalise the process soon.

#### **4.2.2 Project Influence on National Data Collection, Monitoring and Evaluation Tools**

89. The project baseline was carried out in collaboration with the Kenya National Bureau of Statistics (KNBS). The KNBS interviewees stated that they experienced good collaboration with the project on conducting the baseline and developing mutual capacities on data collection and child labour issues.
90. Baselines can serve at least three purposes, i.e., to inform project planning, to provide a basis for comparison at the end of the project and to add to the general knowledge base. The usefulness of the SNAP baseline for project planning was limited by reporting delays as it was not possible to wait for the full results to plan the Action Programmes (APs) or to help inform the selection of children as originally planned. The information from the draft of the baseline was, however, still useful to improve understanding of the issues on child labour in the districts, to provide a background for comparison at the end of the project period and to add to the national knowledge base on child labour. Information from the baseline was, further, used to help inform awareness raising methods.
91. Baseline field work was delayed due to school holidays at the time when the study was to be launched while the analysis was also more time consuming than expected. The final draft of the baseline is yet to be approved although it is anticipated that it will be finalised soon. One of the other reasons for the delays was centred on the definitions of child labour used in the baseline study. The ILO headquarters specialists in the Statistical Information and Monitoring on Child Labour (SIMPOC) office had noted that the way the definitions were applied were not in line with ILO guidelines. The realities of child labour in Kenya, including the prevalence of children who work and go to school at the same time, had caused some confusion with respect to clarity of definitions. Other issues centred on the number of hours an older working child can be in labour and the number of hours that is acceptable for a child to work if they are also in school. As a KNBS staff member remarked, “Fetching water and fire wood is considered an economic activity while it really depends

on how far one has to go.”

92. During the baseline survey process, the project and the KNBS staff thus identified a gap at national level regarding the need to define child labour. KNBS interviewees stated that it would have been preferable if the issues surrounding definitions had been clarified before conducting the baseline. To improve attainment of a national consensus on child labour definitions they suggested round tables with input from the Ministry of Labour and other relevant ministries or NGOs for adoption of a clear definition for Kenya that is not subject to changing guidelines from external sources. The KNBS also indicated, as did a number of other stakeholders, that they would like to see increased exchanges between other countries in the region on child labour issues.
93. Currently, plans are underway for a national child labour study during which definitions on child labour will be formalised in the Kenyan statistical data collection systems. Preparatory work for the national CL survey has already started. The KNBS, which will be the main implementing agency, has prepared a budget to be discussed by the Ministry of Labour. Survey planning issues that still need to be resolved centre on definitions and sampling frame procedures to be followed to ensure that valid data at county level is collected as required under the Constitution of 2010.<sup>40</sup> The KNBS is thus in the process of drawing a new sampling frame based on changing administrative boundaries in Kenya from district to country levels. Kenya is expected to hold general elections either late 2012 or early 2013. To avoid interference from the election processes in the districts the field work for the survey is anticipated to be conducted before September 2012. Data analysis work may be deferred to 2013, after the elections.
94. At national level discussions are also on-going with the MoL on a tool for a national data base on child labour. The Child Labour Division stated that the Ministry normally visits the current 43 county level offices once every quarter and would like to see a CLMS system integrated in all counties. They did point out that some counties are difficult to reach so it may be a challenge to monitor them but recognised the importance of data saying, “We feel that without information we cannot move forward on child labour so we are putting more emphasis on that.”
95. The project is implementing the Direct Beneficiaries Monitoring and Reporting (DBMR) system to report on project progress with child beneficiaries. The IPs, DCLC and LCLC perceive the DBMR as relatively complex but the system does help ensure that the required rigour to report on project actions and progress is applied. The DBMR complexity cannot be sustained beyond the end of the project, however, and an alternate simplified Child Labour Monitoring System (CLMS) is being developed to cover children not currently included in the SNAP project.
96. So far, the project has focused more closely on identifying children and monitoring child beneficiaries using the DBMR system. The practical introduction and integration of a Child Labour Monitoring System (CLMS) into the local, district and national data collection systems on child labour still needs to be further developed. The project has conducted a joint workshop with the TACKLE project mid-2011 on Child Labour Monitoring Systems with IPs and DCLC representatives. A basic format for the CLMS and implementation plan was agreed upon during the workshop (see also Section 6.3).
97. A data collection form was developed during the CLMS workshop including questions on basic information regarding the child to be referred, agencies to which he/she will be referred, and recommendations regarding the required services. A separate monitoring feedback system to track the results of assistance to the individual child is still needed. Although children who are referred may be integrated into other data systems, such as those of the Department of Children’s Services and Department of Education, follow up of the results of referred child labour cases should also be included in the CLMS data system. Such information can then be used to inform and plan future child labour interventions.

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<sup>40</sup> National Council for Law Reporting with the Authority of the Attorney General (2010).



98. As the APs are now well underway it will now be important to systematically test the CLMS forms and additional tools with children not yet included in the project so that by the end of the project the CLMS is functioning well.

#### 4.2.3 District and Local Child Labour Committees

99. The evaluation team met with the DCLC in all three project districts. Although not all members of the DCLC attended the meeting, the attendance was quite good. In Kitui, for example, the District Trade Officer, police officer for the gender desk, probation officer, special needs and education officer (representing DoE), children's officer, representative of a faith based organisation and a certified volunteer children's officer attended the meeting.
100. The DCLC understand their roles and responsibilities to act together to address child labour issues through identification and referral systems, awareness raising, monitoring and evaluation of child labour actions, data and individual cases. In all three districts the DCLC was not fully functioning so needed to be revived through the project.<sup>41</sup> A DCLC meeting was held in each district to introduce the project and make adjustments in line with local realities. As part of its initial activities the DCLC identified the priority locations for the Action Programmes. Some DCLC members were trained on child labour issues, including on SCREAM, while others have learned about the issues from the LPC. Most DCLC members have been involved in the committee for about 6-8 months. The meetings usually concentrate on updates and reviews of on-going project actions through briefings by the LPC and IP staff. The meetings also discuss the development of the IABA system and other relevant issues. As a DCLC member remarked, "The DCLC helps us to see how different departments can help to address any issues, such as the MoA that then helps to give agricultural tips in the communities. Bringing all of us together has strengthened the referral system because we now know where she can refer the children."
101. The DCLC members clearly understand how the project is functioning. Some of the DCLC members were included in field visits during the school identification phase and some have also participated in field monitoring although they state that they would like to be more frequently involved in field visits. Monitoring is actually one of the remaining areas that needs further attention as the APs continue to be actively implemented and the need for monitoring increases. Likewise, the integration of a functioning Child Labour Monitoring System (CLMS) across the districts—and which includes other children beyond the project beneficiaries—still needs to be institutionalised.
102. In two of the districts the role of the District Labour Office (DLO) is not very developed while in the third, Busia, the Labour Officer is well informed and actively involved. The lack of sufficient DLO staff is an impeding factor in, for example, Kilifi where there is currently only one labour officer who covers the entire county and who visits Kilifi District only on Wednesdays.<sup>42</sup> The renewed energy of the national level Child Labour Division can contribute to increasing the role of the Department of Labour officials where it is needed. The project has little influence over increased assignment of DLO staff although it can continue to advocate for attention to human resources. Additionally some internal politicking between members can also occur as reported by some interviewees resulting in less interest from some members.<sup>43</sup> As one interviewee stated, for instance, "It is not always easy to have all departments work actively in a committee because, if one ministry introduces or champions an issue then others do not want to be so involved."
103. The project has started to initiate DCLC linkages with the Area Advisory Councils (AAC) although these still need to be strengthened further and, if possible, formalised. The AAC is the government coordinating body at the District level<sup>44</sup> on children's issues and its roles and responsibilities are

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<sup>41</sup> In Busia the DCLC was still meeting but not fully functional.

<sup>42</sup> The Labour Officer in Busia had been involved in child labour actions in his previous post in another district and is still new to the area.

<sup>43</sup> In two of the three districts stakeholders raised this issue.

<sup>44</sup> The AAC also exists at other government levels such as at county level.

closely related to those of the DCLC.<sup>45</sup> The AACs are statutorily recognized structures with legal guidance on their composition and mandate to exercise general supervision and control over the planning, financing and coordination of child rights and welfare activities. The AAC also advises the government through the National Council for Children's Services (NCCS) on issues of child rights and welfare of children in their areas of operation. The AACs further work to mobilize resources and facilitate funding, conduct advocacy, promote and create public awareness on child rights, facilitate data collection and networking among stakeholders and other related activities.

104. The project has faced some challenges in reinvigorating the DCLC and LCLC as members wished to have support in the form of resources and stipends as is provided through in some others. The project does not promote such rewards, however, for reasons of sustainability and had reinforced that it is the members' responsibility to work on such issues and to attend meetings. The situation has improved with time and they are no longer asking for allowances and are fulfilling their responsibilities. As one interviewee remarked, "They did always argue for allowances just to sit in the meetings but now they do not ask that anymore."
105. The project also faced some challenges when constituting the LCLC as it was difficult to ensure that not only older people or men were members of the committees. As one interviewee noted, "This is where beliefs really fuel child labour. Those same men are biased against education for women and are opinion leaders on early marriage, etc." With the assistance of the area chiefs, however, this issue was addressed although LCLC in some locations that are still more dominated by male leaders. The evaluators noted that in some locations the LCLC was composed of locally based formal and informal leaders while in others educationists were also well represented. In one location some older children were members of the LCLC which is a positive aspect given that they can well represent the views and experiences of the children in their communities. As some IPs reported, children are well placed to help identify community children in child labour or those who need other forms of protection. Community children can thus form an integral part of any referral system.

#### **4.2.4 The Integrated Area Based Approach**

106. The Integrated Area Based Approach (IABA) in addressing child labour is already proving appropriate as the DCLC have worked to identify project locations within the districts and support the project implementation process. The LCLC are effective in working with schools, other leaders, parents and children to identify children. The IPs also report that they have good relations with the other SNAP supported IPs in their respective areas and some of the local government offices. Most of the IPs are from the areas where they are currently working and already know each other from earlier contacts. As one IP stated, "We have good relations with the other IPs, we did our training together and we always supplement each other in our work. We are partners." The IABA may eventually lead to a well-integrated system to address child labour and other child protection issues through district government if current efforts continue to develop.
107. The project has undertaken steps to help support the IABA approach including reinvigorating the DCLC, capacity strengthening and awareness raising, establishing the LCLC, and analysing technical support needs. The location of the SNAP project offices within the District government buildings is beneficial and, according to interviewees, helps the LPC to work closely with the different government agencies to work towards the IABA. Some of the IPs also commend the project for including the establishment of LCLC in the project design. IPs also appreciate the fact that LCLC are often chaired by the area Chiefs giving them quite good credibility. The project partners have also visited some of the TACKLE project implementation areas to view the progress being made in those locations. As the TACKLE project was initiated before the SNAP project they have been able to reach closer to the goal of establishing CLFZs.

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<sup>45</sup> National Council for Children Services (2006); National Council for Law Reporting with the Authority of the Attorney General (2010a).

108. The goal of attaining CLFZs is closely linked to the IABA approach which, in turn, needs to be rooted in an effective referral system. A well-functioning IABA will contribute to the establishment of a sustainable CLFZ in the districts. A child labour referral system is emerging in the districts but, according to the DCLCs, ties between the DCLC members and the LCLC need to be further intensified. As some interviewees stated, the IABA system as a whole still needs to be better defined so that its “functioning, the roles, and responsibilities of the participants in the IABA area clear to all concerned”. The project is making some progress towards establishing models for CLFZ but, as can be expected at the time of the midterm evaluation, the establishment of a fully operational referral system still needs to be realised.
109. Some IPs point out that establishing CLFZs beyond the immediate communities where they are working will be difficult as much awareness raising and direct action is needed to replicate the models. Resource mobilisation to support replication will thus become increasingly important as the project comes closer to the end of the implementation period.
110. The IPs are committed to work to support achievement of child labour free zones and intend to increase their efforts to contribute to reaching project objective three.

#### **4.2.5 Community Help Desks**

111. One of the project concepts to support the referral system was to establish help desks for children and families where they can report cases of child labour or other child protection issues. In practice, the concept of the Child Labour Help Desks has met with mixed responses. In some cases the Chiefs and Assistant Chiefs<sup>46</sup> remarked that, according to Kenyan law, it is part of their role to function as child protection focal points. They stated that this means that any child protection cases, including on child labour, should be reported to them. They, therefore, felt that having a help desk was a duplication of efforts and not very desirable. As one LCLC pointed out, “we do have this help desk now but it is really no different from what we used to do, there are two community people who work as volunteers who can refer children in so far no cases have been brought to them over the course of the last several months.” In the meantime the Assistant Chief remarked that four children had been brought to him for referral in the same time period. It may not be necessary to have organised help desks wherever the system of reporting cases to Chiefs and Assistant Chiefs functions. Volunteers can, nevertheless, be motivated to support the Chiefs by bringing children who are in need of protection to them. In the case of help desks in Unions, such desks are still interesting as they work to support employees in a different context than in a community. Where necessary children brought to help desks in unions can still be referred to the Chiefs for further referral.

### **4.3 Direct Targeted Actions**

*Objective 3- By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences.*

112. The entire target population, i.e., children, parents, communities, district agencies are being reached although enrolment for additional children, especially for protection, is still on-going. Some progress is being made on reduction in child labour levels while continued implementation, support for improved access to social protection schemes and IGAs should help reduce levels further. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.
113. Project implementation of objective 3 is largely implemented using locally based civil society organisations (CSOs). The experience of CSOs in the districts was variable, in Kilifi strong organisations with experience working on child labour related issues in the past are more limited than in the other two districts. As a result it took somewhat longer to identify appropriate IPs in Kilifi

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<sup>46</sup> Chiefs are appointed by the government.

but they are now underway.

114. The distance between the districts contributed to challenges during inception as offices and their staff needed to be established, locally accepted and working with the IPs to provide technical support for developing suitable APs. The LPCs were assigned in September 2010.
115. Under objective three a total of 8,155 girls and boys are targeted including being 3,700 removed from child labour; 4,155 prevented from child labour; and 300 protected with improved working conditions.
116. Enrolment is largely on track but the number of children that can be formally counted as withdrawn or prevented at the time of the MTE still needs attention. Table 1 indicates that the number of children withdrawn or prevented at the time of the evaluation is 811 for withdrawal and 1140 for prevention. Although no children could yet be counted as withdrawn through protection, children were enrolled or about to be enrolled under the protection component. With respect to protection from child labour, the project is thus now initiating more concentrated focus on children in this category and is expected to achieve the expected results.

**Table 1- Overview of Project Results Children Withdraw or Prevented on March 31, 2012<sup>47</sup>**

| Types of Assistance or Sector   | Age 5 to 12 |       | Age 13 to 15 |       | Age 16 to 17 |       | TOTAL       |
|---------------------------------|-------------|-------|--------------|-------|--------------|-------|-------------|
|                                 | Boys        | Girls | Boys         | Girls | Boys         | Girls |             |
| <b>Protection</b>               | 0           | 0     | 0            | 0     | 0            | 0     | <b>0</b>    |
| <b>Removal</b>                  | 96          | 87    | 186          | 174   | 154          | 114   | <b>811</b>  |
| <b>Prevention</b>               | 121         | 130   | 470          | 365   | 31           | 23    | <b>1140</b> |
| <b>CSEC= Part of withdrawal</b> | 0           | 3     | 0            | 8     | 1            | 19    | <b>31</b>   |

117. Although the project appears behind schedule for the number of children withdrawn or prevented at mid-term, enrolment levels indicate that the project may be able to largely meet targets by the end of the project. The APs are now beginning to gather speed as children who are enrolled are approaching the minimum time periods that they must meet the required criteria to be counted as withdrawn or prevented. The criteria include that children should not have been in child labour for the past three months to monitoring; been referred to or provided with educational services and other needed services for rehabilitation; have minimum 80% attendance rate in education for past three months; and a minimum of two recorded monitoring visits on a monitoring form. If a child was targeted for protection at the workplace, the workplace must have been made safe for the child. As monitoring is conducted on a three monthly basis, and must be conducted at least twice, this means that children should be in the programme for at least six months.
118. Delays in somewhat late withdrawal and prevention of child labour results are, further, due largely due to complications during the identification process and slow paced monitoring and data entry practices.
119. Teachers interviewed for the MTE spontaneously<sup>48</sup> noted that they had already remarked improved attendance and performance rates since the project started working in their respective schools. In one concrete example, a Head Teacher reported that, "We had an increase of about 10% on the scores of children on the Kenya Certificate of Primary Education examinations between November 2010 and November 2011." In one DCLC a Department of Education Officer also noted that he had remarked that attendance in the project schools had improved.

<sup>47</sup> As reported by the project. Additional data on the number of children enrolled is still to be added.

<sup>48</sup> Without being prompted to report on changes in attendance or performance.

### 4.3.1 Action Programme Effectiveness

120. The IPs and their Action Programmes are mostly focussed on awareness raising, withdrawal, prevention and economic empowerment of households. An AP being implemented by the workers' organisation COTU is oriented to strengthen capacities and awareness raising on child labour issues among their membership at different levels. Another AP, to be implemented by the employers' organisation FKE and which is expected to commence soon, will concentrate on promoting occupational safety and health (OSH) through capacity building of informal economy business owners, children/ youths. So far, one Mini AP additionally focuses on protection of older children by contributing occupational safety and health (OSH) interventions and has recently enrolled 50 children.
121. The APs complement each other and are expected to contribute to reaching project objectives by the end of the project implementation period. Additional Mini APs are recommended to address some of the remaining issues that need more attention, including on:
- Harmonization of policies and laws across different ministries and departments.
  - Follow up on resource mobilisation.
  - Advocacy methodologies for National Steering Committee and for the DCLC to national levels.
  - Capacity strengthening of LCLC and DCLCs continued with increased attention to definitions, laws and regulations including how to advocate for harmonisation.
  - Protection for older children and agriculture related actions in schools.
122. The process to identify appropriate APs was considered very laborious and time consuming but interviewees also recognised that their capacities were strengthened through the process. The quality of the AP proposals is comparatively quite good and the evaluation team is hopeful that the outcomes will be positive by project end. The longest AP implementation period is 2 years but most are shorter. As in other projects, agencies are staggering cohorts of children so that not all cohorts will be enrolled concurrently. The agencies take time to contact the schools, build up relationships and identify the children. Each child and family then usually receives 12-18 months of support.

### 4.3.2 Support for School Costs

123. The project is providing useful support for the payment of school levies and uniforms. The evaluation identified some challenges regarding timeliness of the IPs' disbursement of school uniforms and support for school levies as well as some issues regarding variable quality of monitoring of disbursement. In a field monitoring visit one month prior to the evaluation, the senior project staff had also identified the same issues which were included in reports that they subsequently shared with the evaluators. The evaluators were not influenced by the project staff in their findings and came to their assessment independently. Children included in the evaluation focus groups had been randomly selected. Without prompting, parents and children in almost all focus groups reported confusion over distribution of support. Some LCLC also requested information about the reasons for the delays. Most specifically they wondered why children were included in the project but had often not yet received any physical form of support despite having been enrolled for several months. On requesting information from the IPs, their staff provided explanations such as:
- It takes time for processing of children to be fully integrated into the project.
  - Some children may drop out of the programme so it is better to ensure that they are in the programme for some time before "rewarding" them with support. It is costly to replace children who drop out of the programme as new children may need to be identified and enrolled in order to meet targets.

- Teachers accept to defer the payment of levies until the children are able to obtain support from the project.
- Some parents are actually able to obtain uniforms for their children through various means such as borrowing money. Even when a need for a uniform was identified for a particular child, waiting means that parents are made responsible to cover the costs of a uniform. The amount set aside by the IP for that child's uniform can then be used to support that child in other ways.

124. Although these explanations do make sense in different ways, they are not in line with the project strategies which guide the IPs on the implementation processes. Once a child is officially enrolled in the project they are to obtain support as soon as feasible so that by the time the project ends the child and its family feels that they have been well supported. Positive feelings will hopefully contribute to parents efforts to sustain that child in school. The senior project staff has already reiterated the importance of timely distribution of support.

125. Some IPs were also using a system of receipts from school teachers to monitor distribution of uniforms and levies. While the evaluators did not note any potential problems with transparency—and as the project management has pointed out to the IPs themselves following their own monitoring visit—it is preferable that distribution is done in public or at least in the presence of the parents/guardians. Such a system can also provide opportunities for awareness raising on child labour and education issues. Clear distribution systems can also help ensure that there are no children receiving support from more than one source which can happen in some schools where other agencies, individual donors, or government support is also distributed.

126. Some children and parents reported that they could not understand why some children got support for uniforms while others got support for school levies. The IPs had tried to explain that support was provided depending on the need of individual children but ultimately this was not sufficient to ensure that the situation was clear. As one LCLC noted, they had difficulties because, “Parents complain that there is a preferential treatment, that their children get support for levies but that these are less than the value of the uniform that some other children get.”

127. Some stakeholders also noted that levies and uniforms are not always the key issue but children are not provided with school bags, shoes, tutoring fees<sup>49</sup>, and/or food. The APs do not, however, include such support. In any case, the size of the project budget does not allow for support for all of the children's needs to attend school. The evaluation team leader agrees that it is not advisable for the project to cover all costs in the context of Kenya, as it could interfere with sustainability.

### **4.3.3 Psycho-social Counselling and Other Non-Education Services**

128. Several of the IPs provide psycho-social counselling while some teachers and LCLC have also been trained on counselling techniques. A teacher reported that, “I do counselling for children even when they are first brought to us in the school. I guide them and counsel them, prepare them that they may be teased. These children are now doing very well.” In another school teachers successfully counselled a boy withdrawn from child labour but with disciplinary problems, the boy is now said to act as a mentor to other children.

129. There is a need for more LCLC members to be trained on counselling techniques but, given the limited budget remaining in the project, such funding may need to come from additionally leveraged sources. LCLC may be the first line of support for children in child labour and may also be approached by community members with other child protection cases. Some IPs noted that they underestimated the need for counselling in their AP budgets. In one example, the IP found upon identifying children that, “Some had gone through very traumatic experiences like losing both

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<sup>49</sup> Most schools require children to attend tutoring on Saturdays to ensure that they are able to meet the exam pass rates on which the school quality will be judged. Such tutoring is often compulsory and parents must pay.

parents within a short time. They may go to sniff glue, chew khat<sup>50</sup>, etc. We thought we would bring them to skills training and they would naturally fit in but then found that they needed counselling before they joined the training.” The IP was able to leverage some additional funds from an external donor to provide professional counselling for such children.

130. With the exception of the IP, Moving the Goalpost, the project APs do not provide substantial support for sports activities. The Rights of Children clubs initiated in the schools with support from the IPs are well appreciated extra-curricular activities. Not all of the beneficiaries in schools with Rights of Children clubs are members and while some non-beneficiaries are also club members. Leaving children free to become members, or not, is important as it should not be an obligation. All children will ultimately benefit from the Rights of Children clubs as they can watch the regular performances. The project does not provide support for basic health care of life skills training although health care may eventually be accessed if referral systems work in a comprehensive fashion.
131. A few of the IPs also provide legal counselling or referral to para-legal and legal support where children are trafficked or in CSEC. In such cases the IP already has a system in place as part of their previous work within their NGO so associating child beneficiaries in the SNAP project is not difficult. Data on such cases is not yet available but documenting such project assistance could be useful to inform future child labour actions.

#### **4.3.4 Access of Priority Groups: Children Aged 15-17 and the Agricultural Sectors**

132. Actions with older children are oriented to vocational and skills training, return or retention of children in formal schools, and protection of older children so that their working conditions are non-hazardous. Although the project includes attention to older children 15-17 years old and children in agriculture, this area still requires greater focus in line with project objectives.
133. Most of the children in the project 15-17 year old category are actually enrolled in formal schools while older children withdrawn from child labour who are unable or unwilling to return formal schools are integrated into vocational or skills training. Older children who have returned to formal schools have not received bridging support but have been included in classes appropriate to their level.<sup>51</sup> In Kenya, individuals of any age can attend class at any level that is appropriate to their existing knowledge. Most of the older children in formal schools that are assisted by the project are in higher primary or secondary classes and do not report having any serious issues with this situation.
134. Children in vocational training attend youth polytechnic schools while children in skills training are enrolled in informal or apprenticeship programmes. The protection programme has proved challenging as most children would prefer to return to school or training as opposed to remaining in labour, albeit under improved circumstances. The project is, however, starting to implement some actions with the FKE (employers) and COTU (workers) federation members to improve occupational safety and health (OSH) and reach children under the project “protection” category.

#### **4.3.5 Vocational and Skills Training**

135. *The project has helped me. I am an orphan and did not know if I could manage in life but the project has helped me realise I could manage on my own.” Adolescent girl trainee*
136. Children in vocational and skills training are quite happy with their courses although most say they are too short and/or would like to have other training, such as on information communications technology or car mechanics and driving. Other issues include the long distances to the centres,

<sup>50</sup> Also called “gat” in Kenya. Khat is a mild stimulant but can be addictive.

<sup>51</sup> The project APs have not included non-formal education or literacy actions. The project stated that this is partially because most children have at least basic literacy and formal schools are generally available in the project areas.

limited availability of food at centres, limited employment opportunities, and start-up kits for self-employment are lacking.

137. Children are quite interested in self-employment, as some of them said, “We want to work for ourselves because it was hard to be employed but if we have our own business we can control the situation” and, “one is pushed around when work for others” or “I do not want to be employed as we are given a lot of work but little money.”
138. Formal vocational schools tend to teach just a small range of subjects, such as tailoring, masonry and carpentry, and often do not have sufficient materials for children to practice what they learn as much as necessary. Even the apprenticeship skills training provided was usually in tailoring, hairdressing or welding.
139. While apprenticeship trainers stated that they thought children might be able to find employment upon completion of the courses, they did say that they would need formal certificates which are not provided in the apprenticeship skills training. The trainers who were interviewed did say that they may hire one or two of their apprentices upon completion of their training. Self-employment is a more viable option in such cases but children need tool kits to launch themselves and funds to support such kits are not available through the APs included in the project. Resource mobilisation from other donors or programmes is needed to provide such support.
140. Some of the potentially promising areas identified in the project Labour Market Surveys were in agriculture, agro-industry, small scale manufacturing, services, information communications technology, green jobs such as paper recycling and organic farming, and entertainment. Unfortunately the project has been unable to support much vocational or skills training in these subject areas, mostly due to a lack of availability of local education/training sources in the project areas.
141. Interestingly, even primary school children requested more knowledge on agriculture skills. Children in the focus groups reported wanting to be pilots, doctors, teachers, while one even wanted to be a journalist so she could report on child rights. When asked if agriculture could also be a subject of interest their response was an almost unanimous enthusiastic “yes”. The project staff notes that according to their information, training in agriculture for youth is limited mainly by lack of interest and it is initiating collaboration with the Ministry of Agriculture to promote this interest. Further exploration of the real interest of children in agriculture training can be useful as, realistically speaking, many of the children will not attain their ideal goals, a point which they seem to realise when they actively expressed interest in improved agricultural skills. Children stated that they would like to grow crops such as maize “because there is hunger in the country so if I plant maize it will help fight hunger”. Other crops they would like to grow include vegetables and beans.
142. Agriculture training in Kenya is mostly provided through extension workers or in a few formal colleges. Extension workers are contacted by the farmers themselves using a demand driven approach and often lack fuel for their motorbikes to make regular field visits. Agriculture used to be taught as part of the primary school curriculum in Kenya but was removed a few years ago. Some schools do have 4K agriculture clubs<sup>52</sup> at primary level and Farmer Field Schools exist at secondary level but not all are active or functioning well. Given that many rural schools have substantial plots of land, increasing school gardens and supporting training of teachers and students would be a useful investment. As part of the resource mobilisation process, the IPs may investigate the possibility of leveraging additional funds for such activities.

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<sup>52</sup> The 4K name stands for kuungana - to unite, kufanya - to do, kusaidia - to help Kenya and can be found in many Kenyan schools.



### 4.3.6 Economic Empowerment

143. The project aims to facilitate access of 1,000 families to socio-economic programmes, skills development schemes, employment creation schemes, and/or micro-finance schemes. Given the number of children to be targeted in the project (8,155) this means that not all the household of children in the programme would be supported.<sup>53</sup> It is, therefore, not surprising that a range of stakeholders note that more allocations should be provided for community level support for livelihoods and skills training. The current APs include plans to reach close approximately 800 of the 1,000 households targeted. For the project to effectively reach the target of 1,000 households strong impetus will be needed to support as many households as possible to attain the target.
144. According to the IPs, many of the more likely sustainable IGAs in the project areas are in agriculture but problems such as access to sufficient inputs and markets are challenging. Providing support does not guarantee that all of the household included in such actions will be successful in raising funds to keep their children in school. As one stakeholder stated, “Not all people can start and successful run Income Generating Activities...”
145. The IPs have started organising beneficiary households into groups to start savings and credit schemes using methodologies with which the IPs are already familiar through their other programmes. Approaches include methods such as “table banking”. Table banking is a simple savings and sharing methodology during which money is pooled on a periodic basis and shared with the most needy group members or those with specific good plans for IGAs. To stimulate the groups, top ups in the form of small financial injections into the groups are, or can be, provided to help ensure that the group has sufficient money to share to be able to implement substantial IGA activities. In some groups the members are starting individual IGAs while others start IGAs as a group that are expected to bring in profits to be shared to keep children in school or to address basic needs. In some cases, IPs are initiating training on technologies such as fishing pond and banana growing for group members but this still needs to be proliferated more widely. The savings group members that the evaluation team met were enthusiastic but, given that most groups are just starting, it is difficult to predict how well they will function by the end of the project.
146. The goal is to eventually link the groups to micro-finance organisations and related sources, such as the government Women’s Enterprise Development Fund and the Youth Enterprise Development Fund, but it takes time for the groups to be sufficiently strong to manage such more formal relationships. To enable groups to access micro finance they need to be formally registered but none of the groups is registered yet. During the first year the structures are generally established and training on group management is conducted. IPs state that only after one year might it be possible to create such linkages to micro-credit institutions. Some groups are also fearful of approaching micro-finance institutions because they worry about not being able to reimburse or losing their collateral. The evaluator does believe that the project will be able to establish linkages between saving groups and micro-finance organisations by project end but it is uncertain whether this will be possible for each and every group. As in any group development situation, some groups will be more successful than others so it will depend on the quality of the groups which is difficult to predict.
147. The project states that it is aware of the usefulness of adding diverse interventions for households to strengthen their capacity to generate income. Towards this end the project strategy is stated to implement training for vulnerable households on “Start and Improve Your Business”, an ILO methodology for poor and vulnerable households. The project is also planning to pilot the setting up of cooperatives, which offer vulnerable households working structures to help generate income.

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<sup>53</sup> Even if 2 children per household are included.

## 5. Gender Mainstreaming Activities Effectiveness

*EQ 5- To what extent has the project addressed gender issues of boys as well as girls? (Gender- cross cutting)*  
The project has considered gender issues in the overall design and individual Action Programmes (APs) based on a review of past research conducted under previous ILO IPEC child labour project in Kenya. Good efforts are undertaken in practice to address specific needs of girls, conduct awareness raising on gender related child labour issues, and conduct gender differentiated reporting.

148. The project has been able to mainstream gender into all of its activities. Among the IPs and DCLCs relatively good awareness on gender issues already existed prior to project start-up. MTE interviewees frequently mentioned gender issues that contribute to child labour, such as early marriage and the need for girls to stay home to assist with chores spontaneously.
149. Steps on gender issues that were undertaken include the integration of APS that are non-traditional such as that of the NGO, “Move the Goalpost” that works with girls through involving them in football training and football matches as a basis to address their needs and raise awareness. Other gender aspects that have also been included are support for sanitary towels for older girls, while the IGA support groups are open to both men and women. In terms of leadership in the LCLC, the participation of both men and women is promoted. Data collected in surveys is gender disaggregated. For skills training and apprenticeships the project is promoting girls and boys to also enter skills training in non-traditional gender orientations but there has not yet been much uptake from the children.
150. The children themselves spontaneously cite the challenges of young girls. One girl attending a tailoring skills training related how she had noticed early pregnancies among young girls because they are unable to get their basic necessities at home. “They look for men who will meet their needs; they might be from the community or just drivers passing through... Sometimes you may not have eaten at home and then he offers you a quarter chicken so you just give him what he wants...” The girl concluded by saying that she was grateful for the course and hoped to finish it so she could meet her needs.<sup>54</sup>

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<sup>54</sup> Although the girl did not say she was talking about herself the content of what she related appeared to indicate that it was so.

## 6. Project Organisation

151. The project allocated resources so far justify the costs incurred. Unplanned outputs and results are not yet evident although some innovative practices are being implemented. The national and AP staff appear appropriate for the project implementation. Staff turn-over at project level has not been problematic although in IPs and DCLCs there is substantial turn-over. In the IPs this has caused some challenges but internal training systems have enable the IPs to overcome most of these difficulties with the exception of the monitoring and evaluation officers (M&E) who are more difficult to train. The turn-over of staff in District Offices is common and more problematic as this means that existing members need to ensure that new members are sensitised and their capacities strengthened. As the DCLCs become stronger and the referral system is formalised<sup>55</sup> new staff should be easier to integrate as they will recognise that working on child labour issues is part of their jobs.

### 6.1 Project Child Beneficiary Identification and Reporting Definitions

152. The IPEC project partners including the national level, DCLC, LCLC and IPs have a similar understanding of the terminology used regarding the definitions of withdrawal and prevention of child labour within the project context. The project is thus able to accurately report on direct beneficiaries but it has been a challenge to reach this point. The project did have its own original criteria but they were not fully detailed within the Kenyan context. In Kenya a large proportion of children are currently in school and work at the same time confusing stakeholders who assisted with identification about which children could be included. At which stage does one say that work is interfering with education, for example?<sup>56</sup> The Kenya Employment Act<sup>57</sup> states that children from the ages of 13 to 15 can do “light work” but exactly what constitutes light work in practice is not very evident. What does it mean, for instance, if a child walks 2-4 hours to and from school, attends classes, and then has to do work at home? How many hours of work is then too much? As one DCLC member, furthermore, stated, “Is carrying a 20 litre water jug once a day hazardous in a rural area? What about in Nairobi? How far is it acceptable to carry water if at all?”
153. The Employment Act (2007) notes that working hours are normally set by employers with the exception of certain types of work. In line with ILO Convention 182 only the Worst Forms of Child Labour are prohibited by the both the Children’s and Employment Acts up to the age of 18. The number of hours children can work in other forms of child labour is not defined. The Employment Act is thus silent on the number of hours that older children from 16 up to 18 years of age can work but the project set a limit of 40 hours in non-hazardous work for monitoring purposes. As the Children’s Act defines a child as up to the age of 18 and children should not be employed there are incongruities. All of these definitions issues resulted in a great deal of discussion between the IPs, the DCLC, LCLC and other stakeholders which affected the speed of identification of project beneficiaries.
154. The Ministry of Labour is, however, now in the process of reviewing the Employment Act with social partners and other specialists to bring it in line with the new constitution. Some elements that are being reviewed include regulating the working hours of the children and developing a clear definition of child labour.
155. Taking all of these issues into account, the project determined to use definitions on child labour in line with the recommendations of the 18th International Child Labour Statistics Conference resolution II that states that children from 13 up to and including 15 years of age could work for 14

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<sup>55</sup> It is hoped that the referral systems will be formally adopted within the districts.

<sup>56</sup> While the project determined that children should attend at least 75% of their classes, this does not cover issues raised such as how tiredness, and consequent difficulties in paying attention in class, are assessed.

<sup>57</sup> Government of Kenya (2007a)

hours a week in non-hazardous work and be considered withdrawn or prevented. All of these decisions on definitions, however, are internal to the project<sup>58</sup> and national laws and regulations still need to articulate such details to—among other issues—ensure clarity for replication of CLFZ models. In the words of one DCLC member, “Even in our offices there are still differences of opinion on the difference between child work and child labour.”

156. The selection criteria and forms had been disseminated and shared with IPs but the IPs and LCLC still perceived the identification process of project beneficiaries as very complicated due largely to confusion over the selection criteria and the forms that needed to be filled in. The IPs work with LCLC, teachers, children, parents and others to identify potential child beneficiaries. Some IPs worked more closely with teachers, others through LCLC which might include teachers, while one relied most on children themselves for initial identification of potential beneficiaries. The LCLC members remarked, “We really suffered for the identification and we still have to do the monitoring. We have to go far and go several times to verify. Walking across the area without even a meal for the whole day was a challenge. There was no plan for members’ travel, food, or water during the identification process. We would really appreciate some help to keep us going, at least T-shirts or something for transport”.
157. Given that the LCLC members are volunteers with no incentives of any kind; this was an issue that was raised in focus group discussions with the LCLC met during the MTE. One possible solution is to use a simpler identification form, such as the DBMR form, that can be used for an initial assessment by the LCLC or other community members. Once the IPs have reviewed the forms, children can be called for interviews or visited in their school and/or homes to verify whether they meet the project criteria. This would avoid some of the confusion and frustration at community level while still allowing for a strong participatory role by community members.<sup>59</sup>

## 6.2 Technical Guidance from ILO Units

158. Technical guidance from ILO units has been adequate in nature and extent and included good support from the ILO desk officer in Geneva. The project operations manual is very clear and responses to AP proposals are rapid. Support for administrative and financial issues from the ILO office in Dar Es Salaam is good, administrative and financial work is processed in no more than 2-3 weeks.

## 6.3 Monitoring Systems

159. The DBMR system has already been partially discussed in previous sections and is considered difficult but necessary for good project monitoring. Some IPs feel that it takes too many resources and that it takes too much staff time away from their practical work to support the children and households. In the initial stage a specialised consultant came to train the IPs who had already started their association with the project. IP project officers and Monitoring and Evaluation (M&E) Officers were thus trained but in practice this was not sufficient due to high turnover rates, especially high among the M&E officers.<sup>60</sup> According to the project staff one M&E officer has been trained several times but still complains that it is too complex. Although the IPs are generally experienced in field work they are not very experienced with such systems and, although they recognise that the DBMR can be useful, they compare it less favourably to the reporting that they have to do for other projects. The project provides much intensive follow up support and continued training although staff turn-over among IPs continue to pose a major challenge.
160. The project reports that several IPs are tardy in entering their monitoring data into their computer systems causing backlogs and difficulties in reporting in a timely manner. The issue with data entry

<sup>58</sup> In line with international recommendations.

<sup>59</sup> Such an approach was tried, tested and found to function well in Uganda in another child labor project.

<sup>60</sup> The reason for the high turnover is not very clear although the IPs state that they believe staff find better paid jobs elsewhere.

is partially attributed to the fact that some IPs are more familiar with the Microsoft Access software while others are more familiar with the Excel programme which the project is using.

161. The IPs for their part, state that the DBMR and profile forms contain a number of questions that are too time consuming to verify and/or may not be necessary. One interviewee stated, for example, “All these forms already form a project by themselves and there is not enough time or other resources for that.” One such question on the forms that causes problems is, for example, on the level of income of the household over the previous month. Where families are not wage earners nor have regular incomes it may be necessary to ask quite a few other questions to help them to answer just the one question on income.<sup>61</sup> Even the question on the dangers the child faces or the child’s age were sometimes challenging. Another question on what a child is doing when not in school was said to be confusing as it was considered too general and should be worded differently to make it easier to ask the question in the field. The IPs also report that sometimes they get different information from different family members when they want to verify the information. In some cases the IPs had enumerators fill in information instead of the project officers which caused misunderstandings. The project has now clearly insisted to the IPs “who should be doing what” with respect to the forms. Finally, some IPs complained of data entry challenges such as when an answer is entered by mistake and it is necessary to “go back and delete the whole previous part.”
162. The project DBMR does not include special reference to selecting children in agriculture nor children in the 15-17 year old category. This resulted, in practice, in the identification of *any* children who meet the required withdrawal and prevention criteria as outlined in the Direct Beneficiaries Monitoring and Reporting (DBMR) guidelines. Older children included in the project so far were thus identified as part of a general approach to selection. The specific needs of older identified children were subsequently determined and they were placed in groups according to their needs, i.e., formal school support, vocational or skills support. The 300 children to be included under the protection category are all in the older age group of 15-17 of age. Some older children targeted for protection are currently being identified more directly for inclusion through mini Action Programmes (APs). (see Section 4.3.4 for further details).
163. The desire to prioritise particular sectors and age groups within a project aiming to create a CLFZ is possible but then needs special attention in the DBMR guidelines so that such children are well included.
164. The Project Monitoring Plan (PMP), work plans, processes and data collection strategies are good. Increasing attention to documenting the CLFZ model development and continuing to improve the identification of good practices and lessons learned would be helpful.
165. The schools, LCLC and DCLC report that IPs and project LPC staff regularly visited them. The IPs, likewise, report being in regular contact with the project staff in Nairobi.

#### **6.4 Collaboration and Leveraged Resources**

166. The SNAP project has already cooperated with other development agencies to achieve project objectives and thus leveraged resources by creating synergies. The project has, for example, collaborated with the ONE UN programme to ensure that child labour is on the agenda. The ILO Youth Entrepreneurship project has trained some of the SNAP project IPs on green jobs for youth. The SNAP project has worked together with the TACKLE project on a committee to review somewhat contradictory government statistics on out of school children. The 2009 census had noted that there were about 4 million children out of school of which 2 million in primary school (through grade 8) while the Ministry of Education reports 1.1 million children out of school. Given the linkage between child labour and out of school children, such joint contributions to review

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<sup>61</sup> For example: “What do you do for income?”. “How often do you sell your agricultural produce? How much do you sell and for what price?” “How much do you spend on farm inputs?” “Do you also sell small items? How much do you buy them for, how much does your transport cost, how much do you sell them for?” etc.

committees can be useful. The project also attends other meetings on child labour related issues together with TACKLE and the ILO Youth Employment project. In one case the TACKLE project funded an assessment of the NAP while SNAP funded a stakeholder workshop on the report. The TACKLE project has received a no-cost extension and is expected to continue for the same duration as the remainder of the SNAP project. Further collaboration is thus expected.

167. Some of the key international agencies that are also working on child labour in Kenya currently include Save the Children, World Vision, Terre des Hommes. A range of national agencies, including the employers and workers organisations, and agencies that have worked with the ILO on child labour issues in the past or present are also active. The planned Child labour Division mapping exercise should help the project to identify additional ways to build synergies. As the division representatives noted, “there is a need to develop a standard tool for agencies to report on their child labour activities and to ensure that there is accountability. Linked to this initiative the division wants to establish a website based at the MoL for agencies to report and exchange information about their actions or to share data. The MoL Information Technology office is already informed of the plan and awaiting guidance. As the SNAP project does not have the means to support all of the many ideas that may be brought forward, it will be especially important to follow up on the resource mobilisation workshop. The MoL can also work to identify other sources of funding to help launch such a website.

## 7. Ownership and Sustainability Prospects

*EQ 4- Sustainability and ownership.* To what extent has the project undertaken effective and efficient steps to ensure ownership and sustainability upon completion of project implementation?

The project is doing well with respect to sustainability and ownership of project actions. The entire project is based on ensuring sustainability through the IABA approach and mainstreaming of some actions, especially on awareness raising, is already occurring. Documenting the processes now needs special attention to help ensure replication.

168. The project has paid substantial attention to sustainability and an exit strategy from the project design phase. The concept of developing a IABA system in the project areas is intended to help ensure sustainability of project child beneficiaries—internal sustainability—as well as contributing to external sustainability, i.e., new children will benefit from the project even after the project ends. If the CLFZs concept is working and continues to be well-promoted through the DCLC and the LCLC it is also more likely that sustainability will be attained. The capacity strengthening focus of the project is likely to contribute to increased chances for sustainability.
169. The project has started developing resource mobilisation actions following a workshop on the subject held with representatives of the IPs and DCLCs. A resource mobilisation and sustainability/exit strategy is being articulated in final form with input from the government, IPs and other stakeholders. Follow up on the implementation of the strategy with the IPs and DCLCs, as well as at the national level with the National Steering Committee and its members, will be important. The implementation of active resource mobilisation to raise funds to support IGA development, vocational training duration, extension of support for sanitary towels to more girls and infrastructure can be emphasised as soon as possible.<sup>62</sup>
170. The mapping of the agencies who work on child labour related issues in the country can also be useful as, if well used to coordinate and create synergies; it can contribute to sustainability and replication of the project models on IABA and CLFZs. As discussed in Section 4.1 the issue of child labour is already owned by the project stakeholders even if some still ask for longer continued support from the ILO.
171. At district level the IPs have all spontaneously reported<sup>63</sup> how they are already mainstreaming child labour into their other activities as a result of the project. Most of the mainstreaming is taking place in the form of the integration of awareness raising on child labour issues as this requires less added financial resources than direct actions to withdraw and prevent children from child labour.
172. Some of the DCLC members also reported paying more attention to child labour in their other work. DCLC members are showing evidence that they realise that their committees have a purpose even after the project ends and that they are part of a larger structure addressing child labour.
173. According to the stakeholders, challenges to sustainability include the duration of the APs which they deem to be too short to ensure that poverty issues can be sufficiently addressed through the savings and IGA actions before project end. The DCLCs are concerned about how they will extend/replicate the project actions to new areas within their districts as they remark that only a limited area of their district could be covered through the project. They noted that developing well-functioning LCLC and referral systems requires a great deal of concentrated focus and resources.
174. The documenting of the IABA and CLFZ model to enhance potential for adaptation, replication, validation, scale-up, lessons and pilot projects as planned in the project is gaining speed as the

<sup>62</sup> Child labor projects in some other countries have been able to identify resources for such purposes which have contributed to expanding their actions and sustainability perspectives.

<sup>63</sup> That is, without being prompted during the interview.

project implements its direct actions more actively. The stakeholders view the documentation of the models as useful but not sufficient to ensure replication without adequate government budget allocations and other resource mobilisation.

175. Attention to the project components such as disbursement of direct support to beneficiaries, monitoring of direct actions, national level technical support, capacity strengthening and networking at all levels needs to be intensified. As the representatives of the MoL Child Labour Division remarked, “We need to meet and share more often including on how to promote Corporate Social Responsibility and develop public-private partnerships”.
176. The MoL recommended that an Internet based system for sharing information on data, good practices and lessons learned among stakeholders on child labour would be helpful. The country has 95 Labour Inspectors who could access the site as well as DCLC and LCLC members, teachers, parents and children where this is possible. The MoL has Information Communications Technology specialists who can provide assistance to set up such a site but budgetary allocation will be needed to maintain the website.
177. The project is sensitising the national and local institutions on the prioritised groups of children aged 15-17 and in the agricultural sector as well as on gender issues. Such sensitisation is expected to contribute to sustainable approaches to these age groups although the stakeholders do still rightly emphasise that younger children also need a great deal of attention.



## 8. Conclusions and Recommendations

178. The design is very relevant within the Kenyan context at all levels although at national level the design could have taken the challenges more into account as to whether the project is able to realistically influence the adoption and harmonisation of relevant national policies, programmes and legislation with the NAP. The project is working towards achievement of the objective on legislation and policy with exponentially improving potential although much attention is needed to ensure ideal attainment of the eventual outcomes. Capacity strengthening efforts are proceeding well and, with continued support and follow up will contribute to substantial positive capacity outcomes.
179. The entire target population, i.e., children, parents, communities, district agencies are being reached although enrolment for additional children, especially for protection, is still on-going. Some progress is being made on reduction in child labour levels while continued implementation and referral systems to access support to social protection schemes and IGAs development should help reduce levels further. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.
180. The project has considered gender issues in the overall design and individual Action Programmes (APs) based on a review of past research conducted under previous ILO IPEC child labour project in Kenya. Good efforts are undertaken in practice to address specific needs of girls, conduct awareness raising on gender related child labour issues, and conduct gender differentiated reporting.
181. The project is doing well with respect to sustainability and ownership of project actions. The entire project is based on ensuring sustainability through the IABA approach and mainstreaming of some actions, especially on awareness raising, is already occurring. Documenting the processes now needs special attention to help ensure replication.
182. The project and its partners have worked hard to try to achieve the objectives although intensification of efforts in some areas is still needed. As a result the key recommendations for the project are:

### 8.1 Key Recommendations

#### National Level Support

1. Increasingly involve range of relevant national level ministries for effective coordination and synergies. Role of a broader range of ministries is suggested so that the IABA system that is already beginning to function at district level is mirrored at national level. (Ministries as in Annex 1, ILO, SNAP project, social partners)<sup>64</sup>
2. Project to advocate with tripartite constituents and provide technical input into the National Steering Committee to determine strategies on how to reinvigorate the updating and adoption of the National Child Labour Policy. Adoption of the policy is needed to ensure budget allocations are based in formally adopted policies thus providing credibility to government child labour actions.
3. Strong follow-up and monitoring of planned national actions needed including review process of hazardous work list, work on regulations to support implementation of the Employment Act and other labour laws, national definitions of child labour, national database and support to mapping system being instituted by MoL Child Labour Division. (Ministries, ILO, SNAP project, social partners)

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<sup>64</sup> Key responsible agencies between parentheses.

## **Capacity Strengthening**

4. Provide continued capacity strengthening on effective actions on child labour at all levels as well as on child labour definitions and legislation. Also provide additional strengthening on documenting the CLFZ model, lessons learned and good practices; advocacy skills for the LCLC and IPs to advocate with the district government, and potentially even advocate at national level if opportunities arise. Related intensification of training for the police on child labour issues and their role in referrals is recommended. (SNAP project, IPs)

## **Awareness Raising**

5. Extend SCREAM methodologies to include children in vocational and skills training or with LCLC or IGA groups can also be useful. Where local performance groups exist they can also be invited to view performances by the children so that they may also include some of the messages in their regular performances. (SNAP project, IPs)

## **Child Labour Free Zones**

6. Further improve definition of the IABA system so that its functioning, roles and responsibilities of the participants in the IABA area clear to all concerned. Intensify the emerging child labour referral system with emphasis on ties between the DCLC, its members and the LCLC. (SNAP project, IPs)
7. Increase focus on older children 15-17 years old and children in agriculture. Given that many rural schools have substantial plots of land, increasing school gardens and supporting training of teachers and students would be a useful investment. As part of the resource mobilisation process, the IPs may investigate the possibility of leveraging additional funds for such activities. (SNAP project, IPs)
8. Review methodologies to implement findings of the labour market study by verifying whether training of trainers could be provided in project areas on green jobs and other suggested areas. Project may need to find means to support IPs to develop proposals leverage additional funds to implement such training.
9. Increasing attention to documenting the CLFZ model development and continuing to improve the identification of good practices and lessons learned would be helpful. Involvement of DCLC, LCLC, teachers/children on documenting good practices. (SNAP project, IPs, all local stakeholders)

## **Monitoring**

10. Provide technical support for the practical introduction and integration of a Child Labour Monitoring System (CLMS) into the local, district and national data collection systems on child labour. A separate monitoring feedback system to track the results of assistance to the individual child is still needed. Although children who are referred may be integrated into other data systems, such as those of the Department of Children's Services and Department of Education, follow up of the results of referred child labour cases should also be included in the CLMS data system. Such information can then be used to inform and plan future child labour interventions. (SNAP project, IPs, DCLC, LCLC)
11. Increase transparent and timely monitoring of disbursement of support to project child beneficiaries as the APs continue to be actively implemented and the need for monitoring increases. (SNAP project, IPs)
12. Adjust DBMR system so that youth ages 15-17 can also be monitored and reported in tracking systems.

13. Develop planning system for implementation of research findings in practice. Start development of end-line research design. (SNAP project)
14. Additional mini action programmes (all relevant stakeholders)

#### **Additional mini action programmes (all relevant stakeholders)**

Suggested to strengthen focus on:

15. Harmonization of policies and laws across different ministries and departments
16. Follow up on resource mobilisation,
17. Advocacy for DCLC to national levels(field visits national steering committee, national conference, invitation of representatives of non-project counties with high child labour levels)
18. Capacity strengthening LCLC and DCLCs- increase attention to definitions, laws and regulations.
19. Older children and OSH agriculture

#### **Sustainability**

20. Follow-up on resource mobilisation workshop to transition from knowledge to implementation. (including sustainability of systems). Develop increased mechanisms for public-private partnerships at all levels. (SNAP project, IPs)

## **8.2 Additional Detailed Recommendations**

### **National Level Support**

1. Increase attention to East African regional exchanges and approaches to address child labour, particularly where trafficked children are concerned.
2. Further mobilise DCLCs upward input into national level mechanisms on child labour, including the national steering committee and line ministries. Each ministry that is represented in the DCLCs can be informed and inform their respective officials on mainstreaming of child labour
3. Special attention would need to be paid to the role of the different ministries in generalising child labour related referral systems including of children in trafficking, WFCL and other hazardous conditions
4. Provide technical support for the integration of attention to Occupational Safety and Health (OSH) for older children into the work of the Child Labour Division and could receive more attention in the future.
5. Analyse the potential impact of changing government administrative structure on policy making DCLC, LCLC. Prepare for necessary adaptations to avoid loss of existing structures.

### **Awareness Raising**

6. Explore additional methodologies to further enhance awareness at all levels, particularly on the visibility of the concept of child labour free zone.

7. When IPs visit schools it is advisable that they review the content of the materials developed through SCREAM to ensure that it is aligned with child and other human rights.

### **Child Labour Free Zones**

8. Provide support for strengthening and formalising linkages between the DCLC with the Area Advisory Councils (AAC).

### **Sustainability**

9. Development of sustainable system for updating resource mobilisation information and mapping of actions on child labour.

### **8.3 Selected Potential Good Practices**

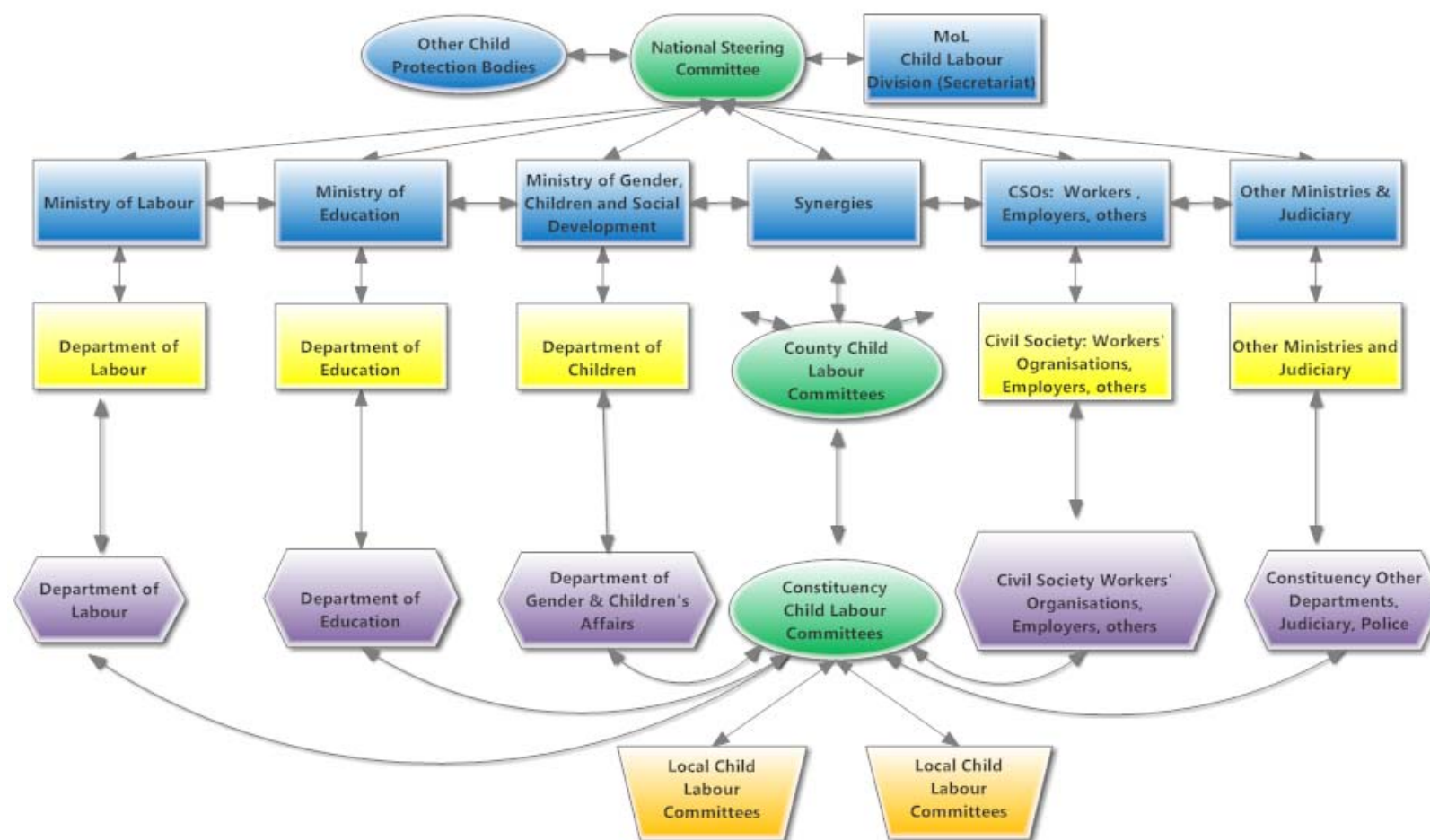
1. The project has been implementing useful capacity strengthening efforts conducted through workshops and support from project staff in the districts. National level MoL staff have also attended a recent resource mobilisation workshop which was very well appreciated.
2. Representatives of DCLC and IPs attended the resource mobilisation workshop which they praised for its potential usefulness to implement and sustain actions on CLFZs.
3. While there was some concern LPCs might be viewed by DCLC members as pushy on the project issues this was not the case. In fact, the LPCs have worked well to reinvigorate the DCLCs and have worked sensitively to strengthen their capacities so that ownership could be maximised. The LPCs have worked well and sensitively to reinvigorate the DCLCs as well as to strengthen their capacities so that ownership could be maximised. LPCs have provided opportunities to DCLC members to make decisions on routine matters related to the project even where this was not an absolute requirement. As a result the ownership of the DCLC was improved.
4. The strongest component of the awareness raising system is the Child Rights Clubs within the schools which are already beginning to show good results.
5. The SCREAM training provided through SNAP was very well appreciated and evidence of its success was already visible during the MTE. Children in several locations performed good poems, short plays, and songs on child labour and child rights issues. In one school children proudly displayed hand drawn posters on child labour which they hoped to sell to raise funds to help needy children stay in school.
6. In one school in Kitui a booklet on child labour are made available through a simple library system for children to borrow and share.
7. Solidarity with Women in Distress (SOLWODI) developed awareness raising materials and is contributing to radio talk shows and media messages on child labour on station Radio Salaam and Radio Kaya broadcasting in Mombasa and surrounding areas. SOLWODI has, further, trained beach operators (beach based sellers) and peer educators on CSEC and HIV issues.
8. Local leaders as well as shop stewards—who are mostly sugar transport truck drivers—have been trained and display child labour stickers on their trucks. The Sugar Union is, further, already conducting some referral of children in child labour to local officials, including two who had been trafficked from across the border with

#### **8.4 Selected Lessons Learned**

1. There is a need to ensure that child labour definitions are clear, owned and relevant to the national situation prior to conducting a child labour project baseline so as improve quality and prevent delays in approval of the final baseline report.
2. The realities at national level that can impede attainment of objectives can be substantial and not always under the control of the project. (i.e., such as staffing of government departments.)
3. Awareness raising needs to be continuous as the target audience tends to forget the importance of the messages.
4. Capacity strengthening is a key element towards attaining the goals of Child Labour Free Zones and other effective child labour actions at all levels.
5. Labour market surveys to inform child labour projects are useful but it can be difficult to actually implement their recommendations when relevant local training options are lacking.



# Annex 1- Graphic Structure of Linear Links Through Line Ministries and Links Through Child Labour Committees<sup>65</sup>



<sup>65</sup> Yellow level boxes refer to County level Departments, purple boxes to the same Departments at decentralized Constituency level.

## Annex 2- Evaluation Instrument Matrix

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>EQ 1- Relevance – Design.</i> To what extent is the design of the ILO strategy relevant to the situation facing the country to address the WFCL at national and local levels?</p> <p>The design is very relevant within the Kenyan context at all levels although at national level the design could have taken the challenges more into account as to whether the project is able to realistically influence the adoption and harmonisation of relevant national policies, programmes and legislation with the NAP.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><i>EQ 2- Effectiveness, Implementation:</i> To what extent has the project been effective in meeting the project immediate objectives at the time of Midterm Evaluation?</p> <p><i>EQ 2a:</i> National legislation, policies programmes harmonized with NAP and NCLP draft policy.</p> <p>The project is working towards achievement of the objective on legislation and policy with exponentially improving potential although much attention is needed to ensure ideal attainment of the eventual outcomes.</p> <p><i>EQ2b:</i> Capacity to address child labour strengthened</p> <p>Capacity strengthening efforts are proceeding well and, with continued support and follow up will contribute to substantial positive capacity outcomes.</p> <p><i>EQ2c:</i> Effective models for child labour free zones in three districts established</p> <p>The entire target population, i.e., children, parents, communities, district agencies are being reached although enrolment for additional children, especially for protection, is still on-going. Some progress is being made on reduction in child labour levels while continued implementation and referral systems to access support to social protection schemes and IGAs development should help reduce levels further. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.</p> |
| <p><i>EQ 3- To what extent has the project addressed gender issues of boys as well as girls? (Gender- cross cutting)</i> The project has considered gender issues in the overall design and individual Action Programmes (APs) based on a review of past research conducted under previous ILO IPEC child labour project in Kenya. Good efforts are undertaken in practice to address specific needs of girls, conduct awareness raising on gender related child labour issues, and conduct gender differentiated reporting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><i>EQ 4- Sustainability and ownership.</i> To what extent has the project undertaken effective and efficient steps to ensure ownership and sustainability upon completion of project implementation?</p> <p>The project is doing well with respect to sustainability and ownership of project actions. The entire project is based on ensuring sustainability through the IABA approach and mainstreaming of some actions, especially on awareness raising, is already occurring. Documenting the processes now needs special attention to help ensure replication.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



### Annex 3- Schedule

#### SNAP Project Mid-Term Evaluation (MTE) Programme 12<sup>th</sup> to 27<sup>th</sup> March, 2012

| Date                           | Place   | Actual Time                                                                                                                                                  | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sunday, 11 <sup>th</sup> March | Nairobi | 1930- 2130                                                                                                                                                   | Meeting between consultants- Reviewing inception report and program                                                                                                                                                                                                                                                                                                                                                                                                             |
| Monday, 12 March               | Nairobi | 0900- 1730                                                                                                                                                   | Arrive at UN Gigiri, book in and move to ILO office (Block P level 1)<br>Meeting with IPEC (SNAP & Tackle) team in Nairobi<br>Presentations by IPEC (SNAP & Tackle)<br>Finalizing of programme<br>Follow-up discussions                                                                                                                                                                                                                                                         |
|                                |         | 1900-2030                                                                                                                                                    | Consultants review and planning meeting                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Tuesday, 13 March,             | Nairobi | 0930- 1030<br>1030- 1045<br><br>1045- 1130<br>1130-1140<br>1200-1330<br><br>1330-1430<br>1430-1500<br>1500-1545<br>1645-2030                                 | Travel to Ministry of Labour<br>Meeting with Ministry of Labour Team<br>Travel to Ministry of Education (MoE)<br>Meeting with MoE<br>Walk to Kenya National Bureau of Statistics (KNBS)<br>Meeting with KNBS<br>Lunch Break<br>Walk to Children Department<br>Meeting with the Children's Department<br>Travel to ILO IPEC office<br>Meeting with ILO IPEC national Coordination team                                                                                           |
| Wednesday, 14 March            | Nairobi | 0800-0830<br>0830-1000<br>1000-1130<br><br>1200- 1315<br>1315-1415<br>1445-1530<br><br>1530- 1830<br>1900-2100                                               | Travel to US Embassy<br>Meeting at US Embassy<br>Travel to Central Organization of Trade Unions (COTU)<br>Meeting with COTU<br>Travel to Nairobi City Center Lunch Break<br>Travel to Kitui District<br>Meeting with LPC Kitui<br>Meeting with DCLC Kitui (ILO coordinator)<br>Review with evaluation team                                                                                                                                                                      |
| Thursday, 15 March             | Kitui   | 0800-0815<br>0830-1030<br>1030-1045<br>1045-1145<br><br>1200-1330<br><br>1330-1430<br>1430-1445<br><br>1500-1630<br><br>1630-1645<br>1645- 1750<br>1750-1830 | Travel to Kitui Development Center (KDC)<br>Meeting with KDC Team<br>Travel to Kwa Ngindu Primary school<br>Meeting and Discussions with Teachers and LCLC at Kwa Ngindu<br>Meeting with children at Kwa Ngindu Primary school<br>Lunch Break<br>Travel to District cooperative Office for DCLC meeting Kwa Ukungu<br>Meeting with Kitui DCLC parents at Kwa Ukungu (Self Help Group)<br>Travel to Kwa Ukungu<br>Meeting with parents at Kwa ukungu<br>Travel back to the hotel |

| Date                | Place                        | Actual Time                                                                                                                                                                                                                    | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                              | 1845-1930                                                                                                                                                                                                                      | Consultants review meeting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Friday, 16 March    | Kitui                        | 0815-0825<br>0900-1045<br>1045-1130<br>1130- 1150<br>1150- 1315<br><br>1315 -1345<br><br>1345-1430<br>1430-1500<br>1510- 1630<br>1510-1630<br>1630-1640<br>1650- 1730<br>1730-1750<br>1750- 1845<br><br>1845-1900<br>1900-2030 | Travel to Catholic Dioceses of Kitui (CDK)<br>In depth Meeting and Discussions with CDK Team<br>Travel to site<br>Meeting with Head Teacher Tiva Primary School<br>Children Performance and discussion at Tiva Primary<br>School<br>Travel to meet LCLC at Ithiani<br>Meeting with LCLC at Ithiani.<br>Lunch Break<br>Travel to Ithiniani Polytechnic<br>Meeting with Polytechnic Managers and Instructors<br>Meeting with supported pupils at Ithiani Polytechnic<br>Travel to secondary School Student s<br>Discussion with Head Teacher and later children<br>Travel to CWSK Offices<br>Meeting with CWSK project team<br>Travel back to the hotel.<br>Meeting with Kitui LPC<br>Review meeting by consultants |
| Saturday 17 March   | Travel to Nairobi<br>Nairobi | 0800- 1130<br>1130-1440<br>1500-2200                                                                                                                                                                                           | Travel back to Nairobi<br>Meeting with Enos – IPEC monitoring officer<br>Literature review, notes processing, team meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Sunday, 18 March    | Travel                       | 1330-1700                                                                                                                                                                                                                      | Travel to Kilifi by the two consultants. ILO/ IPEC<br>Driver will pick the consultants at the airport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Monday, 19 March    | Mombasa/Kilifi               | 0755-0830<br>0900-1030<br>1030-1115<br>1115-1245<br>1245-1310<br>1310- 1345<br>1345- 1440<br>1440- 1500<br>1500-1540<br>1600-1730<br>1800-1930                                                                                 | Travel to SOLWODI<br>Meeting with SOLWODI Team<br>Travel to Mtwapa town<br>Meeting with Secondary school children Kikambala<br>Travel to skills training center in Mtwapa<br>Meeting with skills trainees at Mtwapa and LCLC<br>Lunch<br>Travel to Kikambala Primary<br>Meeting with LCLC at Kikambala<br>FGD with Children Kikambala Primary<br>Travel back to Mombasa                                                                                                                                                                                                                                                                                                                                           |
| Tuesday, 20 March   | Kilifi                       | 0630-0800<br>0815-0930<br>0930-0945<br><br>0945-1000<br>1000-1130<br><br>1130 -1230<br><br>1230- 1330<br>1330-1400<br>1400-1445-<br>1445- 1530<br>1530-1600-<br>1600-1615                                                      | Travel to Kilifi LPCs Office for meeting<br>Meeting with IPEC / LPC Kilifi<br>Walk for meeting with District Education OfficeCLC members<br>Meeting with DCLC<br>Travel to Moving The Goal Posts (MTG-K)<br>In Depth Meeting and discussions with MTG-K Team<br>Travel to meeting with LCLC<br>Meeting with LCLCLunch Break<br>Travel to Kilifi town Lunch<br>Walk to SCOPE<br>Brief Meeting and Discussions with SCOPE team<br>Travel to meeting with LCLC<br>Meeting with LCLC<br>Travel to Kilifi<br>Travel to Mombasa                                                                                                                                                                                         |
| Wednesday, 21 March | Travel                       | 0630-2200                                                                                                                                                                                                                      | Travel to Busia via Nairobi and Kisumu Airports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Date               | Place   | Actual Time                                                                                                                                                                          | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday, 22 March | Busia   | 0800-0815<br>0815 -0945<br><br>0945-1100<br><br>1100-1130<br>1130-1300<br>1300-1320<br>1320- 1340<br>1330-1415<br>1415-1420<br>1420-1445<br><br>1445--1545<br>1545-1730<br>1730-2100 | Travel to Busia District HQ<br>Meeting with LPC Busia ( LPC) Meeting with Busia DCLC<br>Travel to Nambale (REEP) town<br>Meeting with REEP team (HIV/induced labour)<br>Brief Visit to Shaba Church children Center ( Suspected of trafficking children)<br>Travel to Nambale Town<br>Lunch Break<br>Travel to Apprenticeship Centers in Nambale<br>Meeting with apprenticeship managers<br>Meeting with apprenticeship students<br>Travel to Self Help Group (SHG) Site<br>Meeting with parents/ IGA members during visit to an IGA ( Apprenticeship)<br>Travel back to Hotel<br>Meeting with Busia LPC<br>Evaluation team meeting |
| Friday, 23 March   | Busia   | 0800-0815<br>0815 -1015<br>1015-1045<br>1045-1245<br>1045-1230<br>12 45-1315<br>1315- 1430<br>1430-1445<br>1445- 1540<br><br>1540- 1600<br>1600-1730                                 | Travel to ICS office( general A.P)<br>Meeting with ICS team<br>Travel to Nasewa school<br>Meeting and Discussions with Teachers and LCLC<br>Meeting with children at Nasewa school<br>Travel to Busia<br>Lunch Break<br>Travel to HUSO offices Meeting with HUSO team<br>Travel to KLDTDU offices<br>Meeting with KLDTDU&KASPAW<br>Wrap up and travel arrangements<br>Evaluation team meeting                                                                                                                                                                                                                                       |
| Saturday, 24 March | Nairobi | 0800-1300<br>1600 - 2200                                                                                                                                                             | Travel to Nairobi( Via Kisumu)<br>Draft report- meeting of consultants to analyse notes and prepare workshop.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Sunday, 25 March   | Nairobi | 0900-1600                                                                                                                                                                            | Continue preparations and note processing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Monday, 26 March   | Nairobi | 0800-1130<br><br>1130-1300<br>1300-- 1430<br>1630-1830                                                                                                                               | Further Notes Processing and report In depth discussions with<br>FKE meeting<br>Lunch<br>Meeting between consultants- Draft report preparation Draft Report finalization<br>Meeting with project staff to brief staff on stakeholder workshop presentation and obtain input on any potential factual errors.                                                                                                                                                                                                                                                                                                                        |
| Tuesday, 27 March  | Nairobi | 0800<br>0830- 1400<br><br>1630-1800                                                                                                                                                  | Arrive at Nairobi Panafric Hotel<br>National stakeholders workshop/presentation of preliminary findings<br>Consultants wrap up meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

#### Annex 4 – List of Interviewees

| No | Date:<br>Month<br>& day<br>only | Place<br>City,<br>Town,<br>Village | Last & First<br>name   | M/F | Address or name of<br>community                  | Organization or type of<br>individual (e.g local<br>leader, parent, child) | Tel/Mobile<br>if any   | email if any                                                         |
|----|---------------------------------|------------------------------------|------------------------|-----|--------------------------------------------------|----------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------|
| 1  | 12-Mar                          | Nairobi -<br>UN<br>Complex         | Kiura N. Bernard       | M   | TACKLE Project                                   |                                                                            | 72625652,<br>722726106 | <a href="mailto:bkiura@ilo.org">bkiura@ilo.org</a>                   |
| 2  | 12-Mar                          | Nairobi -<br>UN<br>Complex         | Irimu Wangui           | F   | ILO-IPEC SNAP Project                            | ILO-KENYA                                                                  | 722733061<br>705178148 | <a href="mailto:wirimu@ilo.org">wirimu@ilo.org</a>                   |
| 3  | 12-Mar                          | Nairobi -<br>UN<br>Complex         | Ochieng Enos<br>Omondi | M   | ILO-IPEC SNAP Project                            | ILO-KENYA                                                                  | 721385487              | <a href="mailto:omondi@ilo.org">omondi@ilo.org</a>                   |
| 4  | 12-Mar                          | Nairobi -<br>UN<br>Complex         | Nderi Catherine        | F   | ILO-IPEC SNAP Project                            | ILO-KENYA                                                                  | 722650177              | <a href="mailto:cnderi@ilo.org">cnderi@ilo.org</a>                   |
| 5  | 13-Mar                          | Jogoo<br>House A                   | Ahmed Hussein          | M   | Dept of Children's services                      | MIN OF GENDER,<br>CHILDREN AND SOCIAL<br>SERVICES                          | 2228411020             | <a href="mailto:ahamed77@yahoo.com">ahamed77@yahoo.com</a>           |
| 6  | 13-Mar                          | Solidarity<br>building             | Millicent Ogilla       | F   | Programme Officer                                | COTU                                                                       | 720280537              | <a href="mailto:info@cotu-kenya.org">info@cotu-kenya.org</a>         |
| 7  | 13-Mar                          | Solidarity<br>building             | Noah Chasinya<br>Chune | M   | Reseach Economist                                | COTU                                                                       | 206761375              | <a href="mailto:noah.chune@yahoo.com">noah.chune@yahoo.com</a>       |
| 8  | 13-Mar                          | Jogoo<br>House B                   | Onesmus Kiminza        | M   | Senior Deputy Director                           | MIN. OF EDUCATION                                                          | 723872548              | <a href="mailto:kiminza0@yahoo.com">kiminza0@yahoo.com</a>           |
| 9  |                                 | Herufi<br>House                    | Robert Nderitu         | M   | Senior manager                                   | KNBS-LABOUR<br>STATISTICS DIVISION                                         | 722840671              | <a href="mailto:rnderitu@knbs.or.ke">rnderitu@knbs.or.ke</a>         |
| 10 | 13-Mar                          | Herufi<br>House                    | James gatungu          | M   | Director of production<br>statistics directorate | KNBS                                                                       | 722691109              | <a href="mailto:jtgatungu@yahoo.co.uk">jtgatungu@yahoo.co.uk</a>     |
| 11 | 13-Mar                          | Nairobi                            | Otieno Christine       | F   | Ministry of Labour, Child<br>Labour division     | GOVERNMENT                                                                 | 722 568770             | <a href="mailto:c.obanaotieno@yahoo.com">c.obanaotieno@yahoo.com</a> |
| 12 | 13-Mar                          | Nairobi                            | Ndiho James            | M   | Ministry of Labour, Box<br>40326, Nairobi        | GOVERNMENT                                                                 | 721611288              | <a href="mailto:ndiho.james@yahoo.com">ndiho.james@yahoo.com</a>     |
| 13 | 13-Mar                          | Nairobi                            | Otieno Christine       | F   | Ministry of Education                            | GOVERNMENT                                                                 | 722499800              | <a href="mailto:cachieng2@yahoo.com">cachieng2@yahoo.com</a>         |
| 14 | 13-Mar                          | Nairobi                            | Nyarunda Vivianne      | F   | Kenya National Bureau of                         | GOVERNMENT                                                                 | 0722 494820            | <a href="mailto:nyarunda@knbs.or.ke">nyarunda@knbs.or.ke</a>         |

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| No | Date: Month & day only | Place City, Town, Village | Last & First name    | M/F | Address or name of community | Organization or type of individual (e.g local leader, parent, child) | Tel/Mobile if any      | email if any                                                               |
|----|------------------------|---------------------------|----------------------|-----|------------------------------|----------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------|
|    |                        |                           |                      |     | Statistics                   |                                                                      |                        |                                                                            |
| 15 | 15-Mar                 | KDC, Kitui Town           | Crack Munyao         | M   | P.O Box 901-90200            | PROGRAMME ACCOUNTANT                                                 | 0722584365, 0208009396 | <a href="mailto:crackmunyao@yahoo.com">crackmunyao@yahoo.com</a>           |
| 16 | 15-Mar                 | KDC, Kitui Town           | Mbindyo Dominic      | M   | P.O Box 901-90200            | PROJECT OFFICER                                                      | 727781144              | <a href="mailto:keymbi2006@yahoo.com">keymbi2006@yahoo.com</a>             |
| 17 | 15-Mar                 | KDC, Kitui Town           | Agnes Muthee         | F   | P.O Box 901-90200            | MONITORING AND EVALUATION OFFIER                                     | 725691896              | <a href="mailto:kaniaagnes80@yahoo.com">kaniaagnes80@yahoo.com</a>         |
| 18 | 15-Mar                 | KDC, Kitui Town           | Janet Mumo           | F   | P.O Box 901-90200            | PROGRAMME COORDINATOR                                                | 722229238              | <a href="mailto:janetsyombua@maol.com">janetsyombua@maol.com</a>           |
| 19 | 15-Mar                 | Kitui                     | Makau Doris          | F   | Child Labour Club            | TEACHER                                                              | 701542156              |                                                                            |
| 20 | 15-Mar                 | Kitui                     | Jane Paul            | F   | Child Labour Club            | TEACHER                                                              | 723234024              |                                                                            |
| 21 | 15-Mar                 | Kitui                     | Manza Elizabeth      | F   | Child Labour Club            | TEACHER                                                              | 722225134              |                                                                            |
| 22 | 15-Mar                 | Walukoni, Kitui           | Solomon Veronica     | F   | Business/farmer              | COMMUNITY FACILITATOR, BUSINESS WOMAN                                | 713269282              |                                                                            |
| 23 | 15-Mar                 | Nzunguni                  | Kimanzi Patrick      | M   | LCLC                         | ASSISTANT CHIEF                                                      | 716232406              |                                                                            |
| 24 | 15-Mar                 | Nzunguni                  | Maurice T. Nduna     | M   | LCLC                         | FARMER                                                               | 713297855              |                                                                            |
| 25 | 15-Mar                 | Misewani                  | Susan Maanzo         | F   | Business/farmer              | COMMUNITY FACILITATOR/KDC                                            | 725712959              | <a href="mailto:maanzosusan@yahoo.com">maanzosusan@yahoo.com</a>           |
| 26 | 15-Mar                 | Museve                    | Julius Mutua         | M   | LCLC                         | FARMER                                                               | 0721 638910            |                                                                            |
| 27 | 15-Mar                 | Misewani                  | Racheal John         | F   | LCLC                         | FARMER                                                               | 712378375              |                                                                            |
| 28 | 15-Mar                 | Kyalilini                 | Mary Nzuku           | F   | Community faciliator         | FARMER                                                               | 721678972              |                                                                            |
| 29 | 15-Mar                 | Kyalilini                 | Margaret mwanyuthya  | F   | LCLC                         | FARMER                                                               | 728877958              |                                                                            |
| 30 | 15-Mar                 | Musewe                    | John Munyoki         | M   | LCLC                         | BUSINESS                                                             | 717698545              |                                                                            |
| 31 | 16-Mar                 | Ithiani Chiefs Camp       | Musyoka Titus        | M   | Box 1292 Kitui               | COMMUNITY FACILITATOR TIVA SUBLOCATION                               | 729026957              | <a href="mailto:sammusyo@yahoo.com">sammusyo@yahoo.com</a>                 |
| 31 | 16-Mar                 | Ithiani Chiefs            | Wambua John Benjamin | M   | Box 1-90200 Kitui            | CHIEF AND CHAIRMAN OF LCLC                                           | 0723 311231            | <a href="mailto:revebenjolwambua@yahoo.com">revebenjolwambua@yahoo.com</a> |

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|----|---------------------------------|------------------------------------|----------------------|-----|---------------------------------|----------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------|
|    |                                 | Camp                               |                      |     |                                 |                                                                            |                      |                                                                            |
| 33 | 16-Mar                          | Ithiani<br>Chiefs<br>Camp          | Musyoki Phillip      | M   | Box 1-90200 Kitui               | ASSISTANT CHIEF                                                            | 723828685            | <a href="mailto:phillipmunyoki04@yahoo.com">phillipmunyoki04@yahoo.com</a> |
| 34 | 16-Mar                          | Ithiani<br>Chiefs<br>Camp          | Maundu Alex          | M   | Box 1-90200 Kitui               | ASSISTANT CHIEF                                                            | 719152523            | <a href="mailto:alexmaundu44@gmail.com">alexmaundu44@gmail.com</a>         |
| 35 | 16-Mar                          | Ithiani<br>Chiefs<br>Camp          | Gabriel Wambua       | M   | Box 1-90200 Kitui               | ASSISTANT CHIEF                                                            | 728709269            | <a href="mailto:gabrielwambua@yahoo.com">gabrielwambua@yahoo.com</a>       |
| 37 | 16-Mar                          | Ithiani                            | Peter Kitheka        | M   | Box 1273 Kitui                  | RELIGIOUS LEADER                                                           | 720656402            |                                                                            |
| 38 | 16-Mar                          | Muluto                             | Lazarus Ann          | F   | Box 215, Kitui                  | CHILD CAMPAIGNER                                                           | 729071412            |                                                                            |
| 39 | 16-Mar                          | Nduumoni                           | Muema Joshua         | M   | Box 1292 - 90200                | COMMUNITY<br>FACILITATOR                                                   | 720899538            |                                                                            |
| 40 | 16-Mar                          | Muluto                             | Rose Daniel          | F   | Box 547-90200                   | COMMUNITY<br>FACILITATOR                                                   | 706530842            |                                                                            |
| 41 | 16-Mar                          | Ithiani                            | Sabina Muthami       | F   | Box 1273-90200                  | COMMUNITY<br>FACILITATOR                                                   | 0714 344392          |                                                                            |
| 42 | 16-Mar                          | Mulutu                             | Esther Muema         | F   | Box 1326-Kitui                  | WOMENS DEVELOPMENT                                                         | 728870769            |                                                                            |
| 43 | 16-Mar                          | Ithiani                            | Baron Mungatu        | M   | Box 104 90200                   | CHAIRMAN ITHIANI<br>YOUTH POLY                                             | 7277557653           |                                                                            |
| 44 | 16-Mar                          | Ithiani                            | Onesphorus<br>Wambua | M   | Box 1363-90200                  | INSTRUCTOR, ITHIANI<br>YOUTH POLY                                          | 721404602            | <a href="mailto:onesphorusmumo@yahoo.com">onesphorusmumo@yahoo.com</a>     |
| 45 | 16-Mar                          | Ithiani                            | Jennifer Muthanga    | F   | Box 1363-90200                  | INSTRUCTOR, ITHIANI<br>YOUTH POLY                                          | 726454711            |                                                                            |
| 46 | 16-Mar                          | Ithiani                            | Mbogo Justus         | M   | Box 1363-90200                  | MANAGER, ITHIANI<br>YOUTH POLY                                             | 720397496            | <a href="mailto:justus.mbogo@yahoo.com">justus.mbogo@yahoo.com</a>         |
| 47 | 16-Mar                          | Town                               | Peter Njuguna        | M   | Box 43982, Nairobi              | CHILD WELFARE<br>SOCIETY OF KENYA                                          | 721546657            | <a href="mailto:cwskitui@yahoo.com">cwskitui@yahoo.com</a>                 |
| 48 | 16-Mar                          | Town                               | Emiliani Nyaga       | M   | Box 43982, Nairobi              | CHILD WELFARE<br>SOCIETY OF KENYA                                          | 721774666            | <a href="mailto:cwskitui@yahoo.com">cwskitui@yahoo.com</a>                 |
| 49 | 16-Mar                          | Town                               | Zablon Dianga        | M   | Box 43982, Nairobi              | CHILD WELFARE<br>SOCIETY OF KENYA                                          | 714717263            | <a href="mailto:cwskitui@yahoo.com">cwskitui@yahoo.com</a>                 |
| 50 | 16-Mar                          | Town                               | Mary Njugu           | F   | Box 43982, Nairobi              | CHILD WELFARE                                                              | 725100133            | <a href="mailto:cwskitui@yahoo.com">cwskitui@yahoo.com</a>                 |

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|----|---------------------------------|------------------------------------|-----------------------|-----|------------------------------------------------|----------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------|
|    |                                 |                                    |                       |     |                                                | SOCIETY OF KENYA                                                           |                      |                                                                    |
| 51 | 16-Mar                          | Kitui                              | Kinyata Mutua         | M   | Kamba                                          |                                                                            |                      |                                                                    |
| 52 | 16-Mar                          | Kitui                              | Josephine Paul        | F   | Kitui, CDK                                     |                                                                            |                      |                                                                    |
| 53 | 16-Mar                          | Kitui                              | Katuli Stephen        | M   | TIUA Primary School Box<br>853, Kitui          |                                                                            |                      |                                                                    |
| 54 | 16-Mar                          | Kitui                              | Kasamba Joyfred       | M   | Ithaini Mixed Secc Sch<br>Box 719-90200, Kitui | SCHOOL PRINCIPAL                                                           | 723115777            | <a href="mailto:joyfred@yahoo.com">joyfred@yahoo.com</a>           |
| 55 | 19-Mar                          | Solwodi,<br>Mombasa                | Lewa Ruth             | F   | Solwodi (K), 17038-<br>80100, MSA              | PROGRAMME OFFICE -<br>SOLWODI                                              | 721905811            | <a href="mailto:ruthlewa@gmail.com">ruthlewa@gmail.com</a>         |
| 56 | 19-Mar                          | Solwodi,<br>Mombasa                | Kamene Franciscah     | F   | Solwodi (K), 17038-<br>80100, MSA              | ACCOUNTS ASSISTANT-<br>SOLWODI                                             | 715659512            | <a href="mailto:frankkamene@yahoo.com">frankkamene@yahoo.com</a>   |
| 57 | 19-Mar                          | Solwodi,<br>Mombasa                | Dama Caroline         | F   | Solwodi (K), 17038-<br>80100, MSA              | PROGRAMME MANAGER                                                          | 729771090            | <a href="mailto:firozdama@yahoo.com">firozdama@yahoo.com</a>       |
| 58 | 19-Mar                          | Kikambala<br>Pri Sch               | Samule Ruoro          | M   | Kikambala Pri Sch                              | TEACHER                                                                    | 2721984357           | <a href="mailto:sammyruoro@gmail.com">sammyruoro@gmail.com</a>     |
| 59 | 19-Mar                          | Kikambala<br>Pri Sch               | Ambrose Charo<br>Bada | M   | Kikambala Pri Sch                              | MEMBER                                                                     | 725639915            |                                                                    |
| 60 | 19-Mar                          | Kikambala<br>Pri Sch               | Pancras Washe         | M   | Kikambala Pri Sch                              | ELDER                                                                      | 718505198            |                                                                    |
| 61 | 19-Mar                          | Kikambala<br>Pri Sch               | John Kaingu           | M   | Kikambala Pri Sch                              | CHAIRMAN KIKAMBALA<br>SCH                                                  | 0725 428645          |                                                                    |
| 62 | 19-Mar                          | Kikambala<br>Pri Sch               | Njoroge Jane          | F   | Kikambala Pri Sch                              | TEACHER                                                                    | 720811220            | <a href="mailto:jaynenjoroge@yahoo.com">jaynenjoroge@yahoo.com</a> |
| 63 | 19-Mar                          | Kikambala<br>Pri Sch               | Barongo Lorna         | F   | Kikambala Pri Sch                              | TEACHER                                                                    | 720761918            |                                                                    |
| 64 | 19-Mar                          | Kikambala<br>Pri Sch               | Walter Okello         | M   | Kikambala Pri Sch                              | TEACHER                                                                    | 722273030            |                                                                    |
| 65 | 20-Mar                          |                                    | Kahaso pendo          | F   |                                                | EXECUTIVE DIRECTOR                                                         | 723331694            | <a href="mailto:ependo@scopekenya.org">ependo@scopekenya.org</a>   |
| 66 | 20-Mar                          |                                    | Jasho Bomu            | M   | SCOPE                                          | DIRECTOR/PROJECT<br>MANAGER                                                | 721840989            | <a href="mailto:jashobomu@gmail.com">jashobomu@gmail.com</a>       |
| 67 | 20-Mar                          | Zowerani                           | DidaTsingwa           | M   | LCLC                                           | LCLC COMMITTEE                                                             | 0733 214455          | <a href="mailto:michaeldida@yahoo.com">michaeldida@yahoo.com</a>   |
| 68 | 20-Mar                          | Zowerani                           | Mary Michael          | F   | LCLC                                           | LCLC COMMITTEE                                                             | 715638559            |                                                                    |
| 69 | 20-Mar                          | Zowerani                           | Thomas Chigulu        | M   | Zowerani primary                               | DEPUTY HEAD TEACHER                                                        | 713347407            |                                                                    |
| 70 | 20-Mar                          | Zowerani                           | Zablon K. Nathan      | M   | Zowerani primary                               | ELDER                                                                      | 735617530            |                                                                    |

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|----|---------------------------------|------------------------------------|----------------------|-----|----------------------------------------------------|----------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------|
| 71 | 20-Mar                          | Zowerani                           | Banzi Aresmas        | M   |                                                    | CHAIRPERSON LCLC                                                           | 724295722            | <a href="mailto:anesmas.banzi@yahoo.com">anesmas.banzi@yahoo.com</a>     |
| 72 | 20-Mar                          | Zowerani                           | NJ Kanahaya          | M   |                                                    | MEMBER LCLC                                                                | 701454149            |                                                                          |
| 73 | 20-Mar                          | Zowerani                           | M. Kiti              | M   |                                                    | MEMBER LCLC                                                                |                      |                                                                          |
| 74 | 20-Mar                          | Zowerani                           | Rophus Gona          | M   |                                                    | MEMBER LCLC                                                                | 727871379            |                                                                          |
| 75 | 20-Mar                          | Zowerani                           | Mary Michael         | F   |                                                    | MEMBER LCLC                                                                | 715638559            |                                                                          |
| 76 | 20-Mar                          | Zowerani                           | Glaris Mwarome       | F   |                                                    | VICE SECRETARY. LCLC                                                       | 727452971            |                                                                          |
| 77 | 20-Mar                          | Zowerani                           | Tabitha Julius       | F   |                                                    | LCLC MEMBER                                                                |                      |                                                                          |
| 78 | 20-Mar                          | Zowerani                           | Loise S.N Charo      | F   |                                                    | LCLC MEMBER                                                                | 719145206            |                                                                          |
| 79 | 20-Mar                          | Zowerani                           | Hammariskjold Ziro   | M   |                                                    | LCLC MEMBER                                                                | 712574711            |                                                                          |
| 80 | 20-Mar                          | Kilifi                             | Rahab Wambui         | F   | Childrens Dept. Kitui                              | CHILDRENS OFFICER                                                          | 724837447            | <a href="mailto:raihewa@yahoo.com">raihewa@yahoo.com</a>                 |
| 81 | 20-Mar                          | Kilifi                             | Catherine Mwau       | F   | Probation Dept                                     | PROBATION OFFICER                                                          | 722668882            | <a href="mailto:mwaucate@yahoo.com">mwaucate@yahoo.com</a>               |
| 82 | 20-Mar                          | Kilifi                             | Beatrice Zighe       | F   | Gender and social dept                             |                                                                            | 721774781            | <a href="mailto:bstuistui@yahoo.com">bstuistui@yahoo.com</a>             |
| 83 | 20-Mar                          | Kilifi                             | Jocelyn katunge      | F   | Minstry of Youth Affairs                           | YOUTH OFFICER                                                              | 722758713            | <a href="mailto:jocelynkatunge@yahoo.com">jocelynkatunge@yahoo.com</a>   |
| 84 | 20-Mar                          | Kilifi                             | mwasina Boga         |     | Childrens department                               |                                                                            | 711287804            | <a href="mailto:rashboga@yahoo.com">rashboga@yahoo.com</a>               |
| 85 | 20-Mar                          | Kilifi                             | Alice Wekesa         | M   | MTG                                                |                                                                            | 722815411            | <a href="mailto:awekesa@mtgk.org">awekesa@mtgk.org</a>                   |
| 86 | 20-Mar                          | Kilifi                             | Cochy Van Dam        | M   | MTG                                                |                                                                            | 735245953            | <a href="mailto:cvandam@mtdk.org">cvandam@mtdk.org</a>                   |
| 87 | 20-Mar                          | Kilifi                             | Zhosa Kambua         | F   | MTG                                                |                                                                            | 720210922            | <a href="mailto:rkambua@mtgk.org">rkambua@mtgk.org</a>                   |
| 88 | 20-Mar                          | Kilifi                             | Rehema Mbete         | F   | MTG                                                |                                                                            | 72673250             | <a href="mailto:rmbete@mtgk.org">rmbete@mtgk.org</a>                     |
| 89 | 20-Mar                          | Kilifi                             | margaret Belewa      | F   | MTG                                                |                                                                            | 722717747            | <a href="mailto:mbelewa@mgk.org">mbelewa@mgk.org</a>                     |
| 90 | 20-Mar                          | Kilifi                             | Milton Oundo         | M   | Weldin                                             |                                                                            | 726263806            | <a href="mailto:miltonoundo@yahoo.com">miltonoundo@yahoo.com</a>         |
| 91 | 20-Mar                          | Kilifi                             | Violet Achieng       | F   |                                                    |                                                                            | 736632867            |                                                                          |
| 92 | 22-Mar                          | Busia                              | Owoko Boniface       | M   | P.O Box 546 Busia                                  | RESCOU (COUNSELORS<br>COORDINATOR                                          | 722318596            | <a href="mailto:bonifaceowoko@yahoo.com">bonifaceowoko@yahoo.com</a>     |
| 93 | 22-Mar                          | Busia                              | Odhiambo Kephass     | M   | Ministry of Labour P.O<br>Box 240 Busia            | LABOUR OFFICER (DCLC<br>TREASURER                                          | 720948470            | <a href="mailto:kephas07@yahoo.com">kephas07@yahoo.com</a>               |
| 94 | 22-Mar                          | Busia                              | Mwandala             | F   | Municipal Council of<br>Busia, P.O Box 513 Busia   | SOCIAL DEVELOPMENT<br>OFFICER                                              | 723538261            | <a href="mailto:mwandalajacinta@yahoo.com">mwandalajacinta@yahoo.com</a> |
| 95 | 22-Mar                          | Busia                              | Jane Ang'ana         | F   | Ministry of Agriculture<br>P.O Box 28 Busia        | DISTRICT HOME<br>ECONOMICS OFFICER                                         | 722435809            | <a href="mailto:janeayieko@ymail.com">janeayieko@ymail.com</a>           |
| 96 | 22-Mar                          | Busia                              | Oranga Christine     | F   | Dept of Gender & Social<br>Devt. P.O Box 165 Busia | GENDER AND SOCIAL<br>DEVELOPMENT<br>ASSISTANT                              | 727958216            | <a href="mailto:xne2004@yhao.com">xne2004@yhao.com</a>                   |
| 97 | 22-Mar                          | Busia                              | Evelyn Mwaro         | F   | County Council of Busia                            | SOCIAL DEVELOPMENT                                                         | 726829493            | <a href="mailto:everlinemwaro@yahoo.com">everlinemwaro@yahoo.com</a>     |



| No  | Date:<br>Month<br>& day<br>only | Place<br>City,<br>Town,<br>Village | Last & First<br>name    | M/F | Address or name of<br>community                                        | Organization or type of<br>individual (e.g local<br>leader, parent, child) | Tel/Mobile<br>if any | email if any                                                       |
|-----|---------------------------------|------------------------------------|-------------------------|-----|------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------|
|     |                                 |                                    |                         |     | Private Bag Busia                                                      | OFFICER                                                                    |                      |                                                                    |
| 98  | 22-Mar                          | Busia                              | Jane Nkatha             | F   | Childrens Dept, P.O Box<br>204, Busia                                  | DISTRICT HOME<br>ECONOMICS OFFICER                                         | 725101841            | <a href="mailto:nkathajane@yahoo.com">nkathajane@yahoo.com</a>     |
| 99  | 22-Mar                          | Busia                              | Akide Edgar             | M   | Ministry of Youth Box 541<br>Busia                                     | YEDF FIELD OFFICER                                                         | 726231840            | <a href="mailto:edgar.akide@yahoo.com">edgar.akide@yahoo.com</a>   |
| 100 | 22-Mar                          | Nambale                            | Gerry makokha           | M   | REEP                                                                   | ASSISTANT M&E<br>OFFICER                                                   | 715092221            | <a href="mailto:mgerry2010@yahoo.com">mgerry2010@yahoo.com</a>     |
| 101 | 22-Mar                          | Nambale                            | Consolata Atieno        | F   | REEP                                                                   | M&E OFFICER                                                                | 720710856            |                                                                    |
| 102 | 22-Mar                          | Nambale                            | Mary makokha            | F   | REEP                                                                   | PROGRAMME MANAGER                                                          | 734643846            |                                                                    |
| 103 | 23-Mar                          | Nambale                            | Norbert Oloo            | M   | KUSPAW                                                                 | PROJECT OFFICER                                                            | 720570209            | <a href="mailto:noloo13@gmail.com">noloo13@gmail.com</a>           |
| 104 | 22-Mar                          |                                    | Richard Koko<br>Makhulo | M   | Kenya Long Distance<br>truck drivers and allied<br>workers union-Busia | COORDINATOR                                                                | 726400713            | <a href="mailto:makhulokrich@yahoo.com">makhulokrich@yahoo.com</a> |

183. In addition children were interviewed in each of the schools visited. In each school between 5 and 12 children participated in focus groups. In three schools children performed messages on child labour using SCREAM methodologies. Five focus groups were conducted with children in vocational training locations. Approximately equal numbers of boys and girls were included in all of the focus groups.

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## Annex 6 – Terms of Reference



### International Labour Organization- International Programme on the Elimination of Child Labour

#### **ILO/IPEC** **Terms of Reference For** **Independent Midterm Evaluation**

**Final**  
**February 2<sup>nd</sup> 2012**

*“Creating the enabling environment to establish models for child labour free areas in Kenya: Support to the implementation of the National Action Plan for the Elimination of the Worst Forms of Child Labour with special focus on agriculture and older children”*

|                    |                                                            |
|--------------------|------------------------------------------------------------|
| ILO Project Code   | KEN/09/50/USA                                              |
| ILO Iris Code      |                                                            |
| Country            | Kenya                                                      |
| Duration           | 46 months                                                  |
| Starting Date      | 30 September 2009                                          |
| Ending Date        | 30 November 2013                                           |
| Project Locations  | Kenya (direct action in Kilifi, Kitui and Busia Districts) |
| Project Language   | English                                                    |
| Executing Agency   | ILO-IPEC                                                   |
| Financing Agency   | US DOL                                                     |
| Donor contribution | USDOL: USD 4,600,000                                       |

## List of Abbreviations

|       |                                                               |
|-------|---------------------------------------------------------------|
| AP    | Action Programme                                              |
| C182  | ILO's Worst Forms of Child Labour Convention, No. 182 of 1999 |
| CL    | Child Labour                                                  |
| CLMS  | Child Labour Monitoring System                                |
| DBMR  | Direct Beneficiaries Monitoring and Reporting                 |
| DWCP  | Decent Work Country Programmes                                |
| EIA   | ILO/IPEC Geneva's Evaluation and Impact Assessment Section    |
| GAP   | Global Action Plan                                            |
| HQ    | Headquarters                                                  |
| IA    | Implementing Agency                                           |
| IABA  | Integrated Area Based Approach                                |
| ILO   | International Labour Organization                             |
| IPEC  | International Programme on the Elimination of Child Labour    |
| NAP   | National Action Plan                                          |
| NC    | National consultant                                           |
| NGO   | Non governmental Organization                                 |
| PMP   | Project Monitoring Plan                                       |
| PRSP  | Poverty Reduction Strategy Paper                              |
| TBP   | Time Bound Programme                                          |
| TL    | Team leader                                                   |
| UN    | United Nations                                                |
| UNDAF | United Nations Development Assistance Framework               |
| USDOL | United States Department of Labor                             |
| WFCL  | Worst Forms of Child Labour                                   |

## Background and Justification

1. 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.
2. 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, such as National plans, Strategic frameworks, have provided such focus.
3. Starting in 2001, IPEC has promoted and the implementation of the "Time Bound Programme" approach as such national frameworks. 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. The International Labour Organization (ILO), with the support of many development organizations and the financial and technical contribution of the United States' Department of Labour (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.
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. IPEC has over the years implemented a number of country specific projects of support of multi-year duration and focusing both on policy and institutional support through enabling environment and direct support to communities, families and children through targeted interventions.
5. The experience with national TBPs has suggested a range of approaches to establish and implement national frameworks to provide the comprehensive approach, the linkages and the mechanisms for developing the knowledge, mobilising the actors, institutions and resources; and to plan effective coherent national action as part of the broader national development. The experience also showed that the degree of support needed to get this process going in different countries can vary and that specific strategic initiatives can be identified as often key to the process, focusing on influencing key policies and processes.
6. The Global Action Plan (GAP), proposed in the 2006 Global Report on Child Labour and endorsed by the Governing Body at its November 2006 sitting, called on all ILO member States to put appropriate time-bound measures using National Action Plans (NAP), in place by 2008 with a view to eliminating the WFCL by 2016

7. Africa is a very relevant region for IPEC. The GAP 2006 stressed the need for “a special emphasis on Africa” by both the ILO and its international partners in the fight against child labour. In this regard, IPEC committed to devote a larger proportion of its efforts to Africa and has sought to strengthen activities in the region through the *Focus on Africa* programme. A regional strategy was adopted in 2011.
8. 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 Programme should be analysed.
9. 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>
10. 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. The current draft DWCP for Kenya can be found at:

<http://www.ilo.org/public/english/bureau/program/dwcp/download/kenya.pdf>

#### **Programme Background and current status**

11. The current project development objective is: Incidence of worst forms of child labour reduced through effective implementation of the National Action Plan.
12. The project proposes three Immediate Objectives:
  - At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child Labour and enforced
  - At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan
  - By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences
13. The project works under a two pronged approach:
  - Implementing the National Action Plan at district and local level (integrated area based approach) to allow the local authorities to respond to the rapidly evolving education environment to ensure that child labourers are appropriately take; and to deal with any and all WFCL .
  - Providing continued support to the CL Division within the Ministry of Labour to leverage political support and resources from sources beyond the ministry, to build sustainable partnerships within the national government and with the social partners and to develop an effective exit strategy for ILO-IPEC support at the national level that will lead to a long-term strategy of the Government to sustain action against CL.
14. Special emphasis and focus will be given to child labourers aged 15-17 and in rural areas (i.e. especially in agriculture).

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Creating the enabling environment to establish models for CL free areas in Kenya: Support to the implementation of the NAP for the Elimination of the WFCL with special focus on agriculture and older children

15. The project is implemented in three selected districts: Busia (Western Province), Kitui (Eastern Province) and Kilifi (Coast Province).
16. 8,155 children from three districts are targeted for withdrawal (including through removal and protection in work places and undertakings) and prevention from child labour through the provision of educational and non-educational services.
17. Of this total, 3,700 will be removed from work, 300 protected in work places and undertakings and 4,155 will be prevented from being engaged in child labour.
18. As of January 2012, the Project has reported having achieved the following outcomes:
  - The NAP has been reviewed by key stakeholders
  - Key partners' capacity enhanced
  - DBMR system developed and being implemented
  - CLMS developed and implementation on going
  - 14 IAs implementing direct action and awareness raising activities

|                          |
|--------------------------|
| <b>Purpose and scope</b> |
|--------------------------|

### **Purpose**

19. The main purposes of the mid-term evaluation are:
  - To review the ongoing progress and performance of the programme (extent to which immediate objectives have been achieved and outputs delivered),
  - To examine the likelihood of the programme achieving its objectives,
  - To examine the delivery of the programme inputs/activities
  - To examine on nature and magnitude of constraints, the factors affecting programme implementation and an analysis of factors contributing to the programme's achievements.
  - To identify emerging potential good practices.
20. The mid-term evaluation should provide all stakeholders with information to assess and revise, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should identify the potential impact on mainstreaming policy and strategies and suggest a possible way forward for the future.

### **Scope**

21. The evaluation will focus on the ILO/IPEC programme mentioned above, its achievements and its contribution to the overall national efforts to achieve the elimination of WFCL. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits. (i.e. action programmes/projects)
22. The evaluation should look at the programme as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future programmes.
23. The contribution of IPEC to the NAP process normally covers the promotion of an enabling environment, and the role of technical advisor or facilitator of the process of developing and implementing the national NAP. In order to access the degree to which this contribution has been



made, the evaluation will have to take into account relevant factors and developments in the national process.

24. The evaluation should cover expected (i.e. planned) and unexpected results in terms of non planned outputs and outcomes (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation team should reflect on them for learning purposes.
25. 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). The purpose is to help the stakeholders to learn from the ongoing experience.

#### **Suggested aspect to address**

26. 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.
27. 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
28. For gender concerns see: ILO Guidelines on "Considering Gender in Monitoring and Evaluation of ILO Programmes and Projects," 2007 (further information is also available at [www.ilo.org/gender](http://www.ilo.org/gender)).
29. 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 using data from the logical framework indicators.
30. 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 Evaluation and Impact Assessment Section (EIA) and the project coordinator. 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.**
31. The main categories that need to be addressed are the following:
  - Design
  - Achievements (Implementation and Effectiveness) of Objectives
  - Relevance of the project
  - Sustainability
  - Special Aspects to be Addressed

#### **Expected outputs of the Evaluation**

32. The expected outputs to be delivered by the evaluation team are:
  - A desk review of appropriate material
  - Preparation of an Inception report centered on the evaluation instrument, 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.

- Field visit to the project location in the three districts.
  - Stakeholders workshop at national level, facilitated by the evaluator team leader
  - Draft evaluation report. The evaluation report should include and reflect on findings from the field visits and stakeholder workshops proceedings
  - Mid term evaluation report including:
    - Executive Summary with key findings, conclusions and recommendations
    - 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 (identifying for the last ones to which stakeholders is oriented each one)
    - Lessons learnt
    - Potential good practices
    - Appropriate Annexes including present TORs, and Standard evaluation instrument matrix (adjusted from the one developed in the Inception report)
33. 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.
34. 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.
35. The final report will be circulated to key stakeholders (those participants present at stakeholder evaluation workshop will be considered key stakeholders), including project staff for their review. Comments from stakeholders will be consolidated by the Design, Evaluation and Documentation Section (EIA) of ILO/IPEC Geneva and provided to the team leader. In preparing the final report the team leader should consider these comments, incorporate as appropriate, and provide a brief note explaining why any comments might not have been incorporated.

### **Evaluation methodology**

36. The following is the proposed evaluation methodology. While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by EIA and the Project, 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.
37. The evaluation team leader will be asked to include as part of the specific evaluation instrument to be developed, the standard evaluation instruments that ILO/IPEC has developed for documenting and analysing achievements of the projects and contributions of the projects (Action Programmes) to the programme.
38. 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 projects (action programmes), 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 consultant will prepare a brief document indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by EIA and provided to the Project for input prior to the commencement of the field mission.

39. The evaluation team leader will interview the donor representatives and ILO/IPEC HQ and regional backstopping officials through conference calls or face-to-face interviews early in the evaluation process, preferably during the desk review phase.
40. The evaluation team will undertake field visits to programme. The evaluators will conduct interviews with project partners and implementing agencies, direct beneficiaries (i.e. children) and teachers and facilitate a workshop towards the end of the field visits.
41. The selection of the field visits locations should be based on criteria to be defined by the evaluation team. Some criteria to consider include:
  - 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
42. The national workshop will be attended by IPEC staff and key stakeholders (i.e. partners), including the donor as appropriate. This event will be an opportunity for the evaluation team to gather further data, present the preliminary findings, conclusions and recommendations and obtain feedback. The meeting will take place towards the end of the fieldwork.
43. The consultant will be responsible for organizing the methodology of the workshop. The identification of the number of participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader
44. The team leader will be responsible for drafting and finalizing the evaluation report. Upon feedback from stakeholders to the draft report, the team leader will further be responsible for finalizing the report incorporating any comments deemed appropriate. The evaluator team leader will have the final responsibility during the evaluation process and the outcomes of the evaluation, including the quality of the report and compliance with deadlines.
45. The evaluation will be carried out with the technical support of the IPEC-EIA section and with the logistical support of the programme office in Nairobi. EIA will be responsible for consolidating the comments of stakeholders and submitting it to the team leader.
46. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

## The team responsibilities and profile

### 47. Team leader (International consultant):

| Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Profile                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Desk review of programme documents</li> <li>• Development of the evaluation instrument</li> <li>• Briefing with ILO/IPEC-EIA</li> <li>• Telephone interviews with IPEC HQ desk officer, donor</li> <li>• Technical guidance to national consultant</li> <li>• Undertake field visits in Kenya</li> <li>• Facilitate stakeholders workshop</li> <li>• Draft evaluation report</li> <li>• Finalize evaluation report</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Not have been involved in the project.</u></li> <li>• Relevant background in social and/or economic development.</li> <li>• Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects.</li> <li>• Experience in evaluations in the UN system or other international context as team leader</li> <li>• Relevant sub-regional experience</li> <li>• 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.</li> <li>• Experience at policy level and in the area of education and legal issues would also be appreciated.</li> <li>• Experience in the UN system or similar international development experience including preferably international and national development frameworks in particular PRSP and UNDAF.</li> <li>• Fluency in English is essential</li> <li>• Experience facilitating workshops for evaluation findings.</li> </ul> |

### 48. National consultant

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

### 49. Evaluation Timetable and Schedule

50. 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.

51. The timetable is as follows:

| Phase | Responsible Person                                  | Tasks                                                                                                                                                                                                                                                                                                               | No of days |    |
|-------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|
|       |                                                     |                                                                                                                                                                                                                                                                                                                     | TL         | NC |
| I     | Evaluation team leader                              | <ul style="list-style-type: none"> <li>Briefing with ILO/IPEC</li> <li>Desk Review of programme related documents</li> <li>Telephone briefing with IPEC EIA, donor, IPEC HQ and ILO regional</li> </ul>                                                                                                             | 5          | 3  |
| II    | Evaluation team. with logistical support by project | <ul style="list-style-type: none"> <li>In-country for consultations with programme staff</li> <li>Consultations with programme staff /management</li> <li>Interviews with programme staff and partners</li> <li>Field visits</li> <li>Consultations with girls and boys, parents and other beneficiaries</li> </ul> | 15         | 15 |
| III   | Evaluation team leader                              | <ul style="list-style-type: none"> <li>Workshop with key stakeholders</li> <li>Sharing of preliminary findings</li> </ul>                                                                                                                                                                                           | 1          | 1  |
| IV    | Evaluation team leader                              | <ul style="list-style-type: none"> <li>Draft report based on consultations from field visits and desk review, and workshop</li> <li>Debriefing</li> </ul>                                                                                                                                                           | 5          | 1  |
| V     | EIA                                                 | <ul style="list-style-type: none"> <li>Circulate draft report to key stakeholders</li> <li>Consolidate comments of stakeholders and send to team leader</li> </ul>                                                                                                                                                  | 0          | 0  |
| VI    | Evaluation team leader                              | <ul style="list-style-type: none"> <li>Finalize the report including explanations on why comments were not included</li> </ul>                                                                                                                                                                                      | 1          | 0  |
| TOTAL |                                                     |                                                                                                                                                                                                                                                                                                                     | 27         | 20 |

TL: Team leader

NC: National consultant

52. Summary schedule

| Phase         | Duration       | Dates                                              |
|---------------|----------------|----------------------------------------------------|
| <b>I</b>      | <b>5 days</b>  | <b>March 7<sup>th</sup>-11<sup>th</sup></b>        |
| <b>II-III</b> | <b>12 days</b> | <b>March 12<sup>th</sup> -27<sup>th</sup></b>      |
| <b>IV</b>     | <b>5 day</b>   | <b>March 28<sup>th</sup> -April 6<sup>th</sup></b> |
| <b>V</b>      | <b>14 days</b> | <b>April 9<sup>th</sup> -20<sup>th</sup></b>       |
| <b>VI</b>     | <b>1 day</b>   | <b>March 23<sup>rd</sup></b>                       |

53. Sources of Information and Consultations/Meetings

|                                                                             |                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Available at HQ and to be supplied by EIA</b>                            | <ul style="list-style-type: none"> <li>Project document</li> <li>EIA Guidelines and ILO guidelines</li> </ul>                                                                                                                                                                                  |
| <b>Available in project office and to be supplied by project management</b> | <ul style="list-style-type: none"> <li>Progress reports/Status reports</li> <li>Technical and financial reports of partner agencies</li> <li>Other studies and research undertaken</li> <li>Action Programme Summary Outlines</li> <li>Project files</li> <li>National Action Plans</li> </ul> |

54. Consultations with:

- Project management and staff
- ILO/HQ and regional backstopping officials
- Partner agencies
- Child labour programs in the country
- Social partners Employers' and Workers' groups

- Government stakeholders (e.g. representatives from Department Labour, Social Development etc)
- Government representatives, legal authorities etc as identified by evaluation team
- National Partners in the NAP involved in the further development, enhancement and implementation of national processes
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account.)
- Parents of boys and girls
- Community members as identified by the project management and evaluation team leader
- USDOL (by telephone)
- US Embassy staff

55. Final Report Submission Procedure

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

- The evaluator will submit a draft report to **IPEC EIA in Geneva**
- IPEC EIA will forward a copy to **key stakeholders** for comments on factual issues and for clarifications
- **IPEC EIA** will consolidate the comments and send these to the **evaluator** by date agreed between EIA and the evaluator or as soon as the comments are received from stakeholders.
- The final report is submitted to IPEC EIA who will then officially forward it to stakeholders, including the donor.

## Resources and Management

### Resources

57. The resources required for this evaluation are:

- For the evaluation team leader:
  - Fees for an international consultant for 27 work days
  - Fees for local DSA in project locations
  - Travel from consultant's home residence to Nairobi in line with ILO regulations and rules
- For the national consultant:
  - Fees for 20 days
  - Fees for local DSA in project location
- For the evaluation exercise as a whole:
  - Local travel in-country supported by the project
  - Stakeholder workshops expenditures

A detailed budget is available separately.

### Management

58. The evaluation team will report to IPEC EIA in headquarters and should discuss any technical and methodological matters with EIA, should issues arise. IPEC project officials and the ILO Office in Nairobi will provide administrative and logistical support during the evaluation mission.

## **ANNEX I: Suggested Aspects to Address**

### **Design**

- Determine the validity of the project design, the effectiveness of the methodologies and strategies employed and whether it assisted or hindered the achievement of the project's goals as set out in the Project Document.
- 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 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. More specifically, have the IPEC indicators used to measure the programme been appropriate for the project, in light of the focus on direct action programmes in combination with mainstreaming activities?
- 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?
- Does the project design fit within and complement existing initiatives by other organizations to combat child labour?

### **Achievements (Implementation and Effectiveness) of Objectives**

- 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, have the results obtained so far justified the costs incurred?

- Examine delivery of programme outputs in terms of quality and quantity; have they been delivered in a timely manner?
- Assess whether the programme is in process of achieving its immediate objectives, especially in regards to meeting the target of withdrawing and preventing children by means of the pilot interventions.
- Review whether the technical guidance provided by relevant ILO units has been adequate in terms of nature and extent. How has this advanced / hindered the programmes work?
- Is the programme meeting its stated purpose and outputs in the project document? If not, explain why and identify the factors, pointing out if they have been justifiable?
- Have unplanned outputs and results been identified and if so, why were they necessary and to what extent are significant to achieve project objectives?
- Assess the programme monitoring system including the PMP, work plans, processes or systems.
- Evaluate the programme's data collection strategies
- How have positive and negative factors outside of the control of the programme affected programme implementation and programme objectives and how did the programme deal with these external factors?
- Assess the programme's gender mainstreaming activities.
- How effective have been the APs and research and policy activities, and how are they contributing to the project meeting its immediate objectives?
- How has been the capacity of the implementing agencies and other relevant partners to develop effective action against CL 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?
- Analyse progress in results (outputs and outcomes), including delays that the project may have faced and if applies, assess the impact of these delays on the project implementation and outcomes.
- Has the staff turnover had effects on project performance? Have these challenges been effectively answered?
- Has the project successfully built off of previous USDOL-funded projects?

### **Enabling environment (Capacity Building)**

- How effective has the programme been at stimulating interest and participation in the programme at the local and national level (i.e. Government commitments)?
- 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)?
- Assess the project efforts to coordinate and collaborate with other child-focused interventions supported by other organizations in the country
- How has the programme performed in mainstreaming the issue of child labour into ongoing efforts in areas such as education, alternative employment promotion and poverty reduction?



- Assess the efforts of the project to improve the capacity of the Child Labour Unit at government level, particularly if they have responded to the national needs and current human resources.
- How relevant and effective have been 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 are being 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 process (such as CLMS).
- 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.

### **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 similar 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?
- Identify whether actions have been taken to ensure the access of girls/ and children aged 15-17 in the agricultural sector to services and resources.
- Assess the criteria for selecting beneficiaries and implementing agencies for the projects.
- Assess the implementation and documentation of the Model of intervention and pilot projects as planned in the project: adaptation, validation, scale-up, lessons, etc.

### **Relevance of the Project**

- Examine whether the programme responded to the real needs of the beneficiaries and stakeholders.
- 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 has the strategy used in this project fit in with the NAP, national education and anti-poverty efforts, and interventions carried out by other organizations (including national and international organizations)? Did the programme remain consistent with and supportive of the NAP?
- Is the strategy addressing 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 has been defined and planned and what steps are being taken to ensure sustainability (i.e. government involvement). Assess whether these strategies had been articulated/explained to stakeholders (i.e. review the sustainability matrix).
- Assess what contributions the programme has made in strengthening the capacity and knowledge of national stakeholders (government and implementing agencies) and to encourage ownership of the programme to partners.
- Examine whether prioritised group (children aged 15-17 in the agricultural sector) and gender aspects are taking in consideration regarding the sustainability of the programme results and assess whether actions have been taken to sensitize national and 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.

### **Specific Aspects to be addressed:**

- Discuss what gaps and opportunities remain in addressing exploitive child labour at the national and local levels and which adjustments are required in the Project strategies.
- Analyse how far the project focused in the priority group, children aged 15-17 and the agricultural sectors.
- Review the “child labour free zone” model in Kenya and determine any good potential practices and aspects that would be replicable.
- Assess if the implemented IABA model is adequate for district and community structures, as well as other relevant institutions and organizations
- Assess the approach to develop, implement and document the comprehensive model of intervention to enhance potential for replication and up-scaling (i.e. IABA model)

## ANNEX II. Project objectives and outputs

|                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Development objective:</b> Incidence of worst forms of child labour reduced through effective implementation of the National Action Plan                                                                 |
| <b>Immediate objective 1:</b> At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate Child Labour and enforced             |
| <b>Output 1.1:</b> Child labour further integrated into development policies, strategies, programmes and instruments                                                                                        |
| <b>Output 1.2:</b> Enhanced enforcement of legislation relevant to child labour                                                                                                                             |
| <b>Output 1.3:</b> Advocacy and communication strategy designed and implemented                                                                                                                             |
| <b>Output 1.4:</b> Partnerships and networks to support and coordinate activities on child labour at all levels developed and/or enhanced                                                                   |
| <b>Immediate objective 2:</b> At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan |
| <b>Output 2.1:</b> Capacity of relevant institutions, structures and partners to take effective action against child labour strengthened                                                                    |
| <b>Output 2.2:</b> Capacity of partners to collect and analyze information on child labour enhanced                                                                                                         |
| <b>Immediate objective 3:</b> By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences              |
| <b>Output 3.1:</b> Models for effective local structures established or strengthened in selected child labour free areas                                                                                    |
| <b>Output 3.2:</b> Access and availability of relevant education and skills training enhanced                                                                                                               |
| <b>Output 3.3:</b> Scalable models of intervention are implemented, documented and disseminated                                                                                                             |
| <b>Output 3.4:</b> Socio-economic capacity of families to support their children's needs enhanced                                                                                                           |