

# International Labour Organization – IPEC

## Technical Progress Report (TPR) – Global July-December 2013

<b>Project donor:</b> The Netherlands					
<b>Project title:</b> Combating child labour through education					
<b>Project number:</b> P.340.10.900.009 <b>ILO TC Code:</b> INT/10/07/NET <b>Donor Identification Code: (if available):</b>	<b>Reporting Dates</b>		<b>Preparation date</b>		
	<b>From</b>	<b>To</b>			
		1 July 2013	31 December 2013	April 2014	
<b>Project budget:</b> <u>Source</u> Netherlands  <u>Amount</u> \$6, 594,884	<b>Start date<sup>1</sup>:</b> 01/09/2010  <b>End date<sup>2</sup>:</b> 30.06.2014 (Revised)  <b>CTA/PC/PD start date:</b> 01.01.2011	<b>Evaluation dates</b>			
			<b>Planned as per PRODOC / Evaluation schedule</b>	<b>Proposed new dates</b>	<b>Actual dates carried out</b>
		<b>Mid-term:</b>	Date not specified	N/A	June/July 2012
		<b>Final:</b>	Date not specified	May 2015	
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<b>OBJECTIVES:</b> (Objectives as stated in the approved project document <sup>3</sup> .)					
<b>DEVELOPMENT OBJECTIVE</b> The project will contribute to eliminating child labour by enhancing access to education					
<b>IMMEDIATE OBJECTIVES</b>					
IO.1. By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries					
IO.2. By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour					
IO.3. By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced.					
IO.4. By the project Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed.					

<sup>1</sup> Start date as indicated in the donor approved project document.

<sup>2</sup> End date as indicated in the donor approved project document. If these dates have been formally revised, indicate revised dates with "Revised" in brackets after the date.

<sup>3</sup> If the objectives have been formally revised and approved by the donor, indicate "Revised" in brackets after the relevant objective.

## I. Country information and developments

Summary discussion of the country context and recent events (since the last TPR) that is relevant to issues of child labour and education within the country. The information provided here is meant to provide the national context and does not have to be directly linked to project activities. This section should include information on national legislation (including new legislation or proposed changes to existing legislation), policy documents or plans of action at the national, sectoral, geographic, employer and/or worker level that relate to combating child labour and/or promoting access to basic education for child labourers or children at risk. Please indicate the relevant status of such items. **(Length: minimum 1 paragraph, maximum 1 page. If regional project, one paragraph per country)**

### Uganda

During the reporting period the Ugandan Bureau of Statistics published the results of a National Child Labour Survey which had been undertaken with technical support from the ILO (not from the MOFA supported project).<sup>4</sup> The survey was undertaken within the framework of a wider household based labour force survey. Some of the key data were

- In secondary education, the gross enrolment rate was 67% in urban areas and 37% in rural areas.
- Taking all forms of children's work (acceptable forms of work and child labour) the report suggested that 42% of children in rural areas are working compared to 17% in urban areas.
- The report concluded that 16% of children are in forms of work that constitute child labour.

During October 2013 the twentieth Annual Education and Sports Review (ESSR) was held. The performance for FY 2012/13 was a main subject of the review and strategic operational areas for consideration in implementing budgetary provisions for FY 2013/14 were identified. The sector review took place under the theme "improving teacher effectiveness for enhanced quality learning outcomes" and emphasis was placed on the need to review teacher competency, facilitation, motivation and accountability.

In July Uganda hosted an East African Education for All High Level Forum (EFA HLF) with Ministers of Education from ten countries. The ILO participated in the Forum raising the issue of child labour as an important element of the challenge facing States in the region. The concluding statement referred to child labour as one of the challenges to achieving the EFA goals<sup>5</sup>.

In November, the Global Partnership for Education approved Uganda's application for a grant of USD 100 million to improve teacher and school effectiveness in the public primary education system, specifically with a focus on new approaches for early reading and numeracy and improved school facilities and accountability. A number of requirements were communicated for Uganda to fulfil to pave way for the disbursements.

The period also saw increasing government and public attention to the "Skilling Uganda" initiative. Uganda has designed a new Strategic Plan for Secondary Education and Business, Technical, Vocational Education and Training (BTNET) under the name 'Skilling Uganda'. The main aim is to raise standards and expand coverage of training, and to create employable skills and competencies relevant to the labour market.

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<sup>4</sup>[http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/NCLS%20Report%202011\\_12.pdf](http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/NCLS%20Report%202011_12.pdf)

<sup>5</sup><http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/kampala-commitment-moe-eastern-africa-20130710.pdf>

## **Bolivia**

During the period under review there was some controversy concerning the content of a new Children and Adolescents Code.<sup>6</sup> During discussions on the code at one stage it appeared possible that the government may reduce the minimum age of work to a level that would not be consistent with international labour standards. However until now the government has refrained from making any changes to the minimum age.

At the same time during the period work continued on the development of a new Five-Year Plan for the elimination of the worst forms of child labor. This process has been led by the Ministry of Labour, Employment and Social Security in coordination with the Unit of Fundamental Rights and the Directorate of the Ministry of Planning. The Plan is supported and funded by UNICEF. The ILO-IPEC staff assisted in several meetings and workshops to provide technical assistance on standards and characteristics of child labour.

It was recently reported that primary school enrolment which was about 92% in 2011 is expected to reach 95% by 2015. The Education Law introduced in 2010 has sought to promote improved quality of education and to extend access. However while progress is being made there remain many concerns relating to issues of quality and access.

Donor support has represented an important part of funding to the education sector but current basket fund donors are phasing out or significantly reducing support to the education sector from 2015. A joint working group has been set up (donors and Ministry of Education) to develop an exit strategy and a post 2014 plan to sustain sector reform.

An education sector review meeting was held in December. An important discussion took place on the possibility to expand the study hours of regular education from 5 to 7 hours (extension of hours could potentially have a positive impact on child labour).<sup>7</sup> Another important area of discussion at the meeting was the importance of developing technical and vocational education and training, supporting development of employment and entrepreneurship. The establishment of a network of institutions working in education and employability was proposed although the arrangements for this network have not yet been finalised.

## **Mali**

The political background in the period under review was dominated by the legislative elections which took place towards the end of 2013. For the education sector much focus continued to be placed on the impact of the security crisis in the northern areas of Mali. UNICEF reported that overall enrolment in school in Timbuktu had fallen from over 80,000 precrisis to 63,000 in November 2013 and in Gao from 100,000 to 82,000 in the same period. A back to school campaign led by the Ministry of Education provided supplies and equipment to students and schools in an effort to bolster enrolment.

At the same time the crisis has also focussed attention on the pressing need to promote equitable social and economic development as the basis for a stable and secure political environment.

## **Indonesia**

In August the Indonesian President said that in 2014 the government would increase education allocation in the budget aimed at accelerating the country's human resources development. The president said the government's allocation for education has been increasing each year with 345.3

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<sup>6</sup> <http://www.hrw.org/news/2014/01/24/bolivia-don-t-lower-age-child-labor>

<sup>7</sup> <http://www.minedu.gob.bo/index.php/prensa/noticias-recientes/3-noticias-recientes/2920-cerca-de-1-000-delegados-ratifican-el-incremento-de-horas-pedagogicas>

trillion rupiah (32.8 billion U.S. dollars) recorded in 2013. He said that it was intended to improve both quality and access in education service, enabling more students to transition to higher education.

There has been a major programme of new school development and teacher training. The school building programme has included a significant expansion of “one roof” schools. These are schools usually located in rural areas and which provide access to both primary and junior secondary education. Given that the majority of child labour is in agriculture expansion of services in rural areas is particularly important.

## II. Overall progress within the context of the project

### II.A Summary

Based on the detailed information on project performance in Section III, please provide your assessment of the overall achievement of the project at this stage and progress towards major defined impact. This section should not repeat information from sections IIIA - IIIC but in a few paragraphs, provide an analysis of the achievement of the project as a whole. Please assess issues such as; efficiency<sup>8</sup>, effectiveness<sup>9</sup>, relevance<sup>10</sup>, sustainability<sup>11</sup> and inter-relationships between objectives, to the extent that there have been changes in these areas since the last TPR. You may also wish to consider any unanticipated effects of project activities. **(Maximum length 1 page. If regional project, maximum 2 pages considering the project as a whole rather than country by country.)**

### Overall progress

The project has developed a solid and strategic programme of work and good progress is being made on each of the four project outcomes. Whilst in the first part of the project much of the focus was necessarily on developing with partners the programme interventions to be supported by the project, in the second phase there has been an increasing focus on sharing knowledge generated through programme interventions.

### Efficiency

It is clear from the discussions at national level that the project meets a real need, bringing together as it seeks to do, work on child labour with national efforts to increase access to education. The project has developed a significant programme of work at reasonable cost.

### Effectiveness

Good progress is being made on the four Outcomes.

### Relevance

The project strategy remains highly relevant. A recent indication of this was contained in a communication which the ILO received from the Global Partnership for Education. This said that the issue of child labour and education is being repeatedly raised in country level work to the extent that the GPE's Board committee on strategy and policy has expressed the willingness to develop a policy for GPE interventions.

### Sustainability

The main Action Programmes developed under the country level component of the project have a strong focus on knowledge management, ensuring that the work of the project is highlighted and subsequently considered within other fora. This will contribute to the sustainability of interventions.

There are also a number of examples of local governments stepping in with resources to continue or expand project interventions.

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<sup>8</sup> Does the expected project results continue to justify the costs incurred?

<sup>9</sup> To what extent has the project achieved its objective(s) and reached its target group(s)?

<sup>10</sup> Does the project's objectives and strategy continue to make sense?

<sup>11</sup> What is the likelihood that the project benefits will be sustained after the withdrawal of external support?

**II.B. Achievements against Programme-wide Indicators**

**Part 1: Indicators for ILO Outcome 16:**

Refer to the [Global Monitoring Plan for Outcome 16 for 2010-15](#) for complete definitions.

For each indicator where results and advances have been achieved, proof of the advancement, the timing of the achievement and the role of the project or ILO, direct or indirect, in achieving it must be provided. Relevant documents and references must also be provided.

**ILO Indicator 16.1 –**

The number of member States in which constituents, with ILO support, take significant policy and programme actions to eliminate child labour in line with ILO Conventions and Recommendations;

16.1.1. Policies, programmes and/or action plans are adopted or implemented by one or more of the ILO's constituents, to bring them in line with international labour standards to prohibit and eliminate child labour<sup>12</sup>

**Description:**

**Date of adoption or date of implementation:**

**Role of Project/ILO:**

16.1.2. Time-bound measures to eliminate the worst forms of child labour as a matter of urgency are implemented by one or more of the ILO's constituents.

**Description:**

**Date of adoption or date of implementation:**

**Role of Project/ILO:**

16.1.3. Child labour concerns, considering the special situation of the girl child, are included in relevant development, social and/or anti-poverty policies and programmes.

**Description:** Bolivia

During the reporting period the Supreme Council of Ministers Decree No. 1302 was adopted, aiming to end violence in schools. It aims to establish mechanisms which contribute to the eradication of violence in education.<sup>13</sup>

**Date of adoption or date of implementation:**

**Role of Project/ILO:** The ILO project was invited to join the launch of the campaign and to assist in development of materials to help the promotion of the campaign, with particular focus on forms of work that are hazardous to children.

16.1.4. Policies that address child labour are adopted and promoted through global, regional or sub-regional economic and social inter-governmental organizations or groupings.

**Description:**

**Date of adoption or date of implementation:**

**Role of Project/ILO:**

**Indicator 16.2 –**

<sup>12</sup> For projects that also address forced labour, please include items that address forced labour as well as child labour.

<sup>13</sup> <http://noticiasdesdebolivia.blogspot.com/2012/08/decreto-1302-busca-erradicar-violencia.html>

Number of member States in which constituents, with ILO support,  
take action to adopt or modify their legislation or  
reinforce their knowledge base on child labour

16.2.1. Either Convention No. 138 or Convention No.182 is ratified during the reporting period.
<i>Data from this is provided through central ILO reporting mechanisms</i>
16.2.2. The ILO supervisory bodies have noted with satisfaction or interest progress in the application of the relevant Conventions.
<i>Data from this is provided through central ILO reporting mechanisms.</i>
16.2.3. Mechanisms and systems are established or strengthened so that up-to-date sex-disaggregated data and statistics concerning the situation of child labourers <sup>1</sup> are available.
<p><b>Description:</b> The Uganda Bureau of Statistics (UBOS) is the mandated government authority for research, it collects and analyses data from household based and other surveys. In 2012 UBOS undertook a National Child Labour survey to provide up-to date sex-disaggregated data and statistics on child labourers using the following indicator categories; education characteristics, activities of children (6-17 years), sector of employment, status in employment, occupations, involvement in child labour, total child labour, broken down by sex and location (rural and urban)</p> <p><b>Date of adoption or date of implementation:</b> In September 2013 UBOS launched the report of the National Child Labour Force and Child Activities Survey 2012.</p> <p><a href="http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/NCLS%20Report%202011_12.pdf">http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/NCLS%20Report%202011_12.pdf</a></p> <p><b>Role of Project/ILO:</b> The ILO provided technical and financial support for the survey, (although not through the Netherlands funded project) and assisted in the design and implementation of the survey through its International Program on the Elimination of Child Labour (ILO/IPEC) SIMPOC. The staff member of the Netherlands project was part of the technical working group that oversaw the successful implementation of the survey. As follow up to the report the inter agency Understanding Children’s Work project (UCW) has been undertaking further analysis of the data and has been working to develop two papers, one on child labour and youth employment, and one on child labour and education.<sup>14</sup> These will be presented at a workshop in Kampala during April 2014. The project has been coordinating closely with the UCW on this follow up work.</p>
16.2.4. Targeted data collection and analysis and research are undertaken by constituents and other national partners to expand the knowledge base on child labour <sup>1</sup> and to document lessons learned.
<p><b>Description:</b> In Bolivia, through an alliance with a network of governmental and non-governmental partners, and together with UNICEF, the project supported a study on children in domestic labour. This was intended to assess the educational impact, and to raise the visibility and awareness on risks and possible exploitation of adolescents, particularly girls.</p> <p><b>Date of adoption or date of implementation:</b> The work was undertaken between May –December 2013. The final report will be published in the first half of 2014 following further validation.</p> <p><b>Role of Project/ILO:</b> The project worked with the partner to develop the terms of reference and provide technical support during implementation of field research.</p>

<sup>14</sup> UCW brings together ILO, UNICEF and World Bank. The paper on child labour and education has been prepared at the request of the project.

### III. Performance information and assessment

#### III.A Measurement against project objectives

This part of the report is an extension of the Project Monitoring Plan (Please refer to DED Note Project Monitoring Plans) that was established at the start of the project.

<b>DEVELOPMENT OBJECTIVE</b>	The project will contribute to eliminating child labour by enhancing access to education
Narrative assessment of contribution of project/programme to development objective (describe the ways in which the project has specifically resulted in outcomes that have or will contribute to the achievement of the development objective) :	
<ul style="list-style-type: none"> <li>The project has developed a range of operational activities and action programmes at country and global level contributing to meeting the immediate objectives.</li> </ul>	

<b>Immediate objective 1:</b>	By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries											
Indicators <sup>15</sup>	Baseline or value of indicator at start of project		Period 1* 01.01.11 – 31.06.11	Period 2 01.07.11 – 31.12.11	Period 3 01.01.12 – 31.06.12	Period 4 01.07.12 – 31.12.12	Period 5 01.01.13 – 31.06.13	Period 6 01.07.13 – 31.12.13	Period 7 01.01.14 – 31.06.13	Period 8 mmm.yy – mmm.yy	Period 9 mmm.yy – mmm.yy	Total (Period 1 – Period 7)
1. Number of education sector plans and programmes in target countries that refer to child labour issues/reaching excluded groups and specify how such initiatives will be taken forward	0	Target 4 *	0	0	0	4	0	0	0	0	0	4
		Actual	0	0	1	2	0	3				6
2. Evidence of new programme initiatives and budget allocations developed to address child labour and reach excluded groups		Target 4**	0	0	2	2	0	0	0	0	0	4
		Actual	0	1	1	2	0	0				4
		Target 10***	0	4	4	2	0	0	0	0	0	10
		Actual	6	1	3	3	0	0				13

<sup>15</sup> For multi-country, sub-regional or regional projects, please indicate where appropriate information (target and actual) at country level.



**Note:** \* Data will be collected over time in this table. **“Period” refers to the reporting period.** Please insert dates below the period to be clear on the period of time covered. Targets should be established at the beginning of the project implementation period and should not be changed unless agreed to by IPEC HQ or the donor as required.

- \* 4 education plans or if schedule of Education Sector planning does not permit, evidence of child labour taken up in education sector group and/or Ministerial discussions Period 3 Uganda, Revised ESSP 2004-15 Para 2.2.1.1 “The Plan supports continuation of UPE so that all Ugandan children attend primary school without paying fees. This will entail expansion of the basic education system, including complementary programs for disadvantage children and youth: those in poor, dispersed, and /or remote communities and in conflict areas.” Period 4 – new NFE policy in Uganda, Uganda proposal to GPE Period 6, Indonesia- Continued expansion of one roof schools supporting effort to tackle child labour in rural areas (national policy and relevant project work in Sukabumi), Bolivia- Recent report from Danish Embassy on progress of education policies to promote inclusion suggest primary enrolment likely to rise from 92% in 2011 to 95% in 2015, East Africa- Inclusion of child labour reference in East African meeting of Ministers of Education
- \*\*4 significant country programme or budget initiatives Period 2 – Indonesia expansion of anti-poverty programmes and scholarships, Period 3 expansion of basic education through new budget allocation (Jakarta Indonesia) Period 4- new local government budget allocations in Sukabumi and Makasar
- \*\*\* 13 significant project programme initiatives (APs implemented and providing services directly to children). Period 1, UWESO, Huyslinci, OCBO, YKAI, LPA, Education Office Sukabumi, Period 2, MOMT Indonesia, Period 3, CEMSE, ARCO IRIS, Fautapo (all Bolivia) Period 4, CAMS, STROMME, GRAADECOS & ALPHALOG (all Mali)

**Narrative assessment:** Explain any issues relating to the above data, including trends over time and depth and context to understand the performance as evidenced by the above data.

<b>Immediate objective 2:</b>		By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour										
<b>Indicators<sup>8</sup></b>	<b>Baseline or value of indicator at start of project</b>		<b>Period 1*</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>	<b>Period 6</b>	<b>Period 7</b>	<b>Period 8</b>	<b>Period 9</b>	<b>Total</b>
			01.01.11 – 31.06.11	01.07.11 – 31.12.11	01.01.12 – 31.06.12	01.07.12 – 31.12.12	01.01.13 – 31.06.13	01.07.13 – 31.12.13	01.01.14 – 31.06.13	mmm.yy – mmm.yy	mmm.yy – mmm.yy	(Period 1 – Period 7)
1. Knowledge products focussed on education produced as inputs to World Report	0	Target 2	0	0	1	0	1	0	0	0	0	2
		Actual	0	0	0	0	1	0				0
2. Number of global and national events that promote the Roadmap and its education components, and the ILO Global Action Plan	0	Target 2	0	0	1	0	1	0	0	0	0	2
		Actual	0	1	3	0	0	5				9

**Note:** \* Data will be collected over time in this table. **“Period” refers to the reporting period.** Please insert dates below the period to be clear on the period of time covered. Targets should be established at the beginning of the project implementation period and should not be changed unless agreed to by IPEC HQ or the donor as required.

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**Narrative assessment:** Explain any issues relating to the above data, including trends over time and depth and context to understand the performance as evidenced by the above data.

- Indicator 1-as explained in previous TPR this indicator had been included when planned that first World Report would focus on education. In fact focus of first World report is on social protection and child labour and second on child labour and youth employment. The Youth Employment report will have linkages with discussions on education access.
- Indicator 2 Period 2 sub-regional workshop on mainstreaming child labour in education planning, South Africa-supported as a non-core Country activity as provided in project document
- Indicator Period 3, national events promoting the Roadmap and testing the draft resource material were held in Fiji, Sierra Leone and Mexico.
- Indicator Period 6, Brazil Global Conference in October 2014 had a focus on the Roadmap and progress. National level events on Roadmap follow up held in Cameroon, Thailand and Indonesia using draft resource material developed by the project, launch of World Report on Social protection and child labour as part of the series of World Reports called for in the Roadmap

<b>Immediate objective 3:</b>	By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced											
<b>Indicators<sup>8</sup></b>	<b>Baseline or value of indicator at start of project</b>		<b>Period 1*</b> 01.01.11 – 31.06.11	<b>Period 2</b> 01.07.11 – 31.12.11	<b>Period 3</b> 01.01.12 – 31.06.12	<b>Period 4</b> 01.07.12 – 31.12.12	<b>Period 5</b> 01.01.13 – 31.06.13	<b>Period 6</b> 01.07.13 – 31.12.13	<b>Period 7</b> 01.01.14 – 31.06.14	<b>Period 8</b> mmm.yy – mmm.yy	<b>Period 9</b> mmm.yy – mmm.yy	<b>Total</b> (Period 1 – Period 9)
1. Evidence of Global Task Force playing an increasingly prominent role	0	Target 4*	0	0	1	1	1	1	0	0	0	4
		Actual	1***	0	0	2	1	0				3
		Target 4**	0	0	1	1	1	1	0	0	0	4
		Actual	0	1****	0	1		0				2
2. Evidence of significant international and national advocacy	0	Target 8*****	0	0	2	2	2	2	0	0	0	8
		Actual	2*****	0	4	2	1	1				8

**Note:** \* Data will be collected over time in this table. **“Period” refers to the reporting period.** Please insert dates below the period to be clear on the period of time covered. Targets should be established at the beginning of the project implementation period and should not be changed unless agreed to by IPEC HQ or the donor as required.

- \* 4 GTF meetings during project period
- \*\* 4 GTF initiatives
- \*\*\*\* 8 initiatives

**Narrative assessment:** Explain any issues relating to the above data, including trends over time and depth and context to understand the performance as evidenced by the above data.

- \*\* 4 GTF initiatives. Period 4, GTF submission to GPE for research project based on discussion at November GTF meeting
- \*\*\* 1 GTF meeting in Paris February 2011 Period 4, GTF meeting Paris, November 2012
- \*\*\*\* 1 initiative GTF exhibition stand and presence during the UN ECOSOC meeting in Geneva July 2011
- \*\*\*\*\* (1): ILO led input to FTI (now Global partnership for Education) consultation on new programme for out of school children & (2): Laos Coordination through IPEC specialist in discussions with World Bank and UNICEF on an analysis of child labour and education to be presented to Education sector group: Period 3 Project manager co-authored paper used as key resource for promotion of World Day against Child Labour 2012. The content of this and other resource material was fed into paper presently being developed by UN Special Envoy on Global Education. The project also supported advocacy campaign by Education International around World Day against Child Labour, supported education segment of Global march against Child Labour conference, major advocacy effort in Indonesia around World Day including production of children’s “video diaries” launched at the Netherlands cultural centre and subsequently received major national publicity, Period 4, Project inputs to UN Special Envoy report, strategic support for EI conference of education unions on child labour and education Period 6, EI and ILO-ACTRAV resource on child labour for use of teachers trade unions published with support of the project

**III.B. Direct beneficiaries – Not Applicable To This Project**

Number of children withdrawn or prevented from child labour through the provision of educational and training opportunities or other services during the period under review. This section is designed to report on the total number of children that have benefited directly from the project/programme.

A child should be counted only once during the life of the project/programme.

**Reporting period: (01 July 2012) to (31 December 2012)**

Children (Direct Beneficiaries)	PART A: Children withdrawn (2) or prevented (3) from child labour(1) through the provision of “educational services or training opportunities” (4)						PART B: Children withdrawn (2) or prevented (3) from child labour (1) through the provision of “other non-education related services” (5)					
	Male		Female		Total		Male		Female		Total	
	Reporting period	Project duration	Reporting period	Project duration	Reporting period	Project duration	Reporting period	Project duration	Reporting period	Project duration	Reporting period	Project duration
<b>Withdrawn</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Prevented</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** A child should be counted in Part A of this table at the moment of enrolment in the educational or training opportunity. A child should be counted in Part B at the point in time when they can be considered to have been withdrawn or prevented.

## Definitions

1. **Child labour** refers to work that is unacceptable for children because:
- the child is either too young to enter work or employment, or because the work prevents a child from attending school regularly or impedes a child's ability to learn (see Convention No. 138); or
  - the conditions under which the child works and the safety, health, and environmental hazards to which the child is exposed as well as the duration of work (Arts. 3 of Convention No. 138).
  - The work concerned falls under Art. 3a (forms of slavery), 3b (forms of sexual exploitation), 3c (illicit activities) or 3(d) (hazardous work) of Convention No. 182 (see below under 2).

Projects are encouraged to consult Recommendation 190 accompanying Convention No. 182, as well as national legislation, for additional guidance on identifying hazardous work.

2. **Children withdrawn:** This refers to those children who were found to be working in child labour (i.e., work that should not be allowed for children – see definition above) and no longer work in such unacceptable work as a result of *educational services and/or training opportunities or other non-education related services provided by a project*. This category includes children completely withdrawn from child labour, as identified under ILO Conventions Nos. 138 and 182. It also includes those children that were engaged in hazardous work (see definition 1 above) or work that impedes their education and as a result of a project intervention their work is no longer considered hazardous (e.g., shorter hours, safer conditions) and it does not interfere with schooling.

For children in child labour (excluding the WFCL described in Art 3a-3d of Convention 182), work conditions may be improved so as to make the work conditions acceptable. **However, conditions can only be improved for children who are of legal working age according to the specific laws of the implementing country (ies).** This may include, for example, reducing hours of work, offering protective equipment or changing the type of work children perform (disallowing children in agriculture from working with heavy machinery or pesticide applications).

Children involved in WFCL enumerated under Art 3a -3d of ILO Convention 182 must have stopped working to be considered as withdrawn from exploitative work. That is, no improvements in the working conditions of children involved in slavery or slavery like practices, prostitution or pornography, illicit activities or occupations included in the list of hazardous occupations which are hazardous by nature (if the occupation is hazardous by circumstance it could be possible to make the work safe) will create an acceptable environment for children to work, even for one hour.

Children intercepted from being trafficked when in transit to exploitative work should be counted as prevented from trafficking, unless there is evidence of the intent to exploit by the 3<sup>rd</sup> party that facilitates the transit (in which case they should be counted as withdrawn from trafficking). The intent to exploit is hard to prove though as the exploitative end result has not happened yet when intercepting.

**NOTE:** Enrolment in school is not the sole consideration that defines a child as withdrawn from child labour. For example, a child who attends a non-formal education program in the morning and works under hazardous conditions in mining during the afternoon and evening should not be counted as withdrawn. That is, if before program intervention, a child is not going to school and is working in a worst form of child labour and after program intervention the child is now enrolled in school but continues to work in a worst form of child labour that child is not, by definition, withdrawn from child labour and should not be counted in the withdrawn indicator. The process of withdrawing a child from the worst forms of child labour may take some time. Children should only be counted as withdrawn at the point at which the child is no longer working in child labour (this includes no longer working at all or working under improved working conditions such as shorter hours and/or safer conditions) and is benefiting from the education program(s) provided by the project.

3. **Children prevented from entering work:** This refers to children that are either a) siblings of children engaged or previously engaged in child labour that are not yet working or b) those children not yet working but considered to be at high-risk<sup>16</sup> of engaging child labour. In order to be considered as “prevented”, these children must have benefited directly from a project intervention.
4. **Definition of “educational services and/or training opportunities” as applicable to Part A:** The definition of “educational services and/or training opportunities” includes at least one of the following services provided by the project:
- Non-formal or basic literacy education as demonstrated by enrolment in educational classes provided by the program. These classes may include: transitional, levelling, or literacy classes so that the child may either be mainstreamed into formal schooling and/or can participate in vocational training activities;
  - Vocational, pre-vocational or skills training as demonstrated by enrolment in these training courses in order to develop a particular skill (mechanics, sewing, etc);
  - Mainstreaming into one of four educational activities (1) formal education system, (2) non-formal education, (3) vocational, (4) pre-vocational or skills training after having received assistance from the project to enable them to enrol. The assistance provided by the project could include one or more of the following services: the provision of nutrition, uniforms, books, school

<sup>16</sup> A “high risk” situation refers to a set of conditions or circumstances (family environment or situation, vicinity of economic activities known to employ children, etc.) under which the child lives or to which it is exposed. Children at high risk of engaging in exploitative/hazardous work could also include children who are not yet in school as well as those currently in school but at high risk of dropping out. Usually a clear definition for “high-risk” is provided in the project document. If not, the Project Manager should define “high risk” in the context of the project.

materials, stipends, or other types of incentives that meet the specific needs of the targeted child and results in their enrolment in one of these four educational activities.

**Note:** It is not necessary that a child must be enrolled in an educational/training service directly provided for by the project, but that a child has been “referred” to an educational/training programme as a direct result of the project’s intervention.

- 5. Definition of “other non-education related services” as applicable to Part B:** “Other non-education related services” that are instrumental in withdrawing and preventing children from exploitative/hazardous work could include face-to-face counselling, income generation and/or skills training for parents of working children or children at risk, and other types of interventions that allow the child to be withdrawn or prevented. This part of the table is intended to capture those children considered to be withdrawn or prevented from exploitative work as a result of a project intervention that is not linked to the provision of educational services or training opportunities and for whom it is not necessary to provide educational services as part of the efforts to withdraw or prevent them from work. For example, a child previously forced into prostitution, should be considered withdrawn from exploitative work after the project has provided her/him with medical services, counselling and ensured her/his reintegration back into the family. Do not include children for which the package of services to be provided by the project includes educational or training opportunities as these children will be included under Part A at the time of enrolment.
- 6. Definition of child trafficking:** (Based on the Palermo Protocol, in combination with ILO Conventions 138 and 182, ILO and its partners use the following operational breakdown of the definition of child trafficking)
- A child is a person under the age of 18 years;
  - Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group;
  - The third person or group organizes the recruitment and/or these other acts for exploitative purposes;
  - Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance;
  - Exploitation includes:
    - all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict (ILO Convention 182, Art. 3(a));
    - the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (ILO Convention No. 182, Art. 3(b));
    - the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (ILO Convention No. 182, Art. 3(c));
    - work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (ILO Convention No. 182, Art. 3(d) and ILO Convention No. 138, Art 3);
    - work done by children below the minimum age for admission to employment (ILO Convention No. 138, Art. 2 & 7).
  - Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any point of the recruitment and movement do not need to be present in case of children (other than with adults), but are nevertheless strong indications of child trafficking.
- 7. Definition of commercial sexual exploitation of children (CSEC):** Commercial sexual exploitation in children includes the following:
- the use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage parlours, bars, hotels, restaurants, among others;
  - child sex tourism;
  - the production, promotion and distribution of pornography involving children; and
  - the use of children in sex shows (public or private).

## IV. Problems/issues materially impairing the achievement of project objectives, proposed solutions and actions taken or to be taken

Major problems/issues referenced here have already been encountered, are currently emerging, or are foreseen over the next 3-6 months. Once a problem/issue has been resolved and reported, it should be removed from this section.

<b>A. Implementation:</b> (include technical as well as management issues; including administrative, financial and budgetary issues)	
<b>Problem/Issues</b>	<b>Proposed solutions and action(s) taken or to be taken</b> (if action necessary, identify person responsible)
<ul style="list-style-type: none"> <li>No significant issues to report.</li> </ul>	
<b>B. Stakeholders, partners and implementing agencies</b>	
<b>Problem/Issues</b>	<b>Proposed solutions and action(s) taken or to be taken</b> (if action necessary, identify person responsible)
<ul style="list-style-type: none"> <li>During the period under review there was some controversy in Bolivia concerning the content of a new Children and Adolescents Code. During discussions on the code at one stage it appeared possible that the government may reduce the minimum age of work to a level that would not be consistent with international labour standards. This political uncertainty created some difficulties for the project.</li> </ul>	<ul style="list-style-type: none"> <li>The government has until now refrained from making any changes to the minimum age. The project staff member has sought and received support from the ILO regional office in Lima to assist the discussions with the government on the issue.</li> </ul>
<b>C. External factors:</b> (include particularly those external factors identified as being critical assumptions in the project document and/or emerging critical external factors)	
<b>Problem/Issues</b>	<b>Proposed solutions and action(s) taken or to be taken</b> (if action necessary, identify person responsible)
<ul style="list-style-type: none"> <li>No issues to report under this.</li> </ul>	<ul style="list-style-type: none"> <li>No issues to report under this.</li> </ul>
<b>D. Other major issues/problems</b>	
<b>Problem/Issues</b>	<b>Proposed solutions and action(s) taken or to be taken</b> (if action necessary, identify person responsible)
<ul style="list-style-type: none"> <li>No issues to report under this.</li> </ul>	<ul style="list-style-type: none"> <li>No issues to report under this.</li> </ul>

## V. Opportunities

Please describe whether opportunities exist for new initiatives, interventions and/or collaboration, in the implementation of ILO Convention No. 182 (worst forms) or No. 138 (minimum age), if applicable. Include information on steps to be taken or already taken to take advantage of these opportunities).

- The readiness of the recently appointed UN Special Envoy on Global Education, Gordon Brown, to raise the profile of attention to child labour in the international discussion on education continues to be of assistance in terms of the project's environment. In the last TPR it was said that there may be a further opportunity to raise the profile of the issue at an event being planned for April 2014, alongside the Spring meetings of the IMF and World Bank. This was the case and on April 10 2014 the ILO Director General Mr. Guy Ryder participated at an event in Washington on the theme of “A World at School.” The event launched plans for a “500 day countdown” which will include 100 days between March-June 2015 focused on child labour as a barrier to education and leading up to the 2015 World Day against Child Labour. (See <http://www.aworldatschool.org/pages/500-day-countdown-for-global-education> ). The office of Gordon Brown has subsequently contacted the ILO requesting further discussions on coordination around these activities.



## VI. Lessons learned and emerging good practices

Please describe the lessons, positive and negative, that have been learned during project implementation. Organize these lessons using the headings provided below. If you think that some of the positive lessons learned can be potential good practices worth sharing with other IPEC projects, please complete the format provided in Annex D (*Emerging Good Practices*).

**A. Improving the knowledge basis (through SIMPOC and other data collection efforts).** Describe lessons learned in the field of data collection, usefulness in terms of policy and programme development, etc.

- Drawing on the results of a SIMPOC supported National Child Labour survey in Uganda, a range of work has been undertaken to ensure effective analysis and utilisation of data. The project has cooperated closely with the inter agency UCW project (ILO, UNICEF and World bank) to facilitate its work. UCW has produced two reports utilising data from the NCLS, one a study on child labour and youth employment linkages, and one specifically looking at child labour and education connections. Work associated with validating and launching reports has supported efforts to build inter agency cooperation around child labour and education.

**B. Strategies for dealing with child labour, especially in its worst forms (thematic issues).** Describe lessons learned in key technical areas that are part of the intervention (such as education, child labour monitoring, awareness raising, social mobilization, capacity building, and income generation for parents or direct action with children) or in successful strategies for dealing with specific target groups (e.g. those identified in Convention 182).

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**C. Capacity building and work with ILO/IPEC partners.** Identify lesson learned on strengths and weaknesses of IPEC partners; experience in capacity development, etc. Separate categories are to be established for traditional ILO constituents (Workers, Employers and Governments) and NGOs.

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**D. Mainstreaming successful approaches and achieving sustainability of impact.** Identify lessons learned in sustaining action programmes, mainstreaming child labour into programmes and budgets of partners, capacity building needs of partners to sustain action; replication of interventions supported by IPEC and mobilization of local resources. Lessons related to the Time Bound Programme approach or the development of enabling environments could also be included under this heading.

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**E. Other lessons not covered above** (for example, implementation issues and operational modalities, etc.).

- Under a programme of work assisted by the project, the global teachers organisation Education International produced a guide “Teachers unions at the forefront of the fight against child labour: Best practice”  
[http://download.ei-ie.org/SiteDirectory/ChildLabourEditorialGroup/Doc/EI\\_2013\\_ChildLabour\\_brochure\\_en.pdf](http://download.ei-ie.org/SiteDirectory/ChildLabourEditorialGroup/Doc/EI_2013_ChildLabour_brochure_en.pdf)

## List of Annexes to attach, as appropriate

### **Annex A: Status of project work plan (REQUIRED with every TPR)**

Use Annex A format below.

- Attached

### **Annex B: List of Quantitative and Qualitative Studies**

Use Annex B format below.

- Attached

### **Annex C: List of ongoing and pipeline mini and action programmes and service contracts (REQUIRED with every TPR)**

Use Annex C format below.

- Attached

### **Annex D: Emerging good practices (to be completed for the September report or as appropriate)**

Use Annex D format below.

- Attached

### **Annex E: Follow-up to recommendations from project reviews & evaluations (as appropriate)**

Use Annex E format below.

- Attached

## Annex A: Project/programme work plan<sup>17</sup> (objectives, outputs, and activities)

<b>Project title:</b>	<b>Combating child labour through education</b>	
<b>ILO TC Code:</b>	<b>INT/10/07/NET</b>	
<b>Programme number:</b>	<b>P.340.10.900.009</b>	
<b>Work plan preparation/revision date:</b> (According to project document or as revised)	<b>Starting date:</b>	Revision 28.03.2014
	<b>End date:</b>	Proposed project end date June 30 2015
<b>Project development objective</b>		
<b>Development objective:</b>		
<ul style="list-style-type: none"> <li>The project will contribute to eliminating child labour by enhancing access to education</li> </ul>		
<b>Immediate objectives:</b>		
<b>Objective 1:</b>		
By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries		
<b>Objective 2:</b>		
By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour		
<b>Objective 3:</b>		
By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced		
<b>Objective 4:</b>		
Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project		
<b>Planned evaluation dates</b>	<b>Mid-term:</b>	May 2012
	<b>Final:</b>	April 2014
<b>Actual evaluation dates</b>	<b>Mid-term:</b>	June/July 2012
	<b>Final</b>	Proposed date May 2015

<sup>17</sup> Project/Program Managers should note that this is the minimum level of information required for the Donor. A more detailed Work Plan with a month-by-month timeline and projected and actual cost of activities should be developed for managing project implementation at the field level.

<b>Immediate objective No. 1</b>	By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries						
Objectives/outputs/activities (As listed in project document or summary outline)	Start dates		Finish dates		Status	Resp. person	Remarks
	Planned	Actual	Planned	Actual			
<b>Output 1.1: Programme initiatives to tackle child labour through education are implemented and monitored by education and child labour stakeholders.</b>							
<u>Activity 1.1.1:</u> National forum/expert meetings on child labour to identify key issues and plan overall approach	March – June 2011	January – June 2011	January-June 2012	2012		Patrick Quinn (PQ)	Planning meetings were held in all the project countries and regular consultations / partners meetings held.
<u>Activity 1.1.2:</u> National technical meeting for MOE and MOL participants plus others, to identify detail of programme interventions	March – June 2011	March – June 2011	January-June 2012	June 2012		Same as above	National programmes developed with a range of partners in the project countries.
<u>Activity 1.1.3:</u> Programme interventions	2011	2011	2014		Most of the programme interventions will be completed by April 2014. A small number may run into the period of the no cost extension.	Same as above	See Annex C
<u>Activity 1.1.4:</u> Regular monitoring of child labour and school attendance situation	September 2011 onwards	September 2011	2014	April 2014		Same as above	
<u>Activity 1.1.5:</u> National review meetings in years 2 and 3	2012		2013/2014				
<b>Output 1.2: Capacity of relevant national partners to promote effective action is strengthened</b>							
<u>Activity 1.2.1:</u> Capacity building activities planned and implemented	September 2011	September 2011	2014	Continuing		Same as above	

<b>Immediate objective No. 1</b>	By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries						
<b>Objectives/outputs/activities</b> (As listed in project document or summary outline)	<b>Start dates</b>		<b>Finish dates</b>		<b>Status</b>	<b>Resp. person</b>	<b>Remarks</b>
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>			
with social partners, teachers' trade unions, civil society organisations, Parliamentarians, media and faith based organisations.	onwards	onwards					
<u>Activity 1.2.2:</u> Study visits to promote south - south dialogue on tackling child labour through education	September 2011 onwards		2013		See remarks	Same as above	Because of the operational challenges which were identified in seeking to organise visits between the four countries (including four different languages) it was decided the best way to share experience would be to use the services of the ILO International Training Centre to facilitate a knowledge sharing event with partners from the four countries. The first of these took place in March 2013 (See Annex)).
<b>Output 1.3: National reports are produced identifying how existing data and knowledge on child labour can support education planning</b>							
<u>Activity 1.3.1:</u> Assessment of existing knowledge and data on child labour	Mid 2011	September 2011	2013	2013		Same as above	
<u>Activity 1.3.2:</u> Analysis of existing knowledge and data to develop a practical report on key issues for consideration in education planning	Second half of 2011	September 2011	2013	2013		Same as above	
<b>Output 1.4 An overview report of the national data studies will be produced, providing guidance on good practice in using data on child labour to help inform education planning</b>							
<u>Activity 1.4.1:</u> Analysis of national reports	Jan-Feb 2012		2013	2013		Same as above	Will be prepared second half of 2014 in conjunction with Activity 3.2.4
<u>Activity 1.4.2:</u> Drafting of overview	Jan 2013		2013	2013		Same as above	

<b>Immediate objective No. 1</b>	By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries						
<b>Objectives/outputs/activities</b> (As listed in project document or summary outline)	<b>Start dates</b>		<b>Finish dates</b>		<b>Status</b>	<b>Resp. person</b>	<b>Remarks</b>
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>			
report							
<u>Activity 1.4.3:</u> Dissemination of overview report to serve as a resource for all IPEC activities and wider usage by education stakeholders	2013		2013	2014		Same as above	Key elements will be integrated in Review of project experience to be developed under 3.2
<b>Output 1.5: The capacity and knowledge of the education donor group on mainstreaming child labour in education sector plans is strengthened.</b>							
<u>Activity 1.5.1:</u> Introduction of the project to the local education sector group	Jan-June 2011	Jan-June 2011	2012	2012		Same as above	
<u>Activity 1.5.2:</u> Visits by education sector group representatives to existing and future interventions aimed at tackling child labour	2011	January 2012 onwards	2014	2014		Same as above	
<u>Activity 1.5.3:</u> Capacity building training/knowledge sharing activities on ways of reaching children involved in child labour.		January 2012 onwards	2014	2014		Same as above	

<b>Immediate objective No. 2</b>	By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour						
Objectives/outputs/activities (As listed in project document or summary outline)	Start dates		Finish dates		Status	Resp. person	Remarks
	Planned	Actual	Planned	Actual			
<b>Output 2.1: World Child Labour Report published</b>							
<u>Activity 2.1.1:</u> A research plan is prepared for a World Child Labour Report	August-Sep 2011	September 2011	2011	October 2011	Completed	Same as above	
<u>Activity 2.1.2:</u> Research commissioned and developed	Second half of 2011	September 2011	2013		Continuing for second World Report	Same as above	
<u>Activity 2.1.3:</u> Publication of World Report	2012 and 2013		2014			Same as above	The first World Report was published in 2013. <a href="http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm</a>  Work is underway on the second report which it is proposed to launch towards the end of 2014
<b>Output 2.2: Resources to support training and national level follow up connected to implementation of the Roadmap</b>							
<u>Activity 2.2.1:</u> Develop training resources	Second half of 2011	September 2011	October 2012	2013		Same as above	
<u>Activity 2.2.2:</u> Make training resources available on line and integrate them in training at national level and in courses conducted at the ILO Turin training centre	2012	2012	October 2012	2013		Same as above	Training guide <a href="http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm</a>  Facilitators resource <a href="http://www.ilo.org/ipec/Informationresources/WCMS_211784/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_211784/lang-en/index.htm</a>

<b>Immediate objective No. 3</b>	By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced						
<b>Objectives/outputs/activities</b> (As listed in project document or summary outline)	<b>Start dates</b>		<b>Finish dates</b>		<b>Status</b>	<b>Resp. person</b>	<b>Remarks</b>
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>			
<b>Output 3.1 Capacity of relevant international partners to promote effective action is strengthened</b>							
<u>Activity 3.1.1:</u> Strategic support to Global Task Force on Child Labour and Education for All. This may include assistance with policy and advocacy events, inter agency activities, or research.	Mid 2011	July 2011	2014	2014		Same as above	
<u>Activity 3.1.2:</u> Activities in conjunction with research and knowledge networks	2011	2012	2014			Same as above	Cooperation continuing with interagency Understanding Children's Work project (ILO, UNICEF, World Bank) on the development of the next World Report.
<b>Output 3.2: Project promotional and other advocacy support materials produced</b>							
<u>Activity 3.2.1:</u> A promotional brochure on the project will be developed and disseminated in hard copy and electronically to key partners at national and international levels.	July 2011	July 2011	September 2011	September 2011		Same as above	
<u>Activity 3.2.2:</u> Video and audio products will be developed to document and promote the project's experience	2013		October 2013	October 2013		Same as above	<a href="http://www.youtube.com/watch?v=-RLsvlOfiEM">http://www.youtube.com/watch?v=-RLsvlOfiEM</a>



<b>Immediate objective No. 3</b>	By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced						
<b>Objectives/outputs/activities</b> (As listed in project document or summary outline)	<b>Start dates</b>		<b>Finish dates</b>		<b>Status</b>	<b>Resp. person</b>	<b>Remarks</b>
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>			
<u>Activity 3.2.3:</u> Support for production of awareness raising materials on the annual World Day against Child Labour	May –June 2011	May 2011-	2014			Same as above	The World Day against Child Labour in June 2015 will also provide an excellent opportunity for highlighting the work of the project and key messages. The initiative led by Gordon Brown “A World at School” will be focussing on child labour as a barrier to education in the months leading up to the World Day.
<u>Activity 3.2.4:</u> A review of project experiences and good practices	2013		2014			Same as above	This publication will capture the key experience of the project and will also serve advocacy purposes in discussion around 2015 EFA and MDG targets.

<b>Immediate objective No. 4</b>		Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project					
<b>Objectives/outputs/activities</b> (As listed in project document or summary outline)	<b>Start dates</b>		<b>Finish dates</b>		<b>Status</b>	<b>Resp. person</b>	<b>Remarks</b>
	<b>Planned</b>	<b>Actual</b>	<b>Planned</b>	<b>Actual</b>			
<b>Output 4.1: A resource package on skills for vulnerable youth produced to support ongoing work with older children</b>							
<u>Activity 4.1.1:</u> Technical meeting bringing together partners with interest and experience in this area	February 2012		2012			Same as above	Discussions were held between the Consultant working on this project and ILO specialists on skills and youth employment as well as child labour specialists).
<u>Activity 4.1.2:</u> Development of draft resource prior to testing	December 2011-February 2012		2012	May 2012		Same as above	
<u>Activity 4.1.3:</u> Production and distribution of the resource developed	Mid 2012		October/November 2012	2013		Same as above	<a href="http://www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_23995/lang-en/index.htm">http://www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_23995/lang-en/index.htm</a> The resource is also being made available in French and Spanish. It will serve as an important tool in the new project focussed on skills and livelihoods training.
<b>Output 4.2: A pilot programme is implemented to test the material developed</b>							
<u>Activity 4.2.1:</u> A pilot programme with activities in three regions	2012		2012	2012		Same as above	
<u>Activity 4.2.2:</u> Production of a summary report on the regional activities, prior to finalisation of the resource	2012		2012	2012		Same as above	

**Annex B: List of Quantitative and Qualitative Studies**

Title of study and when finalized	Type (baseline, comparative analysis, RA)	Is it available in English/ French/ Spanish/ Other?	Is it available in hard copy?	Is the study on the internet? (provide the address)	Is the study available electronically?
Child labour and education in Bolivia	Analysis of child labour and education data	English	Yes	No	Yes
Child labour and education in Mali	Analysis of child labour and education data	English	Yes	No	Yes
Child labour and education in Uganda	Analysis of child labour and education data	English	Yes	No	Yes
Child labour and education in Bolivia	Analysis of child labour and education data	English	Yes	No	Yes
World Report on Child labour: Economic vulnerability, social protection and the fight against child labour	Analysis of child labour globally	English/French/Spanish	Yes	Yes <a href="http://www.ilo.org/ipec/Informationresources/WCMS_178184/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_178184/lang-en/index.htm</a>	Yes
Implementing the Roadmap for achieving the elimination of the worst forms of child labour by 2016 – A training guide for policy makers	Training resource	English/French/Spanish	Yes	Yes <a href="http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_202336/lang-en/index.htm</a>	Yes
Implementing the Roadmap for achieving the elimination of the worst forms of child labour by 2016 Facilitators guide	Training resource	English/French/Spanish	Yes	Yes <a href="http://www.ilo.org/ipec/Informationresources/WCMS_211784/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_211784/lang-en/index.htm</a>	Yes
Skills and livelihoods training – A guide for partners in child labour projects	Training resource	English/French/Spanish (French and Spanish versions available shortly)		Yes <a href="http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_23995/lang-en/index.htm">http://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_23995/lang-en/index.htm</a>	

## Annex C: List of ongoing<sup>18</sup> and pipeline<sup>19</sup> mini and action programmes and service contracts

1. Please ensure to attach copy of AP contract, summary outline and accompanying annexes as requested by the donor.
2. Please indicate whether or not these APSOs have been uploaded on IPEC database.

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
1.	P. 34010900009 Pos 003	Developing the 'Breaking Barriers' Model: Reducing Child Labour through Increased Access to and Retention in Primary Education  <b>Huys Link Community Initiative (Uganda)</b>	104,665	1 plus partners meeting	1 October 2011	31 January 2013	No	Yes
2.	P. 34010900009 Pos 004	Promoting a Community Based Campaign against Child Labour through Increased Access and Retention in Primary Education in Mbale District  <b>Uganda Women's Effort to Save Orphans (UWESO) (Uganda)</b>	96,035	1 plus partners meeting	1 October 2011	31 January 2013	No	Yes
3.	P. 34010900009 Pos 005	Promoting Community Based Models on Child Labour and Education for	37,790	N/A	1 September 2011	31 January 2013	No	No

<sup>18</sup> All on-going Mini/Action Programmes and Service Contracts should be listed here

<sup>19</sup> Pipeline Mini /Action Programmes and Service Contracts are those that have not yet been officially approved by PROCUREMENT and/or those contracts that have not yet been signed by the Implementing Agency.

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
		National Replication and Policy Mainstreaming  <b>Forum for Education NGOs in Uganda (FENU) (Uganda)</b>						
4.	P. 34010900009  Pos 006	South-to-south cooperation in combating child labour <b>Directorate of Labour Inspection of Norms on Women and Children (PNKPA), Ministry of Manpower and Transmigration (Indonesia)</b>	80,735	0	01 November 2011	31 December 2012	No	Yes
5.	P. 34010900009  Pos 007	Integrated action to provide education opportunities for Child Labourers (Trash pickers) in Antang Dumpsite Community in South Sulawesi  <b>Lembaga Perlindungan Anak Provinsi Sulawesi Selatan (Indonesia)</b>	62,582	2	01 November 2011	31 January 2013	No	Yes
6.	P. 34010900009  Pos 008	Integrated Programme for the Prevention of Child Labour in Sukabumi district through Inclusive Education, Personal and Social Skills and School Based Monitoring  <b>Sukabumi District Education Office (Indonesia)</b>	88,851	3	1 November 2011	31 January 2013	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
5.	P. 34010900009 Pos 009	Improving Quality of Education Services for Street Children through Community Learning Centres and Social Workers' Involvement  <b>Yayasan Kesejahteraan Anak (Indonesia)</b>	66,133	3	1 November 2011	28 February 2013	No	Yes
7.	P. 34010900009 Pos 010	Strengthening Vocational Training Centres Policy on Training Services for former Child Labourers and other out of school children 15 – 17 Years old  <b>Ministry of Manpower and Transmigration (Indonesia)</b>	89,922	0	1 November 2011	31 December 2012	No	Yes
8.	P. 34010900009 Pos 011	Fighting Child Labour by Promoting Increased Enrolment and Retention in Quality Primary Education  <b>Orphans Community Based Organisation (OCBO) (Uganda)</b>	68,832	2	1 December 2011	31 November 2012	No	Yes
9.	P. 34010900009 Pos 012	<b>Konfederasi Serikat Buruh Sejahtera (Indonesia)</b>	18,907	N/A	1 November 2011	31 January 2012	No	No
10.	P. 34010900009 Pos 013	Integration of Awareness Raising Campaign to reduce Child Labour among Employers through Education	31,459	N/A	01 January 2012	31 December 2012	No	No

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
		<b>Federation of Uganda Employers (FUE) (Uganda)</b>						
11.	P. 34010900009 Pos 014	Measuring the impact of child labour on children's learning – mainstreaming child labour issues in the UWEZO Annual Learning Assessment Report (UWEZO Uganda Initiative)  <b>Uganda National NGO Forum (UNNGOF) (Uganda)</b>	29,905	N/A	12 December 2012	31 August 2013	No	No
12.	P. 34010900009 Pos 015	Mainstreaming child labour issues in education policies and planning  <b>Ministry of Education and Sports (Uganda)</b>	38,349	N/A	1 November 2011	31 March 2012	No	No
13.	P. 34010900009 Pos 016	Mobilising education unions and their members to tackle child labour and promote quality education for all children  <b>Education International</b>	293,228	N/A	1 January 2012	31 May 2014	No	Yes
14	P. 34010900009 Pos 017	Training guide and related material for ILO constituents to follow up on the Roadmap nationally and achieve the 2016 goal  <b>Verite</b>	35,000	N/A	2 February 2012	31 December 2012	No	No

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
15	P. 34010900009 Pos 018	Educación Emprendedora y Técnico Productiva Para Adolescentes Trabajadores.  <b>Centro de Multiservicios Educativos – CEMSE (Bolivia)</b>	169,461	3	13 February 2012	12 July 2013	No	Yes
16	P. 34010900009 Pos 019	Impact Studies on Integrated Programme for the Prevention of Child Labour in Sukabumi district through Inclusive Education, Personal and Social Skills and School Based Monitoring  <b>Universitas Pendidikan Indonesia (Indonesian University of Education) (Indonesia)</b>	29,800	N/A	1 March 2012	31 October 2012	No	No
17	P. 34010900009 Pos 020	Production, Screening and Discussion of Short Documentary Films by children (aged 14 to 17 years old) to commemorate of World Day against Child Labour 2012  <b>Kampung Halaman</b>	29,298	N/A	1 April 2012	30 July 2012	No	Yes
18	P. 34010900009 Pos 021	Linkages between Child Labour and Education Ministry of Gender, Labour and Social Development (MGLSD)	51,504	N/A	1 March 2012	28 February 2013	No	Yes



Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
19	P. 34010900009 Pos 022	Program for protection of disadvantaged teens linked to dangerous work <b>Fundacion Arco Iris</b>	64,835	3	1 April 2012	31 May 2013	No	Yes
20	P. 34010900009 Pos 023	Media and Communications Activities on Child Labour and Education <b>Aliansi Jurnalis Independen (AJI) Jakarta</b>	20,458	N/A	01 June 2012	30 November 2012	No	Yes
21	P. 34010900009 Pos 024	Rights and Educational Opportunities for Teens linked to the harvest of chestnuts <b>Fundación Educación para el Desarrollo FAUTAPO</b>	66,269	2	01 May 2012	30 June 2013	No	Yes
22	P. 34010900009 Pos 025	Increased awareness among community members about the World Day against Child Labour and urgency to tackle the worst forms of child labour <b>Rural Development Media Communications (RUDMEC)</b>	4,829	N/A	4 June 2012	17 June 2012	No	Yes
23	P. 34010900009 Pos 026	Increased Awareness of Child Labour Prevention Through Promoting Human Rights and Social Justice. <b>FairPen Uganda Foundation</b>	4,913	N/A	15 April 2012	15 July 2012	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
24	P. 34010900009 Pos 027	Supporting Child Domestic Workers in Bekasi Municipality and Tangerang District  <b>Yayasan Mitra Imadei</b>	29,962	N/A	1 September 2012	31 May 2013	No	Yes
25	P. 34010900009 Pos 028	Development of Roadmap on Child labour in Indonesia  <b>Jarak</b>	28,223	N/A	1 September 2012	31 December 2012	No	Yes
26	P. 34010900009 Pos 029	Programme for the implementation of the “Accelerated Enrolment / Gateway (SSA/P)” for child victims or at risk of the Worst Forms of Child Labour in the circle of Sikasso.  <b>Groupe de Recherches d’Actions et d’Assistance pour le Developpement Communautaire (GRADECOM)</b>	154,758	N/A	1 October 2012	20 July 2013	No	Yes
27	P. 34010900009 Pos 030	Programme for socio-professional reintegration of child labours or children at risk of the Worst Forms of Child Labor in the District of Bamako and Niono (Ségou Region)  <b>Association de Développement de Quartier-Club des Amis de Mekin-Sikoro (CAMS)</b>	146,018	N/A	1 October 2012	30 July 2013	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
27	P. 34010900009 Pos 031	Support program for the education of working children at risk or working in agriculture in the regions of Ségou and Sikasso  <b>Association Libre pour la Promotion de l'Habitat et du Logement (ALPHALOG)</b>	60,527	N/A	1 October 2012	30 June 2013	No	Yes
27	P. 34010900009 Pos 032	Initial training and technical monitoring the implementation of the accelerated school of strategy (SSA-P) in the circle of Sikasso	\$8,597	N/A	01 October 2012	30 July 2013	No	Yes
28	P. 34010900009	Education Advocacy and Conference Activities for the Global March Conference on Child Labour in Agriculture,  <b>Global March</b>	\$3,200		15 June 2012	31 December 2012	No	Yes
29	P. 34010900009	Exchange Visit of the Ugandan Delegation to Ethiopian Partners Implementing Child Labour Free Zones  <b>Hivos Stichting</b>	5,000 Euros		January 2013	April 2013	No	Yes
30	P. 34010900009	Study on education and child and adolescent labour in private households in Bolivia  <b>UMSA – Facultad Humanístico. Serv. Educativo</b>	\$19,930		February 2013	October 2013	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
31	P. 34010900009	WDA CL 2013 with KYU Uganda, Kampala	\$4,750		June 2013	July 2013	No	Yes
32	P. 34010900009	WDA CL 2013 with NOTU Uganda, Kampala	\$4,941		June 2013	July 2013	No	Yes
33	P. 34010900009	WDA CL 2013 Mali, Bamako	\$4,999		June 2013	July 2013	No	Yes
34	P. 34010900009	Cellule Nationale de Lutte contre le Travail des Enfants (CNLTE) (Government Agency) from 25th November – 24th December Mali, Bamako	\$4,997		November 2013	December 2013	No	Yes
35	P. 34010900009 Pos 005	Raising the Profile of Child Labour and Education Linkages (phase 2) Forum for Education NGOs in Uganda (FENU) (Uganda)	65,712	N/A	22 May 2013	30 April 2014	No	Yes
36	P. 34010900009 Pos 007	Lembaga Perlindungan Anak Sulawesi Selatan on Providing Education Services (Skill training and Internship Program) for Child Labourers (Trashpickers) in Antang Dumpsite Community in South Sulawesi Lembaga Perlindungan Anak Provinsi Sulawesi Selatan (Indonesia)	28,020.57		01 May 2013	31 December 2013	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
37.	P. 34010900009 Pos 008	Integrated Programme for the Prevention of Child Labour in Sukabumi district through Inclusive Education and Personal and Social Skills Sukabumi District Education Office (Indonesia)	42,288	3	1 29 April 2013	03 February 2014	No	Yes
38	P. 34010900009 Pos 13	WDACL 2013 with FUE Uganda, Kampala	4,741		June 2013	July 2013	No	Yes
39	P. 34010900009 Pos 15	Mainstreaming Child Labour Concerns in the Education Sector (Phase 2) Ministry of Education and Sports, Uganda	77,987		1 June 2013	28 February 2014	No	Yes
40	P. 34010900009 Pos 017	Design/do layout of French and Spanish version of the Roadmap training guide and facilitators' guide & design the interactive side of the eLearning tool on national level Roadmap follow up Verite	23,350	N/A	19 April 2013	28 February 2014	No	Yes
41	P. 34010900009 Pos 019	Strengthening Personal and Social Skills through Pre-vocational program in One-roof Schools to Prevent Dropping out and becoming Child Labor at Sukabumi District	29,8822	N/A	July 2013	January 2014	No	Yes

Approved action programmes								
Serial No.	Action Programme number	Title of AP and name of Implementing Agency	Amount in US \$	Number of monitoring visits undertaken this year	Start date	Expected completion date	Copy sent to donor (Yes/No)	Copy available in IPEC database (Yes/no)
42	P. 34010900009 Pos 025	Increased awareness among community members about the Publicising the WDACL and raising awareness about the plight of child domestic workers.  <b>Rural Development Media Communications (RUDMEC)</b>	4996.15	N/A	1 June 2013	30 June 2013	No	Yes
43	P. 34010900009 Pos 027	Empowering and Protecting Child Domestic Workers aged 15 – 17 years old by Providing Education Services in Bekasi and Tangerang Yayasan Mitra Imadei	29,962	N/A	1 December 2013	28 February 2014	No	Yes

<b>Pipeline mini/action programmes and service contracts</b>					
<b>No.</b>	<b>Proposed title or purpose</b>	<b>Area of intervention</b>	<b>Proposed Implementing agency</b>	<b>Date submitted</b>	<b>Proposed Budget</b>
1.					
2.					
3.					
4.					
5.					
6.					

## Annex D: Emerging good practices

The following questions are meant to serve as guide for you to describe the potential good practice. Address those you find appropriate. If you do not have enough information or time, please focus on what the good practice might be and why.

A review of good practices emerging from the project will be drafted during the next reporting period. This will feed into discussions on the 2015 review of EFA/MDG targets and wider international and national advocacy on the issue.

Programme/Project/Initiative that this potential good practice comes from		Country
Date	Proposed thematic area/product line	
<p><b>I. Background to the project in which the good practice is emerging</b> Why was/is this programme done? What happened in the project and why?</p> <p>•</p>		
<p><b>II. What Is the Good Practice from this project and why?</b> What is the good practice?</p> <ul style="list-style-type: none"> <li>• Situation in which it is applicable (pre-conditions, what type of situation/programme type)</li> <li>• Key outcomes of applying best practice (what does it lead to, why you would do it)</li> <li>• Critical success factors in leading to good practice</li> <li>• Key conditions for good practice</li> <li>• Key initiatives to be taken (nature, by whom etc.)</li> </ul> <p>Why is it a good practice?</p> <ul style="list-style-type: none"> <li>• Why could it be replicable elsewhere?</li> <li>• How could it be useful for other programmes?</li> <li>• What would you tell designers and implementers of other programmes to look out for when applying this good practice?</li> </ul> <p>•</p>		
<p><b>III. Next steps - or how do we take this Good Practice further?</b></p> <ul style="list-style-type: none"> <li>• Could this good practice benefit from further research/studying?</li> <li>• What other types of interventions/initiatives would support even further the use and impact of this good practice?</li> <li>• Are there any implications for policies on child labour?</li> </ul> <p>•</p>		



## Annex E: Follow-up to recommendation from project reviews and evaluations

This table provides suggestions for follow-up and status of recommendations made in project reviews and mid-term/final evaluations. It contains only recommendations relevant to this project addressed to the project or IPEC management. It does not contain recommendations addressed to other stakeholders or recommendations relevant to other levels than the project. **Please include those recommendations from draft reports circulated for review and comments. Please indicate these as draft recommendations and ensure that these are updated when final version of the report is circulated.**

Follow-up outlines the way that IPEC is addressing the recommendation and can include explanation of why the recommendations are not considered applicable.

The section provided below is on the basis of the draft mid-term report.

No.	Review/ Evaluation (including date)	Recommendation (as given in the report of the review or evaluation)	Recommendation addressed to	Follow-up Action(s) taken or to be taken by project based on Recommendations (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
1.	Mid Term Review Report August 2012	“The key recommendation from this mid-term review centres on the need to deliberately plan for how the country initiatives, tools, and good practices influence the wider education-planning environment. The type of attention to child labour to be reflected in national education sector plans and programmes should be made more explicit for each country. Integrating the knowledge generated by project interventions in education sector planning discussions should pay attention to education sector influencing factors. It is recommended that a pathway of proposed change in the education sector should be mapped for each country, outlining evidence required and other ‘influencing’ activities that may be necessary.”	Project management	<p>During the period under review a number of the Action programmes being supported ended and others are due to conclude in the first half of 2014.</p> <p>In each country efforts are being made to draw together the key information on project experience, national knowledge sharing activities are being held, and a range of initiatives are planned during 2014 to promote key advocacymessages within the education sector.</p>
2.		ILO-IPEC may need to rethink the types of indicators that will measure activities that support the policy change required in Objective 1. Simply measuring the number of education sector plans in target countries that refer to child labour issues/reaching excluded groups and specify how such initiatives will be taken forward is a crude indicator and does not reflect current thinking on measuring policy influence. More nuanced policy influencing indicators may be more relevant, which show gradual progress toward policy	Project management	<p>The project management considered that changing indicators might not be useful given the stage the project is at.</p> <p>However it should be noted that the project has maintained a broad focus looking beyond the education sector plan documents to assess effectiveness in generating change. There are positive developments in the areas of attitudes</p>

No.	Review/ Evaluation (including date)	Recommendation (as given in the report of the review or evaluation)	Recommendation addressed to	Follow-up Action(s) taken or to be taken by project based on Recommendations (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
		influence. It may be wise to review how policy advice work can be measured, and develop policy change indicators rather than standard project planning indicators. The focus could be on measuring attitudinal change, procedural change (opening new spaces for dialogue on child labour by including education partners) legislative change, and ultimately behavioural change (particularly at the implementation level).		and programmes which are being documented.  During the project period there have been important developments in relation to expansion of education provisions in three of the project countries, Indonesia, Bolivia and Uganda. A focus of the increased provision has been reaching out of school children and expanding access to education at the secondary level.
3.		For the remaining time of the project, more support for activities in non-core countries using the training resources developed under the project (in particular the Roadmap training guide and the skills for adolescents resource) could be considered. This would be both strategic in maximizing the impact of the project and ensure that resources are utilized	Project management	The project has provided some small scale support in a number of “non-core” countries.
4.		A no cost extension is recommended due to the delay in starting and in particular to complete activities for stakeholders in Bolivia and Mali.	Project management	
5.		More concrete plans are also required to support a number of South–South contacts and exchanges to enabling a sharing of good practices.	Project management	Because of the difficult logistical issues (including four different project languages) involved in country to country visits it was decided to promote sharing of experiences through project knowledge sharing activities bringing together participants from the four project countries. The first of these was held in April 2013. The project has also supported a number of sub regional South-South exchanges.

No.	Review/ Evaluation (including date)	Recommendation (as given in the report of the review or evaluation)	Recommendation addressed to	Follow-up Action(s) taken or to be taken by project based on Recommendations (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
6.		<p>The national reports may be seen as external rather than country-driven. They probably require translation for use by government stakeholders at the national level (except in Uganda).</p> <p>A further deliberate step is required to ensure that the national reports reach policy makers in the respective countries. The project may consider developing policy briefs that present the findings and recommendations from the National Reports. These policy briefs can subsequently be translated. Staff at ministries of education or labour is often constrained by the time, and may be overwhelmed by the length of many reports.</p>	Project management	There has been some delay on this but short policy briefs summarising key messages are being developed for each country.
7.		More consideration is required on how to present and translate new knowledge into context-relevant messages and guidance for education planners, who are operating in a busy environment with many competing education priorities. ILO-IPEC could explore tools for more effective linking evidence or results to policy processes.	Project management	The project document says that towards the end of the project <i>a review of the project experience and good practices</i> will be produced for wide dissemination among those concerned with work on child labour and education. This will now be produced during the extension period proposed to MOFA. It will become a substantive input to the team developing the 2015 EFA Global Monitoring Report which will review the key remaining challenges to achieving EFA. The review will feed into that discussion the project's experience on child labour and education with key messages for education planners.
8.		The Roadmap training guide- This Guide will become a very useful tool for many other countries, provided it is widely disseminated. It is highly important to publicise and promote this tool so that it will be rolled out based on demand. Many countries require this type of training, but may not know about	Project management	The Roadmap training guide has been distributed to ILO staff and others in hard copy and is also being promoted via the web site

No.	Review/ Evaluation (including date)	Recommendation (as given in the report of the review or evaluation)	Recommendation addressed to	Follow-up Action(s) taken or to be taken by project based on Recommendations (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
		the Guide and the training programme. The final edition of the Guide must ensure that it complements the <i>National Action Plan Guidelines</i> and the <i>Guidelines on Mainstreaming Child Labour Concerns in Policy Frameworks</i> . Coordination regarding all the guidelines for policy work is required within ILO-IPEC to ensure coherence.		
9		Skills for adolescents - The Guide is a very useful tool and will prove invaluable to many future programmes that wish to organize skills training. It is important to get it right so that the Training Guide becomes a flagship produce from ILO-IPEC and is widely used. A broader audience beyond programme managers could be considered. The guide could usefully cluster ideas for forward-looking youth oriented skills to be offered in training. Given that many child labourers are in rural areas and work in agriculture (see boxes 1, 2, 3 & 4), a specific focus on skills for youth in rural areas may be worth considering, such as skills that add value to agricultural produce (fruit juice processing, smoked, dried salted or sun-dried fish or meat/egg processing or preserving; commercial cut flower /fish / herb growing or seedling nurseries; beekeeping). A focus on innovative ideas for pioneering service products might also be good for youth, particularly anything that appeals to youth sub-cultures (different music genres, electronic gadgets, latest trends, fashion etc.). The final layout should be carefully thought about, so that bureaucratic information is not brought to the fore, and trainers find it easy and 'light' to pick up and use. Print limited copies and ask for feedback before finalizing a 'final' version.	Project management	These points were taken into account.  The final published version will be an important resource in the new phase of project work focussed on skills and livelihoods for older children.