



International Programme on the Elimination of Child Labour (IPEC)



International
Labour
Office

IPEC Evaluation

**ARISE I: A programme to reduce
the worst forms of child labour in
tobacco-growing communities
in Zambia**

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An independent final evaluation by a team of external consultants

Zambia (Lusaka and Kaoma)

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This document has not been professionally edited.

NOTE ON THE EVALUATION PROCESS AND REPORT

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

The evaluation was carried out by a team of external consultants¹. The field mission took place in July 2015. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

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Abbreviations

AEPP	ARISE Employee Participation Programme
ALP	Agricultural Labour Practices
ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
APSO	Action Programme
ARISE	Achieving Reduction of Child Labour in Supporting Education
CCC	Country Co-ordination Committee
CCLC	Community Child Labour Committee
CL	Child Labour
CLFZ	Child Labour Free Zones
CLMS	Child Labor Monitoring System
CLP	Child Labour Policy
CLU	Child Labour Unit (Ministry of Labour)
CSO	Civil Society Organizations
DAC	OECD Development Assistance Committee
DAPP	Development Aid from People to People
DBMR	Direct Beneficiaries Monitoring System
DC	District Council/Commissioner
DCLC	District Child Labour Committee
DLO	District Labour Office
DWCP	Decent Work Country Program
EIA	Evaluation and Impact Assessment Unit (IPEC-ILO)
FSP	Food Security Pack
FSS	Family Support Scholarships
GSP	Grower Support Program (JTI)
GTP	Global Training Program
GRZ	Government of the Republic of Zambia
IABA	Integrated Area Based Approach
IAC	International Advisory Committee
IGAs	Income Generating Activities
ILO/FPRW	International Labor Organization. Fundamental Principles and Rights at Work branch
IPEC	International Program on the Elimination of Child Labor (ILO)
JCM	Jesus Cares Ministres
JTI	Japan Tobacco International
KPI	Key Performance Indicators
KYG	Know Your Grower (JTI Program)
M&E	Monitoring and Evaluation
MLSS	Ministry of Labour and Social Security
MFS	Model Farm School
NAP	National Action Plan
NGOs	Non-Governmental Organisations
NSC	National Steering Committee

OSH	Occupational Safety and Health
PMS	Project Monitoring System
PPP	Private Public Partnership
SCREAM	Supporting Children’s Rights through Education, the Arts and the Media
SHG	Self Help Groups
SNDP	Zambia Sixth National Development Plan
SPIF	Strategic Planning Impact Framework methodology
TACKLE	Tackle Child Labour Through Education Project
TPB - SP	Time Bound Programme – Support Project
TEVETA	Technical Vocational and Entrepreneurship Training Authority
ToC	Theory of Change
ToR	Terms of Reference
TPR	Technical Progress Report
USDOL	United States Department of Labour
WFCL	Worst Forms of Child Labour
WFP	World Food Programme
WI	Winrock International
YWCA	Young Women Christian Association
ZFE	Zambia Federation of Employers
ZCTU	Zambia Congress of Trade Unions

Executive Summary

1. Presentation of the evaluation exercise

This document represents the evaluation report of the “*JTI-ILO ARISE Programme (Achieving Reduction of Child Labour in supporting Education) Zambia*” (thereafter, the Project). The whole ARISE Programme is being implemented in three countries: Malawi, Brazil and Zambia. The evaluation has been carried out by a team of two members and it has been managed by the Evaluation and Impact Assessment unit (EIA) of International Labor Organization. Fundamental Principles and Rights at Work (ILO/FPRW/IPEC).

2. Description of the Project

The project is part of a wider strategy by Japanese Tobacco International (JTI) to contribute to eliminating CL in its global supply chain. It is being implemented by the International Labour Organization (ILO) via its International Programme for the Elimination of Child Labour (IPEC) in mutual collaboration with Winrock International (WI). While each organization develops its own targeted actions, both organizations work towards the achievement of common ARISE objectives.

The Project has taken a holistic approach to involve the community in a common effort to prevent and eliminate CL. This is ensured through the so called “Three Pillars”: 1) improvements in education, monitoring of CL and awareness; 2) fostering economic empowerment for tobacco-growing communities; and 3) promoting an improved regulatory framework for the reduction of CL. These “Three Pillars” are being implemented at national and district level (Kaoma and Nkyema) in selected areas where a significant presence of farmers who supply tobacco for JTI and CL has been reported. The overall strategy is guided by the Child Labour Policy (CLP) and the National Action Plan (NAP) for the elimination of the Worst Forms of Child Labour (WFCL) in Zambia.

The total budget of the Program is USD 1,600,000.

3. Methodology applied in this evaluation

The methodology is generally constituted made up of a judicious combination of quantitative and qualitative techniques. A particular emphasis is placed on the latter, given that the majority of the objectives and results pursued by the Program are based around the strengthening of capacities. This has resulted in the specific application of the following six tools: document reviews, semi-structured individual interviews, group discussions, focus groups, direct observation and questionnaires. It is important to note that the methodological approaches applied have been somewhat challenged by the fact that the Project is part of a wider Programme where other actors are involved and therefore the attribution of effects and responsibilities are not always easy to establish.

4. Findings

Relevance: In terms of relevance the Project receives a very positive assessment. It has been verified that a series of diagnosis and participatory planning tools were applied which largely acted to favor a high level of coherence between the project actions and the needs of its beneficiaries and target groups. Furthermore, the identification of the Action Programs and the selection of geographical areas of implementation were preceded by a rapid assessment and a stakeholder mapping exercise. The selection of the target groups was carried out based on a set of coherent and realistic criteria. At the institutional level, the traditional partners representing the Tripartite Alliance have been involved, although it must be noted that the effective involvement of the Unions constituent has not reached the desired level. The construction of a broad alliance for the implementation is considered in itself a positive choice insofar as relevance is in question. However, such a structure is somewhat ambivalent, especially regarding questions of coordination and cost-efficiency.

Design: ILO protocols were applied, as already explained. In general, there is a high degree of consensus among the stakeholders around the quality of the diagnosis, the definition of outcomes and the analysis of alternatives. The evaluation has found that there is a consistent rationale that justifies the project options. Notwithstanding, a few critical issues emerge around the design of the economic pillar, in particular the Income Generating Activities (IGAs) which has been found to be a bit inconclusive about what actually should be done for income generation.

ILO has made a big effort to conduct the design process using a participative and inclusive approach. This decision deserves a positive judgement, however unfortunately the time component was not duly considered, leading to a significant delay in the start of the implementation phase. IPs have managed to pick up the pace of implementation during the last year but the delay has nonetheless represented a significant constraint for the whole implementation process. This issue also went on to affect the achievement of some of the results and their prospects of long-term sustainability. Since the ARISE experience is being managed and implemented under the format of a partnership and the organizations involved have different procedures and protocols, it seems important for these organizations to define and agree on a project timeframe that duly considers the time requirements for the different phases.

The evaluation is also of the opinion that there is a need to improve the set of indicators at the outcomes level. Given the very qualitative nature of some of the project most common outcomes (awareness, capacity building...), there is need to define some qualitative milestones to somehow assess the progress made. For some other outcomes, such as schools performance, employability of the trainees, family income, success of new business ventures, it should be possible to use numeric values. The selection of those indicators can be linked to the definition of a baseline, although in most cases the baseline value for those outcomes would be “zero” or any other qualitative description expressing a very low level. Despite this, the evaluation still believes that the Project Monitoring System (PMS) should include the definition of specific baseline values and the tools for their further update.

Implementation and delivery of products and services: During the last year, the Project has generally managed to catch up and deliver a long list of products and services. There are signs, however, that the quality of some of the products and services might have been affected because of the compressed time of execution (virtually just one year). It is believed that most of the activities (Silks Training, IGAs, CLMS, the establishment of functional Child Labour Free Zones) require a longer cycle to consolidate results and trigger durable effects. The performance of the Project in each of the three pillars is summarized ahead:

1. The Pillar on Education, Awareness and Monitoring has in all cases achieved a high degree of success. Assuming that the situation at the start of the Project could be described as “very low level of awareness” the evaluation has found two clear outcomes. (i) the change of mindset and the perception by most actors (institutions and individuals) of CL as a problem. (i) The second one has to do with the involvement and performance of the education sector. Figures provided by the Education District Offices show a notable increase in enrollment, retention and progression rates. Six CLMS have been set up, one in each community. However, it is not clear if the CCLCs are using the tools and procedures contemplated in the CLMS or just doing some informal monitoring. According the statements made by some of the CCLC members, the CLMS forms provided are no longer used and records are not being kept.
2. As for the Economic Pillar, the image obtained differs depending on the component under scrutiny. The Self Help Groups (SHG) have generated a very positive dynamic of self-reliance. 25 SHG have been set up, 13 of them performing satisfactorily according to the IPs reports. Their core activity is Savings and Loans, and although their economic impact is still very modest, their members highlight that the SHG have had a significant impact in the socio-cultural domain.

Concerning the Skills Training, 514 children and youth were identified for withdrawal from CL and targeted for skills and vocational training. It has been a highly valued activity, as it represents an opportunity to break through into new areas of the labour market. There are, however, some

issues related to the rush to attain the training targets that might have ended up setting an inadequate environment for pedagogic and learning purposes.

Unfortunately, the Income Generating Activities (IGAs) have not been very successful. No IGA was implemented involving Schools or CCLCs and those that targeted households did not yield very good results. The evaluation team believes that the livelihood activities have been designed assuming overly optimistic scenarios. It is believed that the format of this component was not very conducive to economic empowerment and as such it may be necessary to design a more robust package incorporating lessons learned from previous IPs' experiences.

3. With regards to the Regulatory Pillar, the project has been very effective in trickling down the CL national regulatory framework to the District level. It has been instrumental in the setup of the District Child Labor Committee (DCLC), a structure which in turn has played a pivotal role in bringing different actors together and enabling the environment at the district level. Another important role within this Pillar has been played by the Community Child Labour Committees (CCLC). Six CCLC have been set up, one in each community, and most of them showed a remarkable level of commitment and interest. Some issues have been raised, however, concerning the very demanding commitment which is required from the CCLC members and the feasibility of fulfilling this role on voluntary basis. It would be important to rethink what can realistically be expected from voluntary work and how this resource could be optimized. At national level, the Project has allowed ILO-IPEC to continue its ongoing dialogue with the Government of the Republic of Zambia (GRZ) around CL issues.

Coordination: The coordination has been an issue at different levels: between ILO and WI but also between the ILO's IPs in charge of the community mobilization. Overall, the evaluation team has perceived a very good attitude towards dialogue from the different partners, but despite this there still lingered some coordination issues, particularly at ground level. The subject has emerged several times in different formats and shapes: overlapping, gaps, delays, communication problems, community key actors overwhelmed and confused. It is believed that in most cases it has mainly to do with the particular arrangement of having many organizations working in the same communities and in many cases targeting the same groups.

Follow up and Monitoring. Concerning the monitoring of activities, it is believed that the community work has been followed up closely despite all the mobility constraints. The monitoring system of outputs, outcomes and impact is not considered to be as robust as it was anticipated in the PRODOC. Concerning the delivery of outputs, the information is generally available even if its consolidation has become a complex task since the data are fragmented between several IPs. As for the measurement of outcomes and impact, it is believed that the Logframe is missing some indicators to assess the real scope of the achievements as well as the tools to generate the values for those indicators.

Gender Strategy: On the application of a gender strategy a few measures have been identified. It is not clear, however, if the incorporation of this aspect has been altogether as systematic as would have been desired. The presence of different roles and styles does not help in this regard.

Effect and impacts triggered by the program: The evaluation has been able to identify a series of dynamics in the geographical areas of intervention that can reasonably be attributed to the activities of the Program. They can be mainly described as socio- cultural transformations triggered by the used of SCREAM methodology and other regular activities for community mobilization to raise awareness: (i) Engagement in education: on top of the increase in the enrolment figures, there has been an boost in the value/importance that families ascribe to education (ii) There are also signs of change in the institutional culture recognizing CL as a problem. (iii) Changes in the socio - cultural paradigms: early marriage, initiation ceremonies, intergenerational dialogue have been some of the areas where new patterns have emerged. There has also been an increase in the awareness of rights, self-reliance and reinforcement of community links, the last two can be reasonably associated to the dynamics of the SHG (iv) Knowledge about the nature and extension of CL: Various respondents have reported that the Project has served not only to provide valuable insights into the dynamics of CL in family

agriculture but also to uncover and bring to the surface hidden situations about the WFCL (which the public often was unaware of).

Sustainability

At district level there are some realistic expectations that the different District Offices would be able to give some sort of continuity in their respective sectors to some of the processes that the Project has initiated. Some other outcomes are expected to be integrated into the dynamics of the communities. Awareness, for example, is a self-replicating process, as well as the knowledge about legal issues, enacting of bylaws by traditional authorities etc. The economic factor will certainly be a major challenge, not only at the institutional level but at the community level as well. Most of the stakeholders believe, however, that there is room for improvement within the current budgets; it is a matter of articulating and optimizing the existing policies. With regard to cultural aspects, there will be challenges, but the assessment is that the Project, in general, is using a persuasive approach to encourage the debate, break through cultural patterns and gain adhesions from different groups.

Nevertheless, one of the key issues about the sustainability is not restricted to the Project's own activities and processes. It has been observed how most of the stakeholders link the analysis of sustainability with the question of how the Project can provide inputs for the bigger process at national level. In that sense, the sustainability of the ILO –ARISE Project is about how to transform itself into inputs for the national policies.

5. Recommendations

For the ARISE partners

- In the absence of an exit strategy it would be important to define and implement the key exit actions for the main components. There is need to anticipate the post-project scenarios and identify the steps that have to be taken to ensure a smooth transition towards a situation without project.
- A consolidation phase is deemed to be required. In connection with the above (RI) it is also anticipated that some sort of consolidation phase will be necessary. It is believed that some of the processes are still in an embryonic and fragile situation. The post-project follow up could also serve the purposes of continuing with a reflective practice around the ARISE experience.
- A protocol for the timeframe of the Project. This timeframe should realistically anticipate the time needed for each phase. The project duration should be calculated based on those needs. It doesn't seem reasonable that the implementation phase should only be allocated the time left over after the design phase, regardless if it is enough to complete the full cycle of activities plus the consolidation of their impacts.
- Revisit the implementation arrangements. There is a need to review the implementation arrangements between the main ARISE Partners (ILO and WI), as well as those referring to ILO and its specific IPs. The most viable alternative for the optimization of the partnership in any potential new phase would be to target different communities, making arrangements to maintain a common core of activities around CL, in particular the committees and the monitoring. On another scale, the arrangement of three ILO partners working at community level has to be reviewed as well. The recommendation is to reconsider the role of the lead partner. If the lead partner ends up implementing side by side with the local partners, coordination issues are very likely to emerge.

For the ARISE partners and the IPs

- **Review the content and format of the IGAs component.** The Theory of Change of the economic pillar, particularly of the IGAs component, should go through a process of review and redefinition regarding the analysis of problems, outcomes and processes.

- **Review the rewarding mechanisms for engaging in voluntary work** ILO should reflect on issues such as the time and demands that can be reasonably required from people, the profile of those who can better perform in that position and possible rewards that can be used to raise motivation. The ideas that have been put forward go from support for an initial collective IGA to training opportunities with their corresponding certificates or any other incentive related to social recognition. Besides, there seems to be a need for an intense motivational and pedagogic effort in order to make people aware of the long term benefits of eliminating CL from their communities.
- **Improve the monitoring of outcomes..** In general, it is believed that this section has to be strengthened. The assessment of what has been accomplished at the outcome level would be much more accurate if a baseline value were available and periodical information on a number of variables had been regularly collected. Even when those variables can only be described using a qualitative description, it is advisable to design a kit with easy applicable tools which, in spite of its qualitative and limited nature, could help to provide an approximate value.

For JTI

- **Leaf Technicians involvement.** Another improvement in the monitoring system would be to articulate a bigger involvement of the JTI Leaf Technicians. If provided with a framework, this group could become an invaluable source of information to identify changes and follow up on the behavioral milestones.

For the IPs

- **Reinforce quality control of the community based skills training.** The evaluation has found signs that the ongoing courses might be taking place under conditions which are perhaps not the most suitable for learning purposes. With this in mind, it would be important to strengthen the follow up system through periodical visits, verifications of the contents and techniques used and intermediate /final evaluations with trainers and trainees.

For the ILO its constituents

- **Focus on generating a model.** There is a high degree of consensus on the role of ILO-ARISE as an initiative generating models and not necessarily an instrument of direct elimination. In this sense, the Action Programs (APSOs) implemented at District level are important means to test the model and show how progress can be made. The main effort against CL, then, is fundamentally via the propagation of the model developed rather than via the expansion of the APSOS themselves. The Project's most viable future lies as the catalyst of different dynamics through which it can auto-replicate its proposals.
- **Mobilize constituents.** In this line, it is believed that the ARISE experience represents an opportunity for ILO and its constituents to reengage with some of the issues that, despite being recognized as part of the national instruments (the NAP and the CLP), are developing at a very slow pace. Some respondents underlined that the process of reforms at country level has come to a point of stagnation and needs to be boosted. A lot has been done so far, but there is still a lot to do. In this sense, it is believed that ILO-ARISE experience has served to rediscover topics and ideas that could help in boosting the constituent's programmes. The inter-ministry coordination and the mainstreaming of CL in their respective departments, the harmonization of legislation and the revitalization of the NSC as the main mechanism of dialogue around the CL issues are some of the areas that, according to those consulted, the GRZ needs to push forward. In the same line, the Federation of Employers has obtained new inputs on how companies can rid the supply chains of illegal or socially undesirable practices. Finally, concerning the Unions, there is a general consensus among stakeholders that this constituent needs to regroup its resources and develop a more ambitious CL program.

6. Lessons learned

- **Complex operations require a thorough analysis of the project assumptions.** This lesson seeks to express the idea that the Project was initiated assuming some of the most optimistic scenarios while the roll out of an intervention like this - with so many actors involved at the implementation level - has proved to be a much more complex and problem-laden task.. Processes and institutional arrangements are usually difficult to identify and articulate. There is a need to understand that in complex operations there is usually a gap between the implementation plans and the actual operations and therefore it becomes crucial to carefully align implementation procedures.
- **Project demands from the community structures and individuals have to be realistic.** Project activities need to be and harmonized with the rest of the community dynamics. The extensive list of partners acting in the same location together with the compressed schedule for implementation have generated fatigue and confusion among the community structures.
- **Strengthening the understanding of the “Lead Partner” role.** The “Lead Partner” concept has to be set up taking into consideration the comparative advantages of the partners. Different IPs are needed when they contribute in different ways and there are clear benefits resulting from this kind of partnership. In particular, it has been found that, at the community level, there is need for a more thorough and detailed assessment of the organizations’ comparative advantages and their respective roles. The understanding of lead partner role might need some strengthening to avoid situations of overlapping and ensure the complementation between partners
- The economic empowerment of vulnerable communities via IGAs, requires a more comprehensive approach and a longer cycle of intervention. The provision of agricultural inputs and basic training is deemed to be insufficient to have a real impact on people’s livelihoods. Generating economic opportunities requires a more thorough consideration of the Theory of Change for this particular component. The degree of vulnerability together with adverse conditions of the context compel the project designers to search for more robust approach.

7. Good Practices

- **Building up knowledge and expertise across countries.** The exchange of practices and experiences across countries have helped to consolidate knowledge and expertise around various issues, in particular CL Monitoring (CLMS and DBMR) and capacity building around the CL Committees. The effort made by the project managers to work around a common model and take another step forward in the consolidation of that model can be considered a good practice.
- Involvement of the traditional leaders. Involving and targeting traditional leaders, basically for its amplifying effect and their key role in setting social norms and leading communities towards change is considered a good practice for raising awareness.
- **The ARISE PPP as an example.** The Project has set an example which is being used by the Zambian Federation of Employers (ZFE) to promote new ways of designing and implementing Programs of Corporate Social Responsibility in the country. A few examples have been mentioned by the ZFE concerning companies who have undertaken some kind of action in the sugar and cotton sector. The strategy of using the ARISE PPP for advocacy purposes within the private sector can be considered a good practice.

Section I: Introduction

1. Presentation of the Evaluation Study

1. This document constitutes the evaluation report of the JTI-ILO Project “*ARISE Reduction of Child Labour in supporting Education (Zambia)*”. The Project is part of a wider strategy articulated around a Public-Private Partnership (PPP) between three organizations: ILO-IPEC, WI and JTI. Its aim is to support JTI’s efforts to reduce child labour in their tobacco-growing areas and to increase compliance with the ILO’s CL standards. In October 2011 JTI, the ILO and Winrock signed an agreement under which JTI would support the programme “*ARISE – Children’s Opportunities through Investment in Community Education*” in Brazil and Malawi. In 2012 Zambia was added as a third country. The Program activities are being implemented by the ILO and WI in the three countries, plus the so called “Global Training Program (GTP)” implemented by the ILO at central level, although the evaluation focuses only in the ILO Project which is being implemented in Zambia. The Zambia Project started in November 2012 and it is expected to come to an end in October 2015, after an implementation period of three years.
2. The evaluation began on the 2nd of July 2015 with the desk study phase, and this was in turn followed by the field phase which started on the 13th of July 2015 and lasted until the 24th of the same month. During the field visits an extensive list of consultations was conducted including managers from ILO-IPEC at headquarters level, Malawi and Zambia, national and district government representatives, managers and technicians from implementing agencies, (lead partners and local partners), representatives of employers and worker’s organizations, direct beneficiaries (boys/girls, adolescents), other beneficiaries or target groups (mothers/fathers, peers educators, shelf help groups, teachers), community structures and local committees. More details about the number of people consulted in each group can be found in Annex IV.
3. The consultation period culminated with a National Debriefing Workshop organised with the aim of presenting and discussing the preliminary results gathered. The agenda and list of participants at these workshops are included in Annex VIII. The evaluation has been executed by a team of two people and its management and supervision has fallen under the responsibility of the Evaluation and Impact Assessment unit (EIA) of the International Program on the Elimination of Child Labour (FPRW/IPEC) from ILO. This document constitutes a consolidation of the analysis carried out by the evaluation team after receiving the comments and observations to the draft report circulated among the stakeholders.
4. This document is organised into four sections. The first outline of the evaluation structure, followed by a description of the context within which the Project is being executed, the legal frameworks and processes. The second section contains an analysis of the evaluation criteria and questions set by the ToRs: Relevance, Design, Achievements, Implementation Processes, Potential Impact and Sustainability. It must be pointed out that, while the evaluation team has tried to address most of the questions of the TORs the field work has served to identify those themes and issues of particular interest for most of the managers and stakeholders. Bearing this in mind and in order to make the presentation of results in a way that is more telling and revealing for most of the stakeholders, it has been decided it has been decided to structure the presentation of the analysis in accordance with those themes. In the third section the conclusions and recommendations are presented, and finally the last section exposes the main lessons learnt and equally the good practices emerging from the different Projects and for the Program as a whole. Other relevant data or information of interest are incorporated as annexes: ToR, the evaluation matrix, itinerary and list of people contacted, summary of achievements against the Logical Framework, list of participants in National Debriefings, list of documents consulted, notes, guides and questionnaires applied, questionnaires results.

2. Background and description of the Program

2.1. Background of the issues tackled by the ARISE program.

5. It is important to emphasize that, according to ILO Global estimates and trends 2000-2012² there are around 168 million children (5-17 years) working in the world. The African continent by no means escapes this reality, the latest ILO estimates indicates that the continent has the greatest incidence of children in economic activity – 28.4 per cent of all 5-14 year-olds, compared to 14.8 per cent for Asia and the Pacific and 10 per cent for Latin America. In absolute terms, there are 58.2 million children working in the same age group. 38.7 million Children ages 5 to 17 are in worst forms of CL (hazardous work).
6. As for the incidence of CL in the Zambia the following analysis can be presented.

2.1.1. Child Labour in Zambia: an overview

7. In Zambia, children's involvement in employment is high, even when compared with countries of similar socio-economic status. Although there has been recent progress in reducing CL in the country, over one-third of children aged 7-14 years, some 950,000 children in absolute terms, were at work in employment in the 2008 reference year. Many of these children worked in hazardous conditions, and experienced greater difficulties than non-working children in attending and benefiting from school. While this is a reduction from the estimated 1.2 million 7-14 year old economically active children in 2005, it still represents a high prevalence of children's economic activity in the country. Many working children are either not attending school at all, or dropping out at an early age, absent, repeating grades or having poor performance and low educational achievements.
8. CL in Zambia is mainly a rural phenomenon and is overwhelmingly concentrated in the agricultural sector. Nearly 92% of all 7 – 14 year olds in employment work in agriculture. At the same time, almost all children in CL work for their families as unpaid labour. There are also substantial regional differences, pointing to the need for the geographic targeting of efforts against child labour. According to the 2008 Labour Force Survey, the Western Province of Zambia which houses Kaoma District ranked as the 4th in the incidence of CL out of 8 provinces. The economy of Kaoma District is largely centred on agriculture which absorbs about 70% of its population in employment terms. Children take a large share of labour in agriculture where they work predominantly as unpaid family labour. The majority of hired labour by tobacco smallholder farmers comprise mainly of adult workers of both sexes, although a considerable proportion of children are also hired.
9. The worst forms of child labour in Zambia take different forms, and can be found in mining and quarrying, agriculture, domestic child labour, commercial sexual exploitation, trafficking of children, and other WFCL as detailed in the National Action Plan.

2.1.2. National response to CL

10. In view of the above and the realization that CL affects the normal development of a Zambian child, the Government of the Republic of Zambia (GRZ), has made a number of important legal and political commitments to combating CL. The Government signed the UN Convention on the Rights of the Child in 1992, ratified the ILO Convention No. 138 (Minimum Age) in 1976 and ILO Convention No. 182 (Worst Forms) in 2002. The Employment of Young Persons and Children Act (EYPC) which regulates the employment of young persons and children, was amended in 2004 to bring it in line with these international legal standards. The country's Fifth National Development Plan (2006-2010) and the National Employment and Labour Market Policy (2006) both call for the elimination of CL, while

²All data comes from ILO sources. Making progress against child labor: Global estimates and trends 2000-2012. International Labor Office, International Program on the Elimination of Child Labor (ILO/FPRW/IPEC). Geneva: ILO, 2013 or from <http://www.ilo.org/ipecc/lang--en/index.htm#a1>.

the follow-up Sixth National Development Plan (2011-2015) emphasizes elimination of gross human rights violations such as the worst forms for CL³.

11. Recognizing the need for filling the gap between Zambia's international obligations and national action, the Ministry of Labour and Social Security (MLSS) developed the National Action Plan for the Elimination of the Worst Forms of Child Labour (NAP) in 2009⁴, which was validated in January 2010 and officially launched within the year. The NAP recognizes the complex nature of CL. Indeed, its first guiding principle is that all activities in the NAP should be embedded and fully integrated into the national development process. This means that all the NAP activities are to be coordinated and linked with the National Development Plan (NDP) and the various sectorial policies and programmes approved by the GRZ (including the National Child Labour Policy, Education Policy, the Health Policy for Disability, the National Gender policy, National Child Policy, the National Agricultural Policy, and the Decentralization Policy)⁵.
12. The NAP envisages the active involvement of government structures, international organizations, NGOs, community-based organizations, faith-based organizations, donors, the private sectors and media organizations. The NAP identifies six strategic priorities to eliminate the WFCL: (i) improved enforcement of existing laws and policies on CL and lobbying for review of such laws where necessary; (ii) young persons (16-18 years) protected from hazardous forms of CL; (iii) strengthening the institutional and technical capacities, including coordination and coalition building and monitoring and evaluation; (iv) awareness raising on CL issues; (v) establishing of monitoring and evaluation systems and maintenance of continuous flow of baseline information; (vi) and enhanced prevention, withdrawal and social reintegration system.
13. In order to promote education and encourage parents to send children to school, the GRZ developed a national policy in 1996, *Educating Our Future*, which has an opening statement reading "*Education is a right for each individual*". Zambia recently adopted a revised the Education Act of 2011 which repeals and replaces the Education Act of 1951 and seeks to regulate the provision of accessible, equitable and qualitative education; provide for the establishment, regulation, organization, governance, management and funding of educational institutions and education boards and for the functions; and domesticate the Convention on the Rights of the Child in relation to education.
14. Another important instrument already mentioned above is "The Employment of Young Persons and Children Act" that prohibits CL and hazardous work below the stipulated age. The minimum age for employment is 15 years and that for admission into hazardous categories is 18 years:
15. Concerning the Zambia Decent Work Programme, revised in 2009 with support from ILO, three have been the priorities for the country i) job creation for women, young people and people with disabilities; ii) prevention and mitigation of HIV/AIDS in the world of work, and iii) elimination of child labour, particularly in its worst forms.
16. The ILO through its International Programme for the Elimination of Child Labour (IPEC) has actively supported these efforts in the country since 1999. This organization has implemented two Projects towards the elimination of CL. The first was the Time-Bound Programme Support Project (TBP-SP) funded by the US Department of Labour (USDOL); the second is the Tackling Child Labour through Education and Training (TACKLE) Project funded by the European Union⁶.
17. The Time-Bound Programme Support Project, which ran from 2006 to March 2010, was designed to support national partners in the establishment and implementation of the National Action Plan for the Elimination of the Worst Forms of Child Labour (NAP). The Project supported the strengthening of the knowledge base on CL, awareness raising activities, capacity strengthening and mainstreaming

³Towards Ending Child Labour in Zambia. An Assessment of Requirements, Inter-agency Country Report (September,2012)

⁴National Action Plan for the Elimination of Child Labour in Zambia 2010 – 2015, Ministry of Labour and Social Security (January,2010).

⁵National Action Plan for the Elimination of Child Labour in Zambia 2010 – 2015, Ministry of Labour and Social Security (January,2010).

⁶Towards Ending Child Labour in Zambia. An Assessment of Requirements, Inter-agency Country Report (September,2012)

child labour interventions into national and local policies and programmes, and direct support to children and families at risk of or in CL.

18. The TACKLE Project aimed to contribute to poverty reduction by providing equitable access to basic education and skills development to some of the most disadvantaged segments of society. The project aimed to strengthen the capacity of national and local authorities in the formulation, implementation and enforcement of policies to fight CL in coordination with social partners and civil society. Among its strategies is the strengthening of capacity among national MLSS.
19. In addition, Zambia has different social protection schemes in place to target some of the poorest households with social grants and cash transfers. Among them are, the Food Security Pack (FSP) which is a public programme providing basic agricultural inputs, technology transfers and training to vulnerable small-scale farming households in the form of a low-interest loan, the World Food programme (WFP) also supports local organizations in implementing school-feeding programmes and programmes for small-holder farmers. This strategy is in line with ‘guidelines and points of action agreed upon by participants from 24 countries, including Zambia, at the just-ended Conference in Uganda on working towards achieving Child Labour Free Zones [CLFZs] in April 2013 where the said participants pledged to take responsibilities and practices to establish and strengthen CLFZs in respective countries⁷. Specifically, Call for Action No. 4 provides that “public funded and community school feeding programmes as well as provision of water and sanitation facilities in schools, are very important in promoting and ensuring participation and achievement of quality education, especially for the poor and undernourished children”.

2.2. Description of the Program

20. The ARISE Program forms part of a JTI strategy to contribute to eliminating CL in its global supply chain. ARISE’s role within this strategy is to “*address the social and economic factors that drive small-holder tobacco farmers to engage children in hazardous work*”⁸. ILO - ARISE is therefore a piece within a broader strategy whose final and long term goal is to rid JTI’s supply chain of CL and its specific objective being described as “*to contribute to the progressive elimination of child labour in tobacco growing communities in Kaoma District*”.
21. The Project under study here is implemented in mutual collaboration with Winrock (WI). While each organization develops its own targeted actions, both organizations work towards the achievement of common ARISE objectives. There is only one PRODOC for ILO and Winrock, and a common logframe.
22. The Project has taken a holistic approach to involve the community in a common effort to prevent and eliminate CL. This is ensured through the so called “Three Pillars” of the Program: 1) improvements in education, monitoring of CL and awareness; 2) fostering economic empowerment for tobacco-growing communities; and 3) promoting an improved regulatory framework for the reduction of CL. These “Three Pillars” are being implemented at national and district level in selected areas where there was significant presence of farmers who supply tobacco for JTI and CL has been reported. They have been expressed as objectives with the following wording:
 - IO 1. Child Labour is reduced through improvements in education, awareness and monitoring**ILO Sub-IO 1:** By the end of the Project, the capacity of national and local partners to implement an Integrated Area Based Approach to reduce child labour in tobacco-growing communities is strengthened.

⁷ [http://www.stopchildlabour.org/Stop-Child-labour: Stop Child Labour Campaign: Kampala Declaration: Working Towards Child Labour Free Zones \(19 April 2013\) at p.4](http://www.stopchildlabour.org/Stop-Child-labour: Stop Child Labour Campaign: Kampala Declaration: Working Towards Child Labour Free Zones (19 April 2013) at p.4)

⁸Extracted from the brochure “*Innovative partnership in practice*”

- IO 2. Increased economic livelihoods of targeted households in tobacco growing communities.

ILO Sub-IO 2: By the end of the Project, target community structures, schools and households in tobacco-growing communities undertake IGAs

- IO 3. Improved legal and regulatory framework for the elimination of child labour and promotion of education.

ILO Sub-IO3: By the end of the Project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced.

23. The overall strategy is guided by the Child Labour Policy (CLP) and the National Action Plan (NAP) for the elimination of the worst forms of child labour in Zambia, as part of the draft Zambia Decent Work Country Programme (2012-2015). It also contributes to the Zambia Sixth National Development Plan (SNDP), which has a focus on accelerating rural development for regional advancement and investing in rural areas as an important factor in increasing employment and reducing poverty.
24. In the Kaoma district, the Project will support the implementation of a gradual integrated area based approach (IABA) in selected tobacco growing communities in order to reduce child labour. This is developed by promoting livelihoods of vulnerable parents/guardians and strengthening community structures to lay the foundations for community-level Child Labour Monitoring System (CLMS) which in the longer-run will contribute to the creation of child labour free zones in the target areas.
25. The total budget of the Program is USD 1,600,000.

3. Purpose, scope and methodology applied in this evaluation

3.1. Purpose

26. As is common to this type of exercise, the evaluation is a means to respond to the information needs of the technicians and managers of the different parties involved: donor, implementing agency, governments and other stakeholders in the program to obtain an independent perspective regarding the way that the program's actions have evolved and the impacts that they are having. This general purpose has been developed for the case at hand into more specific points describe by Terms of Reference (TORs) (included fully in Annex I):
 - Establish the relevance of the programme design and implementation strategy;
 - Determine the implementation efficiency of the programme
 - Bring an objective assessment of what has worked and areas of improvement;
 - Assess the extent to which the Project has achieved its stated objectives at outcome and impact level and to identify the supporting factors and constraints that have led to this achievement or lack of achievement;
 - Identify unintended changes, both positive and negative at outcome and impact levels, in addition to the expected results;
 - Assess the relevance of the sustainability strategy, its progress and its potential for achievement, identifying the processes that are to be continued by stakeholders;
 - Identify lessons learned and potential good practice, especially regarding models of interventions that can be applied further;
 - Provide recommendations to Project stakeholders to promote sustainability and support the completion, expansion or further development of initiatives that were supported by the programme;

- Inform the design of future stages of the ARISE Programme in Zambia and other countries

27. In addition to the general points indicated in the ToRs, the interviews and the interactions that were held during the desk review phase also proved instrumental to the evaluating team in identifying the more specific and nuanced points that some of the Project's partners wished to include as purposes of the evaluation. In most of the cases, this concerned the co-ordination structure and the distribution of roles between partners.

3.2. Scope

28. The evaluation will focus on the Zambia ILO ARISE project, its achievements and its contribution to the overall national efforts to achieve the elimination of child labour. The evaluation should focus on all the activities that have been implemented since the start of the Project to the moment of the field visits (i.e. action programmes) including issues of initial Project design, implementation and prospects for the future.

29. The analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained in such ways (and not in other alternative expected ways, if it would be the case). The purpose is to help the stakeholders to learn from this experience.

3.3. Methodology applied

30. The following are the key aspects concerning the methodological proposal applied in this evaluation

31. Overall approach: The methodological proposal has been aligned with the principles and ideas outlined in the TORs. Taking into account the time constraints and resources it was decided to apply a judicious combination of quantitative and qualitative techniques. A particular emphasis has been placed on the latter, given that the majority of the objectives and results pursued by this Project are based on the strengthening of capacities – something for which qualitative approaches are judged to be more adequate.

32. Tools and instruments to be applied: in line with the above, a preliminary selection of tools has been made: document reviews, semi-structured face to face individual interviews, phone and Skype individual interviews, group discussions, focus groups, direct observation and mini-surveys. The evaluation team considered these to be tools that are easily applied, and which would allow for information to be obtained and analysed in relatively short amounts of time – a specific requirement of this evaluation. Indeed, the application of qualitative tools based on debates occurring in successive phases – such as interviews and discussions using the Delphi method⁹ or internet forums – has been discarded precisely due to its unsuitability in terms of the time scale that they would require. The notes-guidelines used in each case are included in Annexes V, VI and VII.

33. The main instrument used in establishing the frame of the information needs has been the Evaluation Matrix. To develop this, a double-entry table has been created where every one of the criteria/categories is broken down into key questions and indicators, along with the tools to be used for the information collection process. In this way, an effort has been made to capture and systematise all of the information that the evaluation team deemed relevant within a single document. In addition to anticipating the data and information that evaluators should seek in their field visits, this matrix establishes a shared pathway analysis that facilitates the subsequent analysis and consolidation exercise. The evaluation matrix can be found in Annex II.

⁹The Delphi Method is a structured consultation technique where the participants answer questionnaires in two or more rounds. After each round, a facilitator provides an anonymous summary of the respondents' answers from the previous round as well as the reasons they provided for their judgments. Thus, participants are encouraged to revise their earlier answers in light of the replies of other members of their panel

34. The evaluation team believes the use of this type of matrix to be a very useful and valuable instrument to organize and systematize the information needed and also its further triangulation. Nevertheless, the team has been conscious of the fact that a variety of situations could arise during the evaluation. As such, the team has proceeded with a certain degree of flexibility when applying the various tools, as progress or changes had to be incorporated in the case where relevant information has been received from one source or another. This constituted an effort to avoid the loss of valuable evidence and information that may not had been foreseen in the designing of the matrix, but that was considered very relevant to the overall purpose of evaluation nonetheless.
35. Finally, it must be pointed out that the logical framework approach have been taken on as the primary working instrument in the sense that the logframes available have served as the main reference to conduct the analysis of achievements (implementation and effectiveness). This approach, however, has not acted as a limitation for the interpretation of other findings or the analysis of data that go beyond the pre-established criteria and indicators, all this in the search for conclusions and recommendations that help to guide and improve these processes in the future. The use of the Logical Framework has been complemented by a revision of the Theory of Change as well.
36. As for the sequence of phases and activities carried out, the evaluation has also followed the path anticipated in the ToRs document: (i) initial briefing; (ii) desk review which will include some interviews via Skype / Phone or in person; (iii) field visits including a debriefing session with national stakeholders in each country; (iv) preparation of draft report for circulation and discussion among stakeholders; (vii) consolidation of comments and (viii) elaboration of the final version of the evaluation report.
37. It is important to note throughout its different phases, the evaluation has been managed and supervised by the Evaluation and Impact Assessment Unit (EIA) which is an independent section within the structure of ILO/FPRW/IPEC in charge of evaluation and other related activities. Its main role, besides the administrative and contractual procedures, has been to follow up on all the methodological aspects and to ensure that the evaluation has been executed in accordance with the UN norms and in compliance with the standards of Development Assistance Committee (DAC).

4. Limitations and conditions facing the evaluation

38. In evaluation standard practice, analyses are usually made against the elements of the LogFrame, but in this particular case, one of the limitations that the evaluation team has encountered was that the Logframe available is an integrated Logaframe, including elements corresponding to both ARISE implementing partners ILO and Winrock. In the integrated LogFrame there is one development objective and three immediate objectives, each of them including several outputs. Some of these outputs have been assigned to ILO while others to WI. Since the evaluation focused on the ILO component, no analysis has been conducted concerning those outputs under WI responsibility and therefore the assessment about the degree of accomplishment of the objectives in the upper level will be based only in the achievements and shortfalls of the ILO intervention. This can be considered a partial analysis since outputs from both organizations are supposed to contribute to the realization of the common objectives. To bypass this limitation the evaluation team has decided to make an assessment of the achievements at the objectives level, proportional to the weight of ILO outputs in the Logframe.
39. The second limitation is somehow related to the above one. Since some outcomes are shared by the two ARISE partners (ILO and WI) and many others are somehow interconnected, the concept of plausible attribution might be very difficult to apply here. There are areas, such as awareness raising and economic empowerment where both organizations have been active and even though an effort has been made to target different beneficiaries, the local structures (schools, committees, etc) are still the same for both organizations and it is very difficult to establish which effects can be attributed to the ILO component and which to the WI one. It is reasonable to expect and even desirable to have a transfer of effects and synergies between components, since outputs from each organizations

contribute to the achievement of the same outcome. On paper, outputs can be clearly designated but in practice ILO and WI respective projects are connected and it is difficult to draw a line and make plausible attributions of both: achievements and under achievements. In order to deal with this situation the evaluation team has tried to gather inputs and opinions mainly from the ILO targeted individuals and groups. In every case, it was explained to the respondents that the focus of the evaluation was the ILO actions, trying to be specific about the identification of those actions. It is believed that in most cases this identification has been achieved

Section II: Analysis against the evaluation criteria

5. Findings

5.1. Program relevance

40. The analysis of the relevance component consists of verifying a series of items, most of them related to the coherence and appropriateness of the intervention from different points of view, specifically: correspondence with local needs, consistency with national policies, coherence with ongoing efforts, etc. The ILO /ARISE project deserves a very positive evaluation in all of these aspects. There is a general consensus that the project appropriately attends to the specific needs of the target groups and stakeholders and is consistent with national/local policies as well as the strategies of the main donor and the implementing agencies. Ahead are some facts that serve to support the previous statement.

5.1.1. Coherence with the needs of the beneficiaries, stakeholders and target groups

41. Firstly, should be noted that during the design phase and the subsequent programming of activities, a series of diagnosis and participatory planning tools were applied which largely acted to favour a high level of coherence between the project actions and the needs of its beneficiaries. There was an initial planning exercise at national level that incorporated the main stakeholders against CL in the country following the SPIF (*Strategic Planning Impact Framework*) methodology and with the aim of identifying the mechanisms of change in each case. Furthermore, the identification of the Action Programmes and the selection of geographical areas of implementation were preceded by a rapid assessment and a social mapping exercise, thereby ensuring a certain degree of precision in this process. Indeed, there are several examples of efforts being made to collect and update information relating to the problems that the Project intended to tackle, as well as to involve local networks and structures such as the National Steering Committee (NSC) and the different District Offices.
42. The Project has responded to the real needs of an extensive and varied list of the beneficiaries and stakeholders, both individuals and institutions, at the policy level and at the direct action level as well: Government at central and district level, Employers, Unions, CSO, Community Based Groups, Traditional Leaders, District Commissions, Teachers, Development Partners. Besides institutions, the Project has proved an appropriate means to meet the needs of families and individuals: children and parents/guardians. The evaluation team has found a clear consensus in this regard and no questions have been raised concerning the adequacy of its objectives and its main components.
43. The selection of the target groups was carried out based on a set of coherent and realistic criteria. At institutional level the traditional partner groups representing the Tripartite Alliance have been involved: the MLSS at Central and District level, Employers (ZFE) and Unions (ZCTU). It must be noted, however, that the effective involvement of this last constituent has not reached the desired level. The ZCTU participates in different events at national level and sits at the Kaoma District Child Labour Committee (DCLC), but it has not assumed or promoted any specific task in connection with the Project activities. The Unions from the different sectors, particularly the agriculture ones, have not shown much involvement either. It is obviously beyond the project scope to overcome the structural weaknesses of the Unions but the situation begs the question of how the Project can help to enhance the effective role of this constituent in CL issues. There might be need for a more specific and purposeful strategy in this regard.
44. The selection of target communities for the APSOS has been done over the previous selection made by JTI and WI. The selection was based on the JTI leaf areas where the company is working with farmers and also where there was a higher likelihood of child labour as gathered in the rapid assessment. ILO decided to work only with 6 communities based on its own assessment of time and the capacity available to achieve the target. The decision seems to be justified but looking at ARISE as a whole, this has created some sort of asymmetry in terms of coverage since there are 6 communities benefitting from both ILO and WI projects and other 6 communities being targeted only by WI.

45. The construction of a broad alliance for the implementation of the project, incorporating 5 IPs (3 leading partners and 2 local partners at district level), Employer' and Workers' organizations, although the latter has shown some visible limitations, and government entities (MLSS as well as the various District Offices) could be considered in itself a positive choice insofar as the relevance aspect is in question, not least because in this way more institutions participate in the capacity-building process. However, such a structure is somewhat ambivalent especially regarding questions of coordination and cost-efficiency (presence of many actors), all of which will be further detailed in a later section of the evaluation.
46. An assessment can be made as well as for the selection of Implementing Partners (IPs) for the Action Programs (APSOs) since ILO conceived their involvement as a vehicle to build up local capabilities around CL. In this sense, they can be considered one of the target groups. It must be noted that the Project opted for the application of the Lead Partner concept, a proposal which had been tested in previous experiences with good results. In this case, two different circumstances have been observed. On the positive side the selection of the three leading partners shows clear comparative advantages between the three of them, each one being skilled in a different dimension of the fight against CL and assigned to fulfil different tasks: ANPPCAN in Education with particular focus to the introduction of the SCREAM methodology, Hossana Mapalo in institutional development and coordination, and Jesus Cares Ministers (JCM) in community mobilization, prevention and withdrawal of children from CL. The problem has emerged, however, around the effective definition of roles and coordination at community level between JCM and the two local partners (Development Aid from People to People - DAPP and Young Women Christian Association - YWCA) which has ended up being a bit confusing and problematic at times. This issue will be elaborated in more detail further ahead at the time of analysing the implementation processes.

5.1.2. Coherence with national and local policies

47. There is a general consensus that the Project is consistent with national/local policies as well as the strategies of the donor and the implementing agencies. It has clear linkages with national policies and plans, namely the CLP and NAP, something considered to be a minimum requirement for an intervention of this nature. The project's Theory of Change (ToC) has been constructed within the 6 Priorities of the NAP¹⁰ thus ensuring that it makes a contribution towards their realization. It's important to bear in mind that building policies and helping in their further implementation is something inherent to ILO's mandate. At district level clear links can be also appreciated in connection mainly with programs being run by the Social Welfare, Education and Agriculture Departments.
48. Recent years have seen significant progress in terms of the normative and policy development in the country but it is important to note that the effective application of these policies at the smaller territorial scales, in this case the district, requires an empowerment of local bodies and the development of mechanisms such as tools, methodologies, competent officials – all elements which the Project is aiming to provide. It can be said that one of the strong points of the Project in terms of relevance is its contribution to the effective implementation of the National Policies at local level. It can be noted that Zambia's territorial organization comprises of 103 districts and so far it has only been possible to establish DCLC in 22 of them¹¹. Institutional weaknesses are prevalent and the majority of government districts and sectors simply do not have the capacity to render policies effective.

¹⁰ The NAP's 6 priorities are: (i) Improved enforcement of existing laws and policies on CL and lobbying for review such laws when necessary; (ii) Older children (16-18) protected from hazardous forms of CL; (iii) Strengthening the institutional and technical capacities including coordination, coalition building and M&E; (iv) Awareness raising on CL issues; (v) Establishment monitoring and evaluation systems and continuous flow of baseline information; (vi) Enhance prevention, withdrawal and social reintegration systems

¹¹ Source: verbal information provided by officers at the Child Labour Unit

49. In this respect, the ILO/ARISE program and its dual dimensionality of policy level and direct action level carries out a key function in lending a certain continuity to processes of any kind that were begun but not concluded yet. As it has already been mentioned in paragraph 2.1.1 ILO had implemented in the country two major interventions: the TBP – SP between 2006 and 2010 and the TACKLE between 2008 and 2012. In general, the actors that were consulted agree that, regardless of the previous capacity-building investments made in Zambia, national institutions – both public and private – will still require financial support and external technical guidance for some time into the future.
50. It is visible that the project is building on previous experiences developed both at country level and also by ARISE Programme in Malawi and Brazil. It has represented a smooth transition from the TACKLE project and it applies the Integrated Area Based Approach (IABA) a legacy from previous interventions together with the CLMS. ARISE Malawi and Brazil has also served to incorporate some practical lessons around the implementation of the CLMS and the DMBR and other coordination aspects for the well-functioning of the partnership. In this sense, ILO - ARISE has represented another step in a coherent trajectory.
51. The effort to work within the existing institutional framework is something that is equally valued by the evaluation team: the National Steering Committee, Platforms, Local Governments, National and District Secretariats, etc. The idea of building into existing capacities is something that inspired the design and subsequent implementation of the project and that is widely appreciated by all the stakeholders.

5.1.3. Part of a broader JTI strategy

52. ARISE is described as part of JTI's strategy to contribute to eliminating CL in global supply chains. Such strategy is still under construction and includes other initiatives such as the Grower Support Program (GSP), the Agricultural Labour Practices (ALP), the ARISE Employee Participation Program (AEPP) and the progressive introduction of the so called “vertical integration”. This last initiative is aimed at creating a direct relationship with the suppliers (small producers) so that the issue of CL may be tackled through a more personalized and tailored approach. Placing ARISE as a piece within a broader and larger strategy is something which is assessed positively by the evaluation team. It is evident that the goal of fully eliminating CL from the global supply chain of JTI goes beyond the scope of this project. The immediate focus of ARISE is to improve the educational, economic and regulatory conditions of some key tobacco growing communities, and in doing so generating inputs for a strategy that is more global in scope. The overall goal can only be achieved through the integration of several complementary components.
53. Specifically, ARISE contributes to this ‘global strategy’ through: providing a better understanding of the CL issue, generating knowledge of the dynamics of the communities, lending credibility for JTI approach, providing new inputs for training programs and encouraging better involvement and motivation of the Leaf Technicians, among others. The ARISE project enables ILO to contribute to the ongoing dialogue/debate surrounding specific questions in CL and tobacco production but also to generate a model, - or at least the building blocks for a model- which could eventually be replicated in the supply chains of other firms.

5.2. Design

5.2.1. The design process

54. ILO protocols were applied as already explained including a rapid assessment and a Strategic Program Implementation Framework exercise (SPIF) which involved the main stakeholders at national level and representatives of the district. It has been reported that the rapid assessment provided the key “building blocks” for the design together with the lessons learned from previous experience in the country as well as the other two ARISE experiences. The SPIF exercise included the definition of the ToC around the 6 Pillars of the National Action Plan, thus ensuring that the outcomes were aligned

with the country’s policies. The ToC is still considered valid although some of the outcomes - particularly the one referring to the promotion of livelihoods under Priority 6 - are deemed to require further analysis and consideration. Other adjustments introduced during the implementation period cannot be related to shortfalls in the ToC. They mainly reflect the need to adapt the Project activities to the very specific circumstances of the context and do not question the validity of the ToC that underpin the project

- 55. In general, there is a high degree of consensus among stakeholders around the quality of the diagnosis, the problems tree, outcomes and analysis of alternatives. There is a consistent rationale that justifies the project options. The Project document contains a thorough and argumentative analysis supporting the project design. Generally, most of the stakeholders believe that the project is aligned with the classical dimensions of the combat against CL and its dealings with its determinants in a very holistic and comprehensive manner. The only few points of disagreement concerning the project design emerge around the economic pillar, in particular the Income Generating Activities (IGAs), where the evaluation has found a few questionable points concerning the format and the scope of the activities proposed. Stakeholders on their side also expressed different points of view about what should be done for income generation. As for the rest, the general opinion is in agreement about the righteousness of the design.
- 56. ILO has made a big effort to conduct the design process using a participative and inclusive approach, taking into account the existing institutional roles and capabilities of the local partners and looking for synergies and interactions with existing programs. In this sense most of the evaluation questions under this criterion deserve a favourable assessment. Indeed, the organization has shown great zeal to ensure that the design process responded to the standard criteria of a quality process.
- 57. The above situation deserves, in principle, a positive judgement but unfortunately its timing was not duly considered and this has led to an undesired situation in the form of a significant delay in the start of the implementation phase. For various reasons, which should be subject of a thorough analysis, the sequence of activities foreseen for the design process were delayed longer than expected and subsequently resulted in the late start of the implementation phase.
- 58. The evaluation team elaborated the following chronology of the events that took place during the design process, since the start date of the project until the deployment of the IPs in the district in full shape to starts their operations.

Activity	Dates / Period
Project start date	November 2012
Rapid Assessment:	Field work January - February 2013 Report delivered in April /May 2013
SPIF	April 2013
Elaboration of Project Document (PRODOC)	From April 2013 to January 2014
Identification of IPs	From the 3 rd quarter of 2013
Deployment IPs in Kaoma	2 nd and 3 rd quarter 2014

- 59. It is possible to observe from the above table that almost half of the foreseen lifetime of the project (from November 2012 to October 2015) has gone before the operations started on the ground which is a significant period of time. It must be noted that the delay has mainly affected the set off of the Action Programs (APSOS), there have been other activities such as the dialogue with the Government and the District Authorities that started earlier but nonetheless there are basis to suggest a reflection on why the design process has elapsed so long and what can be done to avoid these kind of situations in the future.
- 60. Even if the IPs have managed to speed up their pace during the last year, the delay has represented an important constraint for the whole implementation process and has affected the prospect of achieving some of the results. The evaluation team has collected from the different stakeholders examples of disruptions and/or undesired situations that can be reasonably associated with the delay.

- It has affected the synchronization between partners. In some cases there has been a rupture or a gap in the sequence of intervention due to the different pace of the action by the partners. .
 - It has prevented the optimization and sharing of tools or inputs between partners. For example the DBMR and other monitoring tools with WI
 - It has generated pressure to implement and achieve the targets (IPs) this not being the right set up for some activities, particularly skills training an activity which require some pedagogic conditions to be in place. The consolidation of new local structures such us the CCLC or the elaboration of the Schools and Communities Action Plans also requires some time to follow up and introduce corrective measures.
 - It has been strenuous on communities and key stakeholders because of the rush to implement
 - It has affected the delivery of services and the monitoring of their quality
61. ILO Officers convincingly argue that there is need to devote some time to thoroughly discuss the specifics of the strategy of intervention, make a proper selection of partners, engaged the local structures to ensure their future ownership of the outcomes, set the standards and gain a common understanding of the problem and the project from the different partners and stakeholders. It is understood that those are minimum tasks that need to be undertaken particularly in a project like this which represents the first experience under the ARISE format in a district (Kaoma) that has limited capacities in place.
62. ILO's officers also highlights that this preparatory stage is an investment in quality that will eventually pay off. The rationale that justify the preparatory activities undertaken by ILO is deemed to be sound and well-founded but looking at the chronology above, the evaluation team still believe that ILO should look into alternatives to make the design process more agile. The identification and deployment of the IPs has taken virtually a year, a period of time which seriously compromises ILO's intentions of applying a quality process since the time factor is also one of the parameters of quality. According to some of the reports received, the process took so long because everybody had to agree in every step and the process ended up being a multi-stakeholder discussion that was very difficult to settle. Everybody is agreement now that assembling all the pieces of the "jigsaw" took too much time and effort and there might be need to look into ways to optimize and make this process more efficient.
63. Besides, since the ARISE experience is being managed and implemented under the format of a partnership and the organizations involved have different procedures and protocols, it seems important for these organizations to define and agree a timeframe for the project that duly considers the time requirements for design / preparatory phase and for the implementation phase later on. It is understandable that each of the partners has got its own protocols but when both organizations target the same groups there should be some minimum synchronization in order to avoid big differences in the delivery of products and services as well as in the timing of the delivery. Since this evaluation exercises focuses on the ILO Project, the examples mentioned above have been taken from the ILO side but the evaluation team has taken noticed of delays coming from the WI side as well. The issue is not about who has caused more synchronization problems, the issue is understanding that in a partnerships those problems are likely to occur and there is need to take some actions to minimize their impact.
64. It seems also important to avoid that the implementation phase is only allocated the time that is left after the design phase has been completed, this might have caused an undesired imbalance which seems to be the case here. Both phases, design and implementation, should be allocated the time which is reasonably needed after the partners have presented their particular needs.

5.2.2. Assessment of the LogFrame

65. Technically, an inspection of the Logframe reveals some internal logic and complementation between the different levels but looking into the details some flaws can be identified particularly at the level of

indicators. In some cases they have been found to be repetitive, being possible to locate the same indicator both at the Immediate Objective and Output Level. In some other cases, the evaluation team has found that they are not specific enough, for example what should be understood by an Income Generating Activity (IGA). The project has supported a number of households with seed kits and livestock but also the Self Help Groups which subsequently support their members as well in income generation. However, the main gaps are seen probably at the level of the Immediate Objectives where the indicators selected do not seem to accurately measure the realization of the objective. For example ILO SubIO 1 which refers to the capacities of the local partners to implement the IABA approach, does not include any indicator to establish the level of capacities. Similarly ILO Sub –IO2 which refers to the implementation of IGAs, only includes an indicator that counts the number of IGAs running at the end of the project while the ET believes that there is need for an indicator that assess the performance of the IGAs.

66. This begs the question of the necessity of a baseline. The project has conducted a rapid assessment where very informative insights were provided about the situation of the communities around CL, particularly in the tobacco sector. As part of the coaching process provided by one the lead implementing partners, a social mapping exercise was also conducted in each community. Up to a certain extent those exercises could be taken as rudimentary baselines and as a matter of fact, many stakeholders have referred to them as baselines. Indeed, they include extensive information about the situation of the targeted communities but they do not necessarily include the specific data that serves the purposes of following up and monitoring the Logframe indicators. In order to do so there is need to possess some specific values, not necessarily numeric values, in some instances it could be a qualitative assessment but in any case there should be something specific subject to further follow up and verification. Technically this described using the expression SMART (Specific, Measurable, Attainable, Relevant and Time-Bound). This type of baseline has not been available and the key question is if ILO does really require this kind of instrument in a project like this?
67. ILO Officers argue that in this case the elaboration of the baseline was considered not realistic given the particular circumstances of the Project as well as it being too time consuming. The reflection goes beyond the scope of this project and prompts a few questions about the type of baseline which is needed and how it can be realistically fitted into the design and further management of the project. Looking into areas such as (i) Awareness, (ii) Capacity Building, (iii) Economic situation of the families, (iv) Status of the regulatory framework, (v) OSH practices, areas that are usually at the level of the Immediate Objectives (outcomes), it is believed that the availability of a baseline value would help to establish the scope of the achievements and to report results.
68. It can be argued that some of those areas are very qualitative in nature and it would be very difficult and time consuming to establish which is the situation at the start of the project, for example with regard to capacity and awareness. Moreover, it can be said that the added value of having a baseline is limited because in most cases what is found is that the starting point is “zero”, this meaning that the level of awareness and capacities is usually at the lowest point. The argument can go on to claim that making this verification doesn’t really represent a valuable input neither for the project management nor for the reporting of results. It would be much more time efficient to work upon the assumption that the starting point is “zero”.
69. Indeed, those are real constraints and objections but the evaluation still believes that the ILO teams should explore the possibility of applying some basic tools to establish the starting and reference value that should be used later on to measure progress. “Zero” might be a straight way to describe the baseline situation but it is not accurate enough, it can be expressed and broken down in many different ways. Awareness could be disaggregated into different sub-items or proxies: perception of risks and acceptance of CL by parents, guardians and children themselves; understanding of the concept of “rights”; knowledge of the regulatory framework by both families and institutions; attitudes and expectations towards education and training; education performance indicators, (enrolment, frequency, absenteeism, repetition). Likewise, the disaggregation of the capacity building outcome can follow or at least be inspired by the structure of the standard institutional assessment: inclusion of CL in the

strategic agenda of local institutions, social and institutional network in place, knowledge and data available on CL, technical resources, physical infrastructure and equipment, trained personnel, to mention just a few.

70. In every of the items or sub-items just mentioned, it is deemed to be possible the application of some basic tools to establish the starting value. These could be applied within the scope of a rapid assessment including, mini-surveys, check lists and scoring lists where a number of variables can be verified or assessed in a scale, simplified institutional assessment, qualitative assessment based on multi-stakeholder discussions or focus groups, any instrument that despite its qualitative and limited nature could help in the attempt to provide an approximate value to the above mentioned items. It is believed that this can be done without going into very extensive or comprehensive exercises.
71. It has also been observed that there are already some mechanisms in place that could be used to collect information. One of these mechanisms is the network of JTI Leaf Technicians. These, if provided with an adequate framework, could become a very valuable source of information for the purpose of monitoring and determining the baseline situation and the achievement of outcomes. Another important resource which is usually in place in every ILO projects and that can be used as a vehicle for gathering and updating the information mentioned above is the DBMR. This instrument is meant to collect data about withdrawal and prevention but its additional value beyond this function is that it has already set a path for collecting information. The application of the DBMR requires an important effort and it seems advisable to study the possibilities of optimizing the resources that are already in place.
72. On the other hand, by definition, there is no need to establish a baseline value for measuring the delivery of outputs or the performance of the implementing partners. In virtually all cases it is assumed that the count starts with “Zero” and the monitoring will consist on counting the products and services that have been delivered. The same can basically be said for measuring withdrawal and prevention; in those two cases, the count starts with the project.

5.2.3. The concept of “Lead Partner”

73. The next paragraph is devoted to the concept of Lead Partners which has been applied in the Project. Probably one of the strongest points of this approach is that it helps to build a network of qualified CSOs around the issue of CL, something that can definitively be enough to support its use. Concerning the application of the concept, some positives have already been mentioned as well as some shortcomings. The configuration of the lead partners group shows clear comparative advantages and complementarities between them and this has helped to establish links between organizations, an embryonic network with potential to continue operating once the project has come to an end. In this sense the use of the Lead Partner concept has been instrumental in building capacities. On the contrary the set up arrangements between one of the lead partners and the two local partners for the community mobilization have been at best challenging.
74. It must be noted that the three organizations targeted the same communities with very similar actions being that their respective definition of roles and the distribution of tasks was not clear enough. This issue will be discussed in more detail further ahead in this report, at this stage it can be said that unlike the clear level of complementation between the three lead partners, with this case such a condition was a bit blurry. It is evident that the Lead Partner JCM had an extensive experience in mobilizing communities against CL while the other two were skilful and experienced in community mobilization in general. In practice, the leading role of JCM was not clearly defined and the three organizations found themselves implementing at the same level without a clear definition of roles. The lead partner concept did not prove to be very effective in this case.

5.2.4. The strategy for sustainability

75. Another issue of interest within the design section is the attention given to the strategy for sustainability. In this regard it has been established that the Project Document (PRODOC) contains a

specific section devoted to describing the sustainability factors and the strategy to be applied. This strategy is basically structured along two main lines: (i) Linking the project activities with national/local policies and programs and (ii) Setting off self-replicating dynamics among communities and local structures as a result of knowledge and awareness gained through the project activities. In principle, the strategy is judged to be in line with the mainstream ideas for sustainability.

76. It is assumed that no strategy would be able to cover or anticipate all the factors that affect the continuity of the project's effects, there will always be certain level of uncertainty that the project managers will have to handle along the implementation process. In this particular case it seemed realistic to expect some dynamics of self-replication around the awareness activities and the building of institutional capacities could really happen but some other cases, the integration into the existing policies and programs, particularly at district level, is likely to be difficult. In this regard, the sustainability strategy is found to be perhaps a bit general and it would have been desirable to be a bit more precise about the different component: Skills Training, Income Generating Activities, CCLCs.
77. Another issue which is not detailed enough within the design is the exit strategy, something which has created some uncertainty in the communities. The evaluation team has not been able to identify any explicit nor implicit exit strategy. The exit strategy doesn't necessarily mean the outline of a new phase but the steps that the project is supposed to follow to phase out and finish the implementing period.

5.3. Achievements of objectives: implementation and effectiveness.

78. The analysis corresponding to this section is usually done by comparison against the logframe indicators as well by verifying any other unexpected result. With this purpose, the evaluation team has conducted a compilation exercise using the Logframe format. A summary table is included in annex V with the recount of achievements following the series of indicators. It must be noted that in many cases, the collection of data concerning the performance of these indicators has been affected by the late start of the Project and with a few exceptions the collection has not altogether been very consistent.
79. Technical Progress Reports (TPRs) are supposed to be an account of the progress of the Logframe indicators but in the two TRPs available¹² they simply report that information about indicators was not available yet. It must be noted that the bulk of activities was being implemented throughout 2015. It has been found that for different reasons the Logframe was not systematically used for monitoring progress, particularly at output level. One reason has been the initial delay already mentioned, it was somehow late before the Project manager could report any result. The second could be related to the absence of a baseline, since this instrument helps in setting the path and the routines for collection. And the third one is the adoption of Key Performance Indicators (KPI) as the format for the quarterly reports. This decision it is believed that has had the undesired effect of sidelining the follow up of the LogFrame indicators. The KPIs constitute an extensive but not always uniform series of data that give an idea of the volume of activity displayed by the different Project partners but cannot replace the LogFrame indicators particularly at outcome and impact level.
80. For some indicators, particularly those referring to withdrawal and prevention of CL, the data are still provisional, since most of the children identified are still undergoing training and the monitoring activities to confirm their effective withdrawal or prevention are still pending. As a matter of fact, there is reason to believe that the Project will not be able to complete this task before it comes to an end in October 2015.
81. During 2015, the Project has generally managed to pick up momentum and deliver a long list of products and services. In this sense, the IP's teams have demonstrated their capabilities to adapt and mould the Project implementation to the time constraints given. In virtually all cases, they have

¹² (i) TPR from November 2012 to October 2013 and (ii) TPR from January 2014 to December 2014.

shown first-hand knowledge and expertise in their respective areas of work, while demonstrating a good understanding of the dynamics of the communities. Their experience, commitment and motivation have helped to partially compensate for the late start of the Project, however in some aspects it has not been (and probably will not be) possible to fully catch up. There are signs that the quality of some of the products and services delivered might have been affected by the time constraints. These have not allowed for corrective measures to be introduced and results to be consolidated via further follow up and support: Skills Training, Community and Schools Action Plans, the CLMS are some examples of activities whose cycles for consolidation require a more time than was available. The efforts made during the last year have paid off in many ways but it is not possible to circumvent the fact that the delay has affected the implementation and achievement of results in various different ways.

82. Ahead is a description of the products and/or services delivered by the Project followed by some of the outcomes that the evaluation team has been able to observe and that can be reasonably associated with the delivery of those products and services. The presentation will be made following the structure of the three Immediate Objectives (or Pillars as they are also known within the context of the Project). It is important to remember that the list constitutes a selection of those aspects that were judged most telling from the evaluators' point of view. For more detail, see the respective referenced document in the Annex IV.

5.3.1 Pillar I: Education, awareness and child Labour monitoring.

83. As part of this pillar/component there has been a significant effort to generate awareness both at institutional and community level. IPs have carried out an extensive list of activities to raise awareness and have seen exceptional results. Three broad themes crosscut the awareness component: i) Legislation on CL ii) The value of education and (iii) Occupational Safety and Health (OSH). Occasionally, other themes were incorporated that reflect the specific needs and demands depending on the target group (Members of the committees, peers educators, farmers...). Commemorative events and outreach activities also constitute a significant aspect of the awareness component: celebrating the global day against CL (12th June), participating in campaigns, giving talks and, drama through the use of the SCREAM methodology, editing and distributing written material, T-shirts, etc.
84. Teachers, headmasters and district education officers were targeted and involved in different trainings and sensitization activities, sometimes via the CL committees or directly through the SCREAM method and the "Be the change" methodology. Traditional leaders were involved, who responded very positively. Another group that was targeted with the sensitization/training activities was the JTI Leaf Technicians. 28 of them were trained in Occupational Safety and Health (OSH) and their roles in the combat against CL. The ZFE participated in this effort as well with various activities conducted to address the issue within their membership and tobacco farmers. The local structures on their own have replicated and multiplied this effort in the communities. Some of these activities might have required a more intense follow up program in order to help the trainees put into practice what they have learned during the training (this could be the case of the schools with the SCREAM methodology and the JTI Leaf Technicians), however in general the ILO-ARISE Project has conducted a very comprehensive range of training and awareness activities.
85. Although it is not possible to make a comparative assessment of the situation at the start of the Project, it can be assumed that in most cases the baseline value for those outcomes would be "zero" or any other qualitative description expressing a very low level. Upon this assumption the progress reported seems to be genuine. There is broad consensus around the remarkable improvement made in terms of awareness and several examples have been collected that illustrate the change of mindset around CL, coming from both communities and local structures. It has to be noted that local actors in general have shown themselves to be very receptive and responsive to the Project message against CL, showing not only agreement with the terms in which this was expressed but also interest and commitment with the issue. The effects of the Project in this regard has surpassed the initial expectations as it can be seen from the number and variety of groups that were brought on board and the fact that communities

outside the catchment area of the Project have expressed interest in joining the Project. Compared to the initial situation where – according to verbal reports - only a few people perceived CL as a problem, there is now no doubt that the flag against issue has been raised in Kaoma district.

86. The evaluation has found two clear outcomes that can be associated with the raising awareness activities. The first one has just been mentioned and it is related to the change of mind-set and the perception by most actors of CL as a problem. The second one has to do with the involvement and performance of the education sector. Schools and educational structures have stepped forward and taken a more active role in the fight against CL (involvement in the committees, internal arrangements, specific attention during inspection visits, etc.). It is possible to say that the combination of the two previous situations has resulted in a significant improvement in the schools performance concerning enrollment, attendance and entries for exams. The following is a table provided by Kaoma Education District Office that shows statistics in enrollment, retention and progression rates for grades 7 and 9 in the three schools covered by the ILO – ARISE Project in this district.

Table 1: Enrollments and progression rates for 2013, 2014 & 2015

School name	2013		2014		2015		2013		2014		2015	
	Enrolments						Progression rates (%)					
	M	F	M	F	M	F	GR7	GR9	GR7	GR9	GR7	GR9
Chitwa	313	254	343	274	369	293	98	50	100	46	100	60
Kamuni	187	206	200	210	253	269	97	61	100	19	100	97
Mulalila	172	185	203	178	184	181	94	13	100	58	100	31

Source: Kaoma District Education Office

Table 2: Dropouts for 2014 & 2015

School name	2014		2015	
	Boys	Girls	Boys	Girls
Chitwa	13	12	09	08
Kamuni	07	05	00	03
Mulalila	04	02	00	04

Source: Kaoma District Education Office

87. For the Nkeyema district it has not been possible to collect disaggregated figures, however the District Education Office has verbally reported an increase in the enrollment figures from 14.924 students in 2014 to 17.215 students in 2015. Beyond the figures, the evaluation team has gathered many other testimonies pointing in the same direction: staying at school or going back to school has become a visible trend in those communities covered by the Project. The indirect and somewhat unexpected effect of this is that schools are now struggling with infrastructure and human resources to cope with the increased demand.
88. Concerning the Monitoring of CL, 6 CLMS have been set up, one in each of the communities. This has in turn been followed by the training of the CCLC members and the draft of a Community Monitoring Strategy. It has been well accepted by the communities and all of them report carrying out monitoring activities. However, in some cases, when the CCLC members are inquired about the details of those activities it is not entirely clear if the CLMS methodology is being followed. In some cases everything indicates that the committees are doing some sort of informal monitoring, visits to farmers and other interventions when a case is detected, however not always using the tools and procedures proposed in the CLMS (forms, records, etc). This is one of the shortcomings related to the initial delay. The situation has compressed the effective time of execution to a point which is considered insufficient for a learning and consolidation process. It is one of the aspects that would probably require additional follow up before the Project comes to an end in October 2015.
89. In general, CCLC members talked positively about the CLMS; it is widely recognized as having an important role and most seemed motivated and willing to cooperate in its implementation. Nevertheless, some issues were in fact raised around how demanding this activity is and how

challenging it will be to keep it running in the future. Some of these issues will be discussed in more detailed in the sustainability section.

5.3.2. Pillar II: Economic empowerment.

90. As for the economic pillar, the image obtained is one of “lights and shadows”. Based on the verbal reports from the community members, it can be said that the economic situation of the communities during the last two years has not seen any noticeable improvement – if anything it has gotten worse. It must be noted that several external factors such as the adverse weather conditions, the drop in the tobacco prices and the inability of the farmers to produce quality tobacco have played an important part in making for a very unfavorable context for this ILO-ARISE pillar to be successful. Unfortunately, the Project with its present format and content has not been able to make a real impact in this adverse context and everything indicates that the ToC of this particular component would have to be reviewed. The experience can be an opportunity to reflect on what a Project like ILO-ARISE can do to effectively achieve the economic empowerment of the communities and how this can be done.
91. First, it is important to give a brief summary of what has been delivered within this pillar. In order to identify business opportunities and skills training needs a “labour market and entrepreneurship assessment in the Nkeyema and Kaoma districts” was commissioned, a decision that, in principle, is judged positively. Notwithstanding, the outcomes of the assessment, in particular those regarding the business opportunities, were neither very optimistic nor innovative. Most of the ideas pointed towards agricultural production and small scale trading. It is evident that despite the effort made to identify business ideas with potential, the economic environment of the communities does not allow much room for new and innovative ideas. It is important to recognise that there are many limitations in terms of capacities and infrastructure, as well as the mere fact that the communities are tobacco growing communities and as such tobacco is the main economic driver.

Income generation Activities (IGAs)

92. Various IGAs recommendations/ideas were put forward for different targets groups: households, schools and CCLCs in line with Output 2.2 of the Logframe but eventually only some of those targeting the households and previously identified by the market assessment were implemented. According to the information received from the implementing partners, 201 parents and guardians (mainly women) received support to start up IGAs with legume seed kits. Besides, 124 of them were trained in sustainable agriculture and livestock management. 40 families were also supported with small livestock.
93. The absence of any IGAs with the schools and CCLC (the market assessment suggested Hammer Mills and Agro-Shop) could again be linked to the shortage of time. Besides its economic purpose, the IGAs with these groups were also supposed to play a motivational role, which has unfortunately not been possible. With regard to those IGAs implemented by household, it has been reported that most of them did not succeed in their original purpose of improving the economic conditions of the families. Several reasons have been put forward to explain this failure, some of them related to the timing for the delivery of the agricultural inputs (inappropriate for the production of legumes), the adverse climate and, in general, the widespread vulnerability that permeates most aspects of life in the target communities.
94. It would be risky to attribute the reported failure of the IGAs entirely to one thing; the evaluation team understands that the full explanation comprises a combination of factors. The situation could be described as a bit confusing and the stakeholders uphold different opinions around what the Project should do to effectively achieve the economic empowerment of the communities. Some of them would support the idea of establishing a stronger link with food security while others understand that the economic empowerment should come via cash crops, particularly tobacco. Some expressed certain criticisms towards the nature and scale of the activities promoted upon the belief that they are too

paltry to be considered income generation. As it has been said in the design section, this component, unlike the others, is one where there is no clear consensus around the model to be applied.

95. This issue is obviously very complex and is likely to require further discussion by the partners. The evaluation team has found, however, that the livelihood activities have been designed and implemented assuming the most optimistic scenarios. The idea that families would be empowered after receiving some basic inputs and training cannot be considered a realistic scenario in all cases.
96. It has been found that some of the IPs have previous experiences in strengthening the economic conditions of families and communities of similar characteristics to the ones covered by ILO – ARISE Project. During the exchange with IPs’ officers, some ideas were put forward about key aspects for the economic strengthening activities to have a real impact. Three of them might be worth considering: (i) positive change in farmer family economies does not take place suddenly, and as such should be given no less than 3 years (minimum). (ii) Organisation of farmers is essential including regular meetings, joint activities such as vet services for the livestock, common marketing of grains and livestock. (iii) Involvement of the government extension officers to provide training and follow up, to mention just a few ideas. The evaluation team believes that this knowledge and expertise has not been brought into the ILO-ARISE Project and as a result, this particular aspect of the Economic Pillar (IGAs with households and community groups) ended up being insufficient to cause any impact. It did provide occasional assistance to the families but it did not trigger a sustainable dynamic towards economic empowerment.

The Shelf Help Groups

97. On the positive side, another activity that represents the “lights” of the Economic Pillar is the Self Help Groups (SHG). 25 SHGs have been set up at the time of conducting this evaluation, involving around 700 community members according to the reports facilitated by the IPs. It has been established that the SHGs’ attendees took part in motivational activities and were provided with entrepreneurial skills, all with the purpose of instilling self reliance and confidence in their own capabilities. Once set up, the core activity of the SHGs is saving and lending, which is clearly overlapping with the Village Savings and Loans scheme being run by WI in the same communities. This situation has paved the way, according to some of the respondents, for the emergence of some rivalry, which may have in turn affected the performance of some groups. IPs’ workers have reported that 13 out of the 25 groups are performing satisfactorily while the remaining 12 are experiencing different kind of problems: disagreements, inconsistent participation of some members, difficulties to invest in profitable activities, very low returns, to mention just a few.
98. The economic impact of the SHGs is still very modest but the initiative, however, is highly valued by its SHGs’ members, who report other benefits apart from the economic ones. According to the figures provided, the average value of the savings that the different groups have managed to put together is around 4.000 – 5.000 Kwacha while the average loan is of around 50 Kwacha. These other benefits could be called ‘socio-cultural’ benefits and include more creativity, motivation and confidence to undertake their own initiatives. It can be said, therefore, that the outcome of the SGH has so far been more socio-cultural than economic in nature. From the qualitative perspective, the evaluation team has been able to establish that the activities taking place within the SGH component carry out an important motivational function. The fact that they are mostly directed at women is serving to unlock interesting new family dynamics such and enhancement of their role in the family economic domain and more dialogue between parents and children.

Skills Training

99. Skills Training has been another block of activities within the Economic Pillar. 514 children and youth were identified for withdrawal from CL and targeted for skills training as part of the withdrawal process. It must nonetheless be noted that, even if WI and ILO have managed to define a clear criterion for the distribution of beneficiaries (WI focusing in the age group 9 to 14 years and ILO in the age group 15 to

17 years), this activity still causes an overlap between WI and ILO. This is evident just by looking at the beneficiaries of the WI Model Farm School which target youth over 15 years old.

100. As has just been mentioned, the Project has identified 514 children/youth for withdrawal which are supposed to receive some sort of training or educational support. An initial group of 67 was enrolled to complete formal training in carpentry, tailoring, brick laying and general agriculture at Kaoma Youth Resource Centre. 65 out of the initial group of 67 are expected to graduate at the end of July 2015 and will receive a TEVETA certificate. The remaining group of 447 are expected to receive some sort of support to return school or to complete non-formal community based training by October, 2015: 200 return to school (DAPP), 150 Agricultural Vocational Training (DAPP Non formal) and 97 Community Based Training (JCM- Non formal).
101. Skills and Vocational training is highly valued by the parents, guardians and the youth themselves. They perceive the activity as an opportunity to break into areas of the labour market that are usually out of reach for them. They have been some minor complaints related to the fact that some youth have had access to a formal training package at the Kaoma Youth Resource Centre while others will instead receive non-formal community based training. Some other community members have also argued that the identification of the training needs was not done in consultation with the communities, meaning that some of the trends identified – particularly the agriculture one – are not adequate. There are some minor signs of discontent within the overall feeling of satisfaction and gratitude towards the Project for this opportunity. The evaluation team believes that the training offer has to be based on criteria that strike a balance between what is necessary and what is feasible given the circumstances. Some of the issues raised by the communities concerning the training offer are deemed to be misunderstandings that could be resolved via dialogue.
102. There are, however, some other issues worth further consideration. The first one is related to the late urgency to implement the training program and to attain the targets set for this particular activity. As mentioned above, 65 students are expected to graduate by the end of July and 447 are about to start their training program with the expectation of completing it by the end of October. It is clear that the distribution of the groups along the timeline of the Project has been a bit uneven, something that once more can be linked back to the initial delay. The evaluation team believes that this might not be the right pedagogic environment for learning purposes. It has been observed that some of the community-based training is being conducted by non-qualified instructors with very limited experience in teaching. There is no evidence to sustain that the community based training is not serving its main purpose of opening new professional avenues for youth people in the targeted communities, however there is enough basis to advice for very close monitoring of the activities in order to ensure that the service respects the minimum degree of quality.
103. Finally, it is obvious that the continuity of the Skills Training to the extension and scale which have been possible under the ILO-ARISE Project is not a realistic prospect. It must not be forgotten that ARISE is an external source of funding with an expiration date. It seems, however, important to use this experience as a means to explore what options are available at the national and local level to open new doors in terms of skills training for the tobacco growing communities covered by this Project. At present these alternatives are very limited, however it has come to the knowledge of the evaluation team that the DCLC has been trying to establish linkages with existing scholarships programs, even if in most cases the assistance that can be obtained is very limited and mostly confined to formal education. It would be a very good legacy for the Project if the community-based training modules that are currently being taught could somehow be maintained, thereby allowing the Kaoma Youth Resource Centre to establish a regular outreach service to those communities. This potential outcome would in the long term have more of an impact than achieving the specific targets with the number of trainees.

5.3.3. Pillar III: Regulatory.

104. Within this pillar the Project has been very effective in trickling down the CL national regulatory framework to the District Level. As has already been mentioned, the country has developed its

regulatory framework in relation to CL issues in recent years. The NAP was approved in 2009 and validated in January 2010, while the NCLP was adopted in 2010 and officially launched in 2011. The problem for a country like Zambia, as for many others, is that the effective implementation of those instruments at local level remains low, starting with the very limited knowledge that the local structures have about the actual content of the regulatory framework. It has been established that this situation is improving in that the Project and the Sector District Offices have increased their knowledge about their duties in combating CL according to the NAP.

105. The establishment of the District Child Labour Committee (DCLC) has been instrumental for the above, since this structure has played a pivotal role in bringing the different actors together and enabling the environment at the district level. At present, the DCLC is made up of 35 member-representatives of a wide range of institutions, social and economic sectors: Government, CSOs, Faith Based Groups, Private Sector, Unions, Traditional Establishment, among others. Following the administrative split of the Kaoma district, it covers the two resulting districts of Kaoma and Nkeyema and its members meet on quarterly basis. The Project has provided technical support and organized several training events including monitoring of CL and law enforcement.
106. There is evidence that the DCLC has been an active structure despite its limitations in terms of resources and logistic constrains. DCLC members have looked for their own ways to push the CL agenda forward in the district. Among other initiatives, DCLC members have participated in joint inspections; organized community meetings; participated in community ceremonies; explored possible linkages with governmental programs mainly from Social Welfare (Cash Transfers), Agriculture and Education (Grants and Scholarships); raised funds for printing dissemination materials and other local arrangements mainly with the schools. The DCLC has also been an important channel for the dissemination of the most important pieces of the regulatory and policy framework: NAP, NCLP, SI 121, Youth and Children Employment ACT, C138 and C182. There are obviously fears about the continuity of this structure once the Project comes to an end, however so far its members have shown a high degree of enthusiasm and commitment that merits recognition in this report.
107. Another important role within this Pillar has been played by the Community Child Labour Committees (CCLC). Six CCLC have been set up (one in each community) and their members (around 15 in each CCLC) have been trained for monitoring and awareness purposes. The Evaluation Team had the opportunity to meet and discuss different issues with 4 of the committees and most of them showed a remarkable level of commitment and interest. Technicians and managers from the IPs make, in general, a positive assessment of their performance, with only one CCLC falling behind the expectations. The remaining five, despite their limitations, are conducting various activities to combat CL in their respective communities. School staff and traditional leaders have been involved in their activities, something that has allowed the message to permeate across the community structures. All the CCLC report carrying out CL monitoring, although is not entirely clear if they are following the CLMS methodology or whether they are monitoring more informally.
108. Some issues have been raised, however, concerning the very demanding commitment which is required from the CCLC members and the feasibility of fulfilling this role on a voluntary basis. Two different issues can be discussed in connection with this. Firstly, it seems clear that the implementation structure with so many partners involved, on the one hand WI and on the other had ILO with its 5 IPs, has caused confusion and tiredness among the community structures, in particular the CCLC. Their members argued that the presence of so many actors, each one with its own agenda, has resulted in a very strenuous and demanding situation for them.
109. This fragmented structure, together with the high concentration of activities in just one year, has necessitated too much effort and energy from the community side, sometimes having to attend three meetings in just one week. It has been widely recognized by both, stakeholders and IPs, that the implementation arrangements have not been optimal with regards to internal coordination and time management. CCLC members still express their willingness to contribute to the process and show ownership about what has been done. Notwithstanding, they insist that there is need to strike a balance

and make this compatible with the rest of their productive, familiar and community life. At this point, the CCLC members also recalled that they expected the Project to support the group with an IGA but eventually this never happened.

110. The second issue is connected to the voluntary character of the CCLC membership. It is evident, from the sustainability point of view that, the only option for the CCLCs to continue fulfilling their role is to adopt a voluntary approach. It is not realistic to expect a local source to cater for the incentives of the CCLC members. In this respect, the Project's position of not funding regular incentives is deemed to be the right one. It might be adequate to consider some initial incentives such as the provision of bicycles or start-up IGAs for the group, however beyond those initial motivational actions, the committees should enter into a dynamic of self reliance.
111. Having said that, it is also important to ponder what can be realistically expected from voluntary work and how this resource can be optimized. Voluntary work could be a reliable and valuable resource, with IPs having produced various examples from previous experiences where voluntary work has played an important role in maintaining community structures. The key to success, however, is finding the right role and identifying the most appropriate reward system for the individuals and the community as a whole.
112. Again, the IPs have commented on some the lessons learned from previous experiences concerning voluntary work. Indeed, there are successful stories of Projects that have managed to engage local communities in providing this input for the continuity of the Project's outcomes. Some of the key points made concerning the engagement of communities in voluntary work are: (i) individuals will rarely be able to dedicate more than two days a week to carry out voluntary work. In principle, it is believed that the CCLC programme requires less than two days from its members. (ii) In each case, it is crucial to pinpoint the motivational factor that moves people to commit to voluntary work.
113. Reflecting on previous experiences, some of the respondents have mentioned the following motivational factors: a) The perception of contributing to something which is clearly good for everybody; b) obtaining social recognition as a result of the contribution made and c) progress is made and there are visible results. The list is not exhaustive; these are just a few ideas put forward by IPs' staff to engage people in voluntary work. It has also been commented that Child Labour is an area where people don't see immediate benefits, contrary to other areas such as water or infrastructure where results can become visible relatively soon. The benefits of combating CL are somehow deferred into the future and people need to conceptualise what is at stake. In any case, it is believed that working for the elimination of CL still has rewarding factors, just that those factors have to be identified and promoted. Social recognition via the issue of certificates for those who participate in the CCLC has been mentioned as one possibility that could be reinforced in the future.
114. To finalise the analysis of the Regulatory Pillar, it is important to mention the activities carried out at national level. Regarding this, the Project has allowed ILO-IPEC to continue its ongoing dialogue with the GRZ around CL issues. ILO-IPEC provided technical assistance and support to the MLSS on various issues. In this particular case, there has been specific support for the training of law enforcement officers and the dissemination of regulatory framework, translation and printing of different normative pieces, plans and policies (Employment of Young Persons and Children Act, CLNP and NAP). There has been follow up and advocacy on other Ministries' policies such as the roll out of the new National Social Cash Transfer scheme and the review of the Education Act. Additionally, there has been a particular effort to coordinate activities with UN agencies under the UNDAF framework.
115. Despite the progress of the Project at the national level however, there have been some respondents that underline that the process of reforms has come to a point of stagnation, such that it would be necessary for ILO and the MLSS to reengage in a more ambitious agenda. The inter-ministry coordination and the mainstreaming of CL in their respective departments, the harmonization of

legislation and the revitalization of the NSC as the main mechanism of dialogue around the CL issues have been some of the areas which, according to the people consulted, should be pushed for.

116. Finally, it comes to the program of activities carried out by the ZFE through its Action Program “Strengthening Social Dialogue as an Effective Tool to address the Worst Forms of Child”. The ZFE carried out some inspections of tobacco farms and conducted an assessment on OSH issues. It also conducted sensitization among its members, encouraging them to include CL in their programs of Corporate Social Responsibility.

5.4 Coordination issues around the implementation of the Project

117. Generally, it may be said that coordination of the ARISE Program as a whole has not been a simple task and a few issues have remained challenging throughout the process of implementation. At the national level, the main organ for the coordination of ARISE is the Country Coordinating Committee (CCC) which has met on monthly basis. The general perception is that that the CCC acts as a space to share information but not necessarily as a space for setting technical guidelines or making executive decisions concerning implementing issues.

118. Overall, the evaluation team has perceived there to be a good attitude towards coordination from the different partners. They have all expressed their intention to work together and move forward in the fine tuning of the implementation arrangements. As a matter of fact, there is evidence that this attitude has allowed the partners to make progress in various aspects, with everybody recognising the improvements compared to the initial stages. However, at the time of this evaluation exercise, some coordination issues lingered (particularly at ground level) that should be discussed in this report. The subject has emerged several times in different formats and shapes: overlapping, gaps, delays, communication problems, community key actors overwhelmed and confused. The evaluation team believes that in most cases this simply has to do with the particular setup of having many organizations working in the same communities and in many cases targeting the same groups.

119. First, it might be helpful to look at the strengths and weaknesses of a broad partnership such as this one:

- Strengths:
 - Variety of resources available (knowledge about the problem, methodologies, and experiences): partners have brought in different areas of expertise.
 - Opportunity for dialogue, reflection, leverage, visibility...
 - The involvement of more actors represents an opportunity to build capacities, expand the circle and strengthen networks.
- Weaknesses:
 - Difficult integration of structures and agendas. Not easy to assemble the “jigsaw”.
 - Too many layers: Each of them with its internal co-ordination issues.
 - Stakeholders and communities confused and overwhelmed by the demands of the different partners.

120. Coordination and complementation issues have been raised at two different levels, the first one concerning the arrangement between ILO and WI and the second one affecting the ILO’s implementing partners.

121. Despite the big efforts made by both ILO and WI to develop an integrated Logframe, it has been difficult in practice to avoid coordination and communication problems. A few cases of overlapping have been reported in different areas of intervention. For example, in the economic pillar with the ILO Shelf Help Groups and the WI Village Saving and Loan scheme, where both proposals are very similar in nature, some rivalry between the different groups was reported. In the case of the skills training with the ILO General Agriculture Modules and the WI Modern Farm School, again very

similar activities were found to be targeting the same age group. The awareness and sensitization activities were in general also found to coincide. In addition to the intersection of activities, the application of different concepts, models, and styles usually causes synchronization problems such as the different start time for the operations on the ground.

122. The coordination with the local structures also becomes an issue since they are usually the same for both the ILO and WI Project. As it has already been mentioned, various local stakeholders have expressed fatigue because of the coordination with the ARISE partners. ILO and WI have taken some specific measures to minimize the effect of the above situations, such as the exchange of their respective lists of beneficiaries, but the evaluation team still believes that most of the coordination problems are inherent to the particular setup of working in the same communities.
123. The above situation was replicated at a different level, between the ILO IPs in charge of community mobilization. The issue was discussed earlier when analysing the concept of the “lead partners”. There is a general consensus among the stakeholders, mainly between the IPs involved, that the whole implementation arrangement for the community work has been a bit cumbersome and not particularly conducive to coordination. Ultimately, the three organizations found themselves implementing at the same level, sharing tasks and beneficiaries, all leading to a very complex dynamic of references, triangulations and inter-linkages between the three of them. The scope of the intervention might be considered too limited for three organizations to be involved. Besides, the decision was made to break down the sequence of intervention into different stages (each organization taking on one stage), however, the arrangement became a bit impractical and both IPs and Communities expressed their frustration regarding this. It is the opinion of the evaluation team that the implementation setup, with so many actors in place, should be rethought in an attempt to optimize resources and avoid confusion. Some ideas will be put forward regarding this in the recommendations section.

5.5 The monitoring of activities and results

124. Analysing the monitoring system requires directing attention to various distinct areas. Firstly, it is important to consider the monitoring of the direct beneficiaries: the registration of cases of withdrawal and prevention from CL. For the implementation of this task ILO applied the so called Direct Beneficiaries Monitoring System (DBMR) which is broadly used by the implementing partners in most of the APSOs. The DBMR is a quality assurance tool which standardizes definitions of desired outcomes to allow for comparability and accountability. This is considered to be a very robust but at the same time complex model, in that it requires that the IPs staff be familiar with a series of criteria plus their acquisition of some technical skills in order to make proper use of the database. Its implementation usually requires some training and the introduction of some adjustments to ensure its full adaptation to the local reality. This was done with support from the ILO team in Malawi whose M&E Officer conducted a five day workshop between the 28th of July and the 2nd of August 2014. A cross-section of stakeholders participated in this workshop, including the Ministry of Labour, Ministry of Agriculture, Ministry of Social Welfare, Ministry of Education, WI, JTI, ILO ARISE Implementing Agencies and Communities Child Labour Committees representatives.
125. Two IPs together with ILO have been designated to use the data base and they report to do so without any major problems. The issue is again related to the shortage of time, deemed too little to complete the monitoring and produce the reports. It has already been explained that the bulk of the educational services is planned to be delivered during the remaining three months of the Project, therefore allowing a very short period of time to conduct the monitoring, enter the data into the program, carry out the corresponding verifications and resolve any of the doubts and problems that are likely to arise at that point. In summary, it can be said the system is in place but it is yet to be tested with real cases. The evaluation team believes that this is another instance where the time factor could hamper the verification of results.
126. Another point that could be raised here is the fact that the ARISE Program as a whole has not been able to construct a joint system for the monitoring of direct beneficiaries, shared by ILO and WI,

which could have been taken as example of synergy and optimization of resources. The explanation for this again has to do with synchronization problems and the different timing in the implementation of activities between ILO and WI.

127. As for the internal monitoring system that follows up on the activities and services delivered (Intervention Performance Monitoring), the effects triggered (Outcome Monitoring) and at a later date the contribution to wider “systematic change” (Impact Monitoring), the evaluation has found different situations. Concerning the monitoring of activities it is believed that the community work has been followed up closely despite all the mobility constraints. Communities, in particular the CCLCs have felt the presence and support of the IPs, although this presence has not always been well coordinated. It has been possible to take note of examples where measures were adopted to correct a dysfunctional situation with regard to the performance of the CCLC. Contacts between the IPs have been frequent and the ILO M&E officer is generally well informed about the progress of activities and the degree of involvement of the DCLC is considered to be high. A quarterly report scheme has been established and reports have generally been made available.
128. The monitoring system of outputs, outcomes and impacts is not considered to be as robust as it was anticipated in the PRODOC. This document refers to a Comprehensive Monitoring and Evaluation Strategy which includes different layers such as the CLMS, the DBMR and other follow-up mechanisms which this report has already alluded to. One of the sub-systems of the strategy is the Project Monitoring Plan (PMP), which includes a clear definition of the different levels that the PMM intends to follow: outputs, outcomes and impact. However, in practice the follow up of these three levels has not been as systematic as it was expected. This is again one of the aspects which have been affected by the initial delay. It can be observed, for example, that the two TPRs delivered refer in many cases that the data and/or information has not been generated yet.
129. Concerning the delivery of outputs, it is believed that the information is generally available but its consolidation has become a complex task since the data are fragmented between several IPs. In some cases, there have been internal referrals of beneficiaries, something that brings about the risk of double counting. It has to be noted, however, that the quarterly reports include a section with the so-called Key Performance Indicators, which constitutes an extensive albeit not always uniform series of data that give an idea as to the volume of activity demonstrated by the Project.
130. As for the measurement of outcomes and impacts, some of the reflections outlined in the design section, specifically those concerning the need for a baseline, could be made again here. It is believed that the Logframe is missing some indicators to assess what has been achieved at the outcome level. Some of the areas where the evaluation team believes there is need for a more precise definition of indicators are: awareness on CL, institutional capacities, schools performance, employability of the trainees, family income, success of new business ventures and improvements in Occupational Health and Safety. Subsequently, the incorporation of such indicators would require the design of specific tools for their collection. Some ideas in this regard have been put forward earlier. It is believed that the Project should look for time and cost efficient tools to generate some data, numeric or qualitative, around those issues. It is also worth looking into some of the existing mechanism already in place such as the DBMR and the existing network of JTI Leaf Technicians

5.6 Gender strategy

131. On the application of a gender strategy a few measures have been identified:
- Establishment of quotas for the composition of the target groups
 - Deliberate inclination to target female guardians.
 - SGH prioritizing women.
 - Disaggregation of statistics

132. It is not clear, whether the incorporation of this aspect has been altogether as systematic or consistent as would have been desired. The presence of different roles and styles doesn't help in this regard. It is the opinion of the Evaluation Team that, there might be need a technical role to lead the implementation of a comprehensive gender strategy.

5.7. Potential effects and impact

5.7.1 Contribution to the Program development objective

133. The documentation of the ARISE programs reads that it “*forms part of a JTI strategy to contribute to eliminating CL in the global supply chain*”. In quantitative terms and in comparison to the magnitude of the problem, the achievements of the Project in this regard are obviously modest. Nevertheless, analysing the extent to which an intervention such as this one contributes to the prevention and the elimination of CL in the supply chains of tobacco requires a more balanced approach. Using only the quantitative dimension constitutes a very narrow and partial analysis. It is clear that a Project of this nature and dimension does not in its own right achieve significant objectives in the elimination of CL. It can, however, work towards those ends, acting as a milestone in the process and/or becoming a catalysing element. It is for this reason that the analysis is about “potential effects and impact”, and this evaluation aims to measure changes and transformations around the *social and economic factors that drive small-holder tobacco farmers to involve children in hazardous work*, changes that, even if still budding, could in the future aid in the battle to reduce CL in the tobacco supply chains.

134. Looking at the direct eradication of CL, the original targets were set at 500 Children to be withdrawn from CL and 3000 to be prevented from entering into it. A total of 514 children (314 males and 200 females) have been identified for withdrawal from the six communities. According to the DBMR rules, those children identified should be referred to an educational service and/or training opportunity or other non-education related services provided by the Project. The figures concerning the training activities were provided earlier when reporting the skills training conducted under Pillar II. 67 youth were enrolled at the Kaoma Youth Resource Centre and 65 were expected to graduate by the end of July. The remaining 447 were supposed to receive different educational or training services before the end of October. Once this service has been provided, the Project staff will have to complete the two monitoring visits requested by the DMBR rules to verify that they have been effectively been withdrawn from CL. It is very unlikely that the monitoring process could be completed before the end of the Project and therefore that the youth/children could be reported as withdrawn. Nevertheless, the assessment of this evaluation is that the most substantial part of the withdrawal process - the identification and provision of services - are likely to be completed. Depending on the decision concerning the upcoming phase, this task could be completed at a later moment.

135. As for the prevention activities, the number of children/youth reached by the Project has been 2,848 children and youth. They are considered "prevented" after participating in a Life Skills Training conducted at school level. The tracking and monitoring of this group is done by volunteers from the same communities, normally the 200 peer-educators that have been selected and trained by the Project to carry out awareness raising.

5.7.2 Other dynamics and effects triggered by the Program.

136. In the following paragraphs, a series of dynamics that the evaluation team has been able to identify among people, communities and institutions will be presented. Those dynamics are mostly in the socio-cultural and institutional domain and their identification is mainly based on a qualitative analysis. In general, however, there is a clear association (cause-effect relationship) with the activities carried out by the Project. It would be far-fetched to assert that they are exclusively effects of ILO-ARISE component, however it is evident in every case that the Project has made a clear contribution.

137. The following is a selection of those dynamics. In most cases they are effects triggered by the awareness process, which has probably been the area in which the Project has made its most remarkable achievements:

- Engagement in education: People's testimonies suggest that the perception regarding education has changed for the better; it is not just an increase in the enrolment figures, there has been an increase in the value/importance that families ascribe to education and technical training processes (in particular for young people). Directive and teaching staff in those areas directly covered by the Program refers to a sustained increase in enrolment rates and a decline in the rates of absenteeism and dropouts.
- Institutional culture: There are signs of change in the institutional culture, in that CL is increasingly recognized as a problem. Even if this was an issue that was already represented in legislation, institutions had not fully registered the scale and severity of the problem. Labour inspections with a child labour focus were conducted for the first time in Kaoma and Nkeyema Districts. Engagement not only of Government officers but also employers' associations, the latter recognizing that the Project has helped them become more credible actors in the struggle against CL and to expand their presence into the Kaoma district.
- Other changes in the socio - cultural paradigms. It has been reported from various sources that the Project is helping to combat early marriage, since girls have been empowered and their aspiration to go further up the educational ladder have increased. Some of the youth directly targeted for withdrawal also highlighted that the Project has generated opportunities for intergenerational dialogue within the family.
- At community level: It is important to note the engagement of traditional leaders who in some cases have enacted bylaws. Examples have been put forward about changes introduced in the pattern and timing of the initiation ceremonies. There is an increased awareness of rights, better understanding in the community about the content of the law and its importance and the recognition of people, particularly children and young people, as subjects of rights. Self reliance and reinforcement of community links can be also associated to the dynamics of the Self Help Groups. An example of this has been the construction of a Bridge in Chitwa by Community members who were mobilized by traditional leaders.
- Knowledge about the nature and extension of CL: Various respondents have reported that the Project has served not only to provide valuable insights into the dynamics of CL in family agriculture, but also to uncover and bring to the surface hidden situations about the worst forms of CL that the public was not aware of.

138. Based on the above, the ARISE Program is judged to have had a significant impact in those geographical areas of direct intervention. Some of the respondents described the Program as a "High Impact-Low Scale" intervention and the evaluation team fundamentally agrees with that description. Indeed, most of the information gathered during the field work stage points to the conclusion that the combined formula applied by the Program in each case has yielded good results for the local communities and expanded areas that have directly benefit from its actions. Some questions might be raised about implementation arrangements and the integration of the ILO and WI packages which in some cases might have ended – from the evaluator's point of view – in an over-comprehensive package. Apart from these questions however (this report has already referred to them), there is no doubt that the ILO-ARISE Project has had a substantial impact on those communities where it has intervened.

5.8 Sustainability

139. As is usually the case, the sustainability analysis presents a diversity of pictures and situations depending on the component under review. For ILO, having a sustainability strategy is a requirement of the design; anticipating the path towards sustainability is a routine embedded in the protocols of the organization. This report has already assessed in the corresponding section some of the ideas shaped out in the PRODOC related to the sustainability strategy. In general, they describe broad scenarios

pointing towards linkages with national policies and the embedding of the Project effects into the routines of the local structures and institutions. The ideas put forward in the PRODOC are deemed to be adequate. Besides, the evaluation has been able to establish that managers and technicians involved in the implementation are aware of the implications and demands of the Project in terms of sustainability. However, it is believed that the management of the sustainability strategy could have gone a bit further by using the sustainability matrix to develop the afore mentioned ideas into more detail and identify the sustainability factors relevant to the different Project components (CCLC, CLMS, IGAs, Skills Training...).

140. In some cases there are realistic expectations of establishing links with local policies. There has already been mention of the possibilities explored by the DCLC to connect with programs from the social welfare, education or agriculture departments, in line with what has been outlined in the NAP. At the district level, it is believed that the different District Offices would be able, within their limitations, to give some sort of continuity in their respective sectors to some of the processes that the Project has initiated. The setup of the District Labour Office might become an important asset in this regard, since their officers would have a specific mandate to push and follow up on CL issues. Despite the lack of resources and the logistic constraints referred to by most of the officers, there are some permanent structures and institutional routines in place that the discourse against CL has managed to permeate into.
141. Some other processes or outcomes are expected to be integrated into the dynamics of the communities. Awareness, for example, is a self-replicating process, in that knowledge about legal issues, enacting of bylaws by local or traditional authorities etc. could continue with its own dynamic. The same could be said in connection with the CCLC and the CLMS, however in these two cases (and bearing in mind the opinions gathered from the very CCLC members), there is still a need to follow up and complete the motivational work, as these are still fragile structures involving voluntary work. Basically, they are process that requires more time and support. The initial delays in the take-off of the activities have compressed the effective time of execution to a point which is considered insufficient for the consolidation of processes like the ones involved here.
142. The economic factor will certainly be a major challenge, not only for the institutional dynamics but for the community dynamics as well. With regard to the former, it is evident that the local institutions face major budget constraints so that it is not very realistic to expect an increase in specific budget allocations to combat CL. However, most of the stakeholders believe that there is room for improvement within the current budgets; it is a matter of articulating and optimizing the existing policies. In this regard, the role of the DCLC is deemed to be crucial. As for the community level, the evaluation has found that there is a real need to rethink what kind of economic boost is the one from which tobacco growing communities would benefit from the most.
143. It is quite evident that the model applied in the economic domain has not yielded very good results and this is something that could eventually jeopardize some of the important achievements made by the Project so far, such as the setup of the CCLC or the increase in school enrolment. CCLC members have expressed their fear that things can go backwards if the economic situation of the communities does not improve. In this regard, it is believed that the partners need to rethink about how to achieve economic empowerment in such vulnerable communities. It is commendable that the Project spent some time and resources to conduct market research; however stakeholders still seem to disagree about what has to be done. The evaluation understands that the key for success is not only about “what“ to do (it is indeed but not only), it is also about “how” to do it. It is believed that the format in which the economic pillar was presented was not very conducive to economic empowerment and there is need to design a more robust package. Some of the IPs seem to have interesting lessons from previous experiences that could benefit the ARISE experience.
144. With regards to cultural aspects, it is evident that the program will have to face significant challenges, but the assessment of the evaluation team in both cases is that the program is managing to break through the cultural barriers. The Project, in general, is using a persuasive approach to encourage

debate, get through cultural patterns and garner support from different groups. The combined formula - insisting on the value of education together with sensitization on the risks of CL - seems to be a recipe that works. The progress made in awareness is probably one of the most if not the most remarkable successes of the Project. In this respect, the analysis of sustainability deserves a very positive assessment.

145. Despite all the above, the most crucial debate on sustainability is not the one around the continuation of the Project's immediate effects in the six communities and/or even at district level. It must be accepted that some of the processes triggered by the Project at the local level will experience changes; some of them will be able to continue for a while in its present format but most of them will have to be adapted to a changing and dynamic reality. The main issue about sustainability, at least from the point of view of the evaluation team, is how this Project can provide inputs for the bigger process at the national level. It is not only about how many of the six CCLCs will be active in one year time (some will probably be, some others will not), but more about becoming a catalyst for the effective implementation of the NAP at Country level and the engagement of the main social and economic actors. In this sense, the most interesting analysis about sustainability is probably within the regulatory pillar.
146. Beyond what has been achieved in terms of direct action at district level, the perception upheld by many of the stakeholders is that the Project is an opportunity to reinvigorate the process at national level. Using the ILO – ARISE experience to reengage the GRZ in a more ambitious plan to complete the pending reforms and effectively implement the NAP at local level. Similarly, it is believed that there are lessons to be learned plus ideas for Employers and Unions associations to fit into their agenda.
147. The analysis of sustainability in this case is also about how to expand the model. It seems clear that the continuation of the ARISE programme in its full scale is an improbable scenario. The ARISE Program as a whole represents an over-comprehensive intervention providing a very extensive list of services in a much localized area. Its impact is high but the possibilities for it to be mainstreamed as a whole into the existing programs and budgets look limited. The challenge, therefore, is how to identify those elements of the model than can realistically be taken on by the local institutions. In that sense the sustainability of the ILO – ARISE Project is about transforming itself into inputs for the national policies.

Section III: Conclusions and recommendations

6. Conclusions

148. At this point the conclusions of this evaluation will be made, many of which have already been alluded to at other points throughout the document. As such, this section represents more of an ordering and synthesis exercise.
149. The ILO-ARISE project constitutes an innovative initiative to tackling the rather complex issue of CL in the tobacco supply chain. It has enabled the set-up of a broad partnership integrating a wide variety of expertise from different organizations, national and international; it builds on previous experiences and gives continuity to the efforts of the struggle against CL in Zambia. The ILO-ARISE project demonstrates clear links with existing policies in the country and has proved to be a valid model for the effective implementation of the NAP at district level, even if its prospective expansion up might need some optimization and fine tuning.
150. The Project is aligned with the classical dimensions of the fight against CL and it is dealing with its determinants in a very holistic and comprehensive manner. The few points of disagreement concerning the Project design are to do with the economic pillar, in particular the Income Generating Activities (IGAs) where the evaluation has found a few questionable points concerning the format and the scope of the activities proposed.
151. The inclusive and participative character of the design process is highly valued by the evaluation team, even though its unexpected time demands have notably affected the timeframe of the project and caused an important delay in the setting in motion of the implementation phase. This situation has compressed the implementation period to slightly more than a year, conditioning the delivery of products and services to the target groups and likely affecting the achievement of some of the outcomes and objectives and their long-term sustainability.
152. Due to its pioneering character and the heterogeneity of its management structure, the implementation proved to be a complex and demanding task. Some problems have emerged concerning the application of the Lead Partner concept on the ground, particularly between the three organizations involved in the community mobilization. The Lead Partner concept is deemed to have clear potential in building local capacities, however its effective realization requires finding the right formula to harmoniously assemble the different comparative advantages of the partners.
153. The complementarity and coordination between the ILO project and the WI project have also been another challenging issue with a few overlappings and synchronization problems arising at different moments. Despite the good attitudes from both organizations towards dialogue and all the good efforts to work under a common integrated LogFrame, in practice, coordination on the ground has remained an issue throughout all the implementation period. The evaluation team believes that in most cases this simply has to do with the particular setup of working in the same communities and sometimes targeting the same groups.
154. It has been found that the tight schedule to complete the programme of activities and the implementation settings with so many actors in place, have been very demanding and sometimes strenuous for the key stakeholders and communities. They have reported some fatigue around the project activities, something that could also endanger people's commitment and availability for voluntary work.
155. The monitoring system of outputs, outcomes and impacts is not considered to be as robust as it was anticipated in the PRODOC. Concerning the delivery of outputs, it is believed that the information is generally available but its consolidation has become a complex task since the data are fragmented between several IPs. As for the measurement of outcomes and impacts, the opinion of the evaluation

team is that the Logframe is missing some indicators with their corresponding baseline values and the definition of tools for their follow up.

156. A few plausible reasons can be put forward to explain some of the flaws in the monitoring system. Firstly, it is believed that the absence of a proper baseline has limited the definition of the values due to be followed by the monitoring system. Secondly the initial delay has been, once again, a factor that has hampered the generation of timely data. Furthermore, the introduction of the KPI for the quarterly reports seems to have sidelined the reporting against the LogFrame indicators.
157. Despite the aforementioned constraints - and mainly thanks to the experience and commitment of the respective partners' teams - the Project has managed and deliver a very comprehensive list of products and services. Both stakeholders and partners have shown great willingness and motivation to overcome the inherent challenges of this particular set-up and there is evidence of some progress being made with regard to the co-ordination aspect. Both communities members and local structures expressed great levels of satisfaction towards the projects outputs and outcomes.
158. The summary of achievements includes a remarkable progress in awareness raising and the rejection of CL both at institutional and community level, more engagement in education, increased capacities of the local structures to combat CL around the CL committees and increased self-reliance and self-esteem of local groups. In all those areas, the evaluation has found signs on progress that can be reasonably associated to the Project activities.
159. Beyond its direct achievements at local level in any of the three pillars, it also has to be valued that the Project is pioneering a Public Private Partnership (PPP) and setting an example of bringing together actors from the public, private and CSO sector to combat CL in the supply chains. From this point of view, it is believed that the project has got potential to provide valuable inputs for the bigger processes going on in the country. Not only on how to trickle down the national policies at district level but also on how the private sector can become more involved in the pursue of social goals.
160. Concerning the analysis of sustainability, there are realistic prospects for the integration of some of the effects triggered by the project into the local dynamics, both at community and institutional level. An example of this has been the articulation and/or liaison of policies between departments which has been propelled by the DCLC. The awareness raising is another outcome that, once instilled within the dynamic of a group, could become self-replicating. There are, however, a few issues that can affect the prospects of long-term sustainability, some of them related to the traditional weaknesses of the local structures, but others connected to the conditions under which the project has been implemented where there has not been enough time to consolidate results beyond the delivery of products and services.
161. Notwithstanding, the most substantial analysis about the sustainability of the Project does not just have to do with the continuation of the activities and their effects at District Level. In fact, a more important issue from the evaluation point of view is how to turn ARISE into another building block of the process at national level, how to use the experience to draw lessons for the bigger process and reengage the ILO constituents into pushing the CL agenda one step further.

7. Recommendations

7.1 General recommendations for the ARISE partners

162. **A) In the absence of an exit strategy it would be important to define and implement the key exit actions for the main components.** There is need to anticipate the post-project scenarios and identify the steps that have to be taken to ensure a smooth transition towards a situation without project. In particular, it is deemed to be important:

- To assist the CCLCs and schools in implementing and completing their respective Action Plans and collection as well as documenting the results thereof, as it is foreseen in the SCREAM and “Be the Change” methodologies.
- To assist the CCLCs and the communities in the implementation and documentation of the result of the CLFZ in the 6 ILO –ARISE project communities
- To explore the different options at local level to ensure some sort of continuation of the Skills Training activities: scholarships or involvement of the Kaoma Youth Resource in providing outreach modules to the communities.
- To anticipate the growing scenarios and support that the SHG are likely to require

163. **B) A consolidation phase is deemed to be required.** Whatever the direction of any upcoming ARISE phase, the evaluation team believes that there would be need for as consolidation or follow up component involving the six communities of this first phase. It should be borne in mind that some of the processes triggered by the project are still in an embryonic stage and the structures and initiatives set in motion are going to be tested in real life shortly. Before embarking on any new phase, a thorough situational analysis should be carried out to identify those aspects that need to be consolidated with further actions. The post-project follow up will also allow the ARISE partners continue their reflective practices around the ARISE experience.

164. **C) A protocol for the timeframe of the Project.** It seems important for the partners to define a project protocol including the timeframe for the different phases.

- This timeframe should realistically anticipate the time needed for each of these phases, and partners should try to abide by it.
- The project duration should be calculated based on those needs, as it is not advisable that the implementation phase should simply be allocated the time left over after the design phase, regardless of whether this time frame allows for the full cycle of the activities (including the consolidation of their effects) to take place in a reasonable manner.
- Some activities require more time to consolidate themselves into durable results. In those cases, it is sadly not enough to speed up the pace and try to catch up with the programme.

165. **D) Revisit the implementation arrangements.** There is a need to review the implementation arrangements between the main ARISE Partners (ILO and WI), as well as those relating to ILO and its specific IPs. Implementation arrangements should be understood as the definition of roles, distribution of tasks and geographical areas, synchronization of programmes and in general all that is related to coordination on the ground.

- Concerning the situation between ILO and WI, The evaluation team considers that the most viable alternative for the optimization of the partnership in any potential new phase would be to target different communities, making arrangements to maintain some common, core activities around CL, in particular the committees and the monitoring. This proposal is thought to be the most straight-forward option without dilapidating the potential synergies of the partnership.¹³
- There are, obviously, comparative advantages between ILO and WI models, but when it comes to community mobilization around the two first pillars, the differences are mainly in terms of approach. Indeed, both packages try to raise awareness about the risk of CL and the value of education, and both try to provide training facilities packages and both try to improve livelihoods. They are simply different approaches towards the same goal.

¹³ It must be noted the another evaluation exercise was conducted last year on the Brazil and Malawi ARISE programmes where this issue was analyzed in more detail

- As for the ILO's IPs, technically there is no need to involve such a number of organizations for the community mobilization. In fact, it would be feasible for just one organization to cope with all the workload but ILO conceives this wider involvement as a good way to build capacities. Being this the case, the recommendation is to strengthen the understanding of the lead partner role. If the lead partner ends up implementing side by side with the local partners, coordination issues are very likely to emerge.
- If the three organizations currently involved continue working in any upcoming phase, the proposal would for a geographical distribution of the communities.
- If new local partners become involved, the suggestion is similarly to opt for a geographical distribution of the communities with the Lead Partner acting from a coaching position. This could be made compatible with this lead partner having implementing responsibilities as well but trying to avoid the coincidence of two organizations in the same location.

7.2 Recommendations for the ARISE partners and the IPs

166. **E) Review the content and format of the IGAs component.** The Theory of Change of the economic pillar, particularly of the IGAs component, should go through a process of review and redefinition regarding the analysis of problems, what has to be done (outcomes), how it has to be done (process) and how long that process should last. The package implemented so far has not yielded good results despite the effort made to conduct a market assessment.
167. The evaluation team has learned that some of the IPs have developed models in the past to boost the economic conditions of vulnerable rural communities in the country. It would be convenient to make better use of the knowledge generated through those experiences. While the evaluation is not in a position to define the specifics model that the ILO-ARISE project should put in place, the evaluation envisages that the model should include a better selection of the entrepreneurs, more emphasis in organization, greater involvement of the agriculture extension workers and a longer sequence of intervention.
168. **F) Review the rewarding mechanisms for engaging in voluntary work.** There is also a need to reflect on the rewarding mechanisms that could be applied to engage people in voluntary work for the sake of CL. ILO should reflect on how to tackle this challenge including issues such as:
- The time and demands that can be reasonably demanded from the people,
 - The profile of the people to fill this type of position.
 - Possible rewards that can be used to raise motivation. Some of the ideas put forward pointed to an initial star up IGA for the group but also to training opportunities with their corresponding certificates or any other incentive related to social recognition.
 - Besides this, there is a need for an intense motivational and pedagogic effort in order to make people aware of the long term benefits of eliminating CL from their communities.
169. **G) Improve the monitoring of outcomes.** In general, it is the opinion of the evaluation team that this section has to be reinforced. The assessment of what has been accomplished at the outcome level would be much more accurate if a baseline value were available and periodical information on a number of variables had been regularly collected. Even in the case where variables can only be addressed in qualitative terms, it is advisable to design a "kit" with easily applicable tools for the establishment of some sort of value for the indicator. Tools such as: mini-surveys, check-lists, scoring lists, simplified institutional assessment (pre and post intervention), qualitative assessment based on multi-stakeholder discussions or focus groups, any instrument that could help in the attempt to provide an approximation. It might also be worth considering the possibility of using the monitoring visits under the DBMR as a vehicle to collecting some of the information on the achievement of outcomes.

170. From the point of view of the evaluation team, the two main outcomes that the Project needs to follow in a more specific manner are Capacity Building and Awareness. In addition, it would be interesting to generate some data on: i) the scope and success of the IGAs (number of initiatives, type of entrepreneur, sector, income... etc.). (ii) Employability of the trainees. (iii) Improvements in Occupational Health and Safety. (iv) Changes in gender roles.

7.3 Recommendations for the JTI

171. **H) Enhance the involvement of JTI Leaf Technicians.** Another possible improvement in the monitoring system would be to articulate a bigger involvement for the JTI Leaf Technicians. If provided with a framework, this group could become an invaluable source of information; a means to identify changes and follow up on the behavioral milestones. In general, there is a need to obtain more gains from the extensive presence that JTI has in the field.

7.4 Recommendations for the IPs

172. **I) Reinforce quality control of the Skills Training.** The evaluation has found signs that the on-going courses corresponding to the skills training program might be taking place under conditions that are not always conducive to learning and pedagogic purposes. More than 400 youth will be trained in the next few weeks under the modality of community based training. It has been observed that in some cases the courses will not be taught by qualified instructors and that the different programs have been set up somewhat hurriedly. Bearing all this in mind, it would be important to reinforce the follow up system through periodical visits, verifications of the contents and techniques uses and intermediate and final evaluations with trainers and trainees.

7.5 Recommendations for the ILO and its constituents

173. **J) Focus on generating a model.** In general, there is a high degree of consensus on the role of the ILO-ARISE as an initiative generating models and not necessarily an instrument of direct elimination. In this sense, the Action Programs (APSOs) implemented at District level are important means to test the model and show how progress can be made. However, the way to push the action against CL forward is fundamentally via the propagation of the model developed rather than by the expansion of the APSOS themselves. It is not realistic to expect that the ILO-ARISE Project, as a package of technical and financial resources, could continue active for many years or even to cover a significant part of the JTI supply chain. As an instrument for direct elimination of CL, the Project cannot really be expanded much further. Rather, the Project's most viable future lies as the catalyst of different dynamics through which it can auto-replicate its proposals.

174. **K) Mobilize constituents:** In this line, it is believed that the ARISE experience represents an opportunity for ILO and its constituents to reengage with some of the issues brought about by the Project and boost their respective programs.

- It is an opportunity for the GRZ, in light of the lessons learned from the DCLC experience in Kaoma and Nkyema, to review what might be needed in order to trickle the NAP down to District level, to reinvigorate the National Steering Committee, to continue pursuing the coordination and integration of policies between Ministries, to enact new legislation and/or harmonize existing one.
- It is an opportunity for the Employers Association to share with their members the underlying philosophy of the project and issue guidelines on how the private sector can prevent CL from entering into the supply chain.
- It is also an opportunity for the Unions, particularly those in the agriculture sector with very little presence on the issue thus far, to take note of the important role that they can play against CL in their respective area and to design a more ambitious strategy accordingly.

- Lastly, it is an opportunity for ILO to draw ideas and incorporate new elements for its advocacy, communication and articulation roles in the country.

175. The analysis presented in this report about the achievements and shortcomings of the Project clearly indicates that one of the key elements for the future should be the dissemination of messages and the incorporation of political and institutional wills. In this sense, it is believed that the ILO experience has provided valuable inputs to mobilize constituents nationally and internationally.

Section IV: Lessons learned and good practices

8. Lessons learned

176. **Complex operations require a thorough analysis of the project assumptions.** This lesson was described by some of the respondents as “the silent assumptions”. It seeks to express the idea that the project was initiated assuming some of the most optimistic scenarios while the roll out of an intervention like this - with so many actors involved at the implementation level - has proved to be a much more complex and problem-laden task. The initial assumption is that everybody’s good will, together with the elaboration of an integrated LogFrame for the two ARISE partners and the designation of some Lead Partners for the ILO component, will pave the way for a smooth implementation. However the reality has not been so straight-forward. Processes and institutional arrangements are usually difficult to identify and articulate. There is a need to understand that in complex operations like there is usually a gap between the plans and the actual operations and therefore it becomes crucial to carefully align implementation procedures. It is important to be aware of this in order to apply an adaptive and developmental management approach as well.
177. **Project demands from the community structures and individuals have to be realistic.** Project activities need to be and harmonized with the rest of the community dynamics. The extensive list of partners acting in the same location together with the compressed schedule for implementation have generated fatigue and confusion among the community structures.
178. **Strengthening the understanding of the “Lead Partner” role** While the Lead Partner concept has proved to be an adequate approach to building a network of qualified organizations on CL issues, the structure of the partnership has to be well balanced and the understanding of the lead partner role well established in order to avoid situations of overlapping and to render its ultimate purpose effective. The involvement of various IPs is justified when they contribute in different ways and there are clear benefits resulting from this kind of partnership. In particular, it has been found that at the community level, a more thorough and detailed assessment of the organizations’ comparative advantages and their respective of roles is required. There is need to strengthen the understanding and undertaking of the lead partner role...
179. **The economic empowerment of vulnerable communities via IGAs, requires a more comprehensive approach and a longer cycle of intervention.** The provision of agricultural inputs and basic training is deemed to be insufficient to have a real impact on the livelihoods of the people. Generating economic opportunities requires a more thorough consideration of the Theory of Change for this particular component. The degree of vulnerability together with adverse conditions of the context compel the project designers to search for more robust proposals.

9. Good Practices

180. **Building up knowledge and expertise across countries.** The exchange of practices and experiences across countries have helped to consolidate knowledge and expertise around various issues, in particular CL Monitoring (CLMS and DBMR) and capacity building around the CL Committees. This is an aspect which is not always clearly perceived by the stakeholders at ground level but which is highly value by those at central level. These highlight the importance of the ILO-ARISE Zambia as an opportunity to continue building up a bundle of know-how around CL, know-how that could eventually be applied to other rural communities of Africa. It’s been claimed that sometimes the application of certain knowledge is taken for granted without realizing that its attainment has taken a long time of reflective practice. For all this, the effort made by the project managers to work around a common model and take another step forward in the consolidation of that model can considered a good practice.
181. **Involvement of the traditional leaders.** Involving and targeting the traditional leaders has yielded good results in terms of raising awareness against CL. In general, the whole lot of activities carried out

to the raise awareness has been very successful so, it's very difficult to isolate the key factor for that success, up to certain extend it can be said that the good practice is the combined formula applied in this case. Nevertheless, if there is to pick one element, the evaluation team would choose the involvement of the traditional leaders, basically for its amplifying and multiplying effect. Traditional leaders are key figures in setting social norms and leading communities towards change. Their incorporation into the CCLC is considered a good practice.

182. **The ARISE PPP as an example.** The ARISE PPP has set an example for other economic actors within the private sector in the country. Despite all the difficulties encountered to design the right implementing architecture for the ARISE partnership – a situation somehow common to every pilot experience – the partnership in itself can be considered a good practice. In particular, it has to be highlighted that the Project has set an example which is being used by the Zambian Federation of Employers to promote new ways of designing and implementing Programs of Corporate Social Responsibility in the country. Obviously, given the size and magnitude of ARISE it is difficult for new programs with similar format to emerge but a few examples have been mentioned by the ZFE concerning companies who have undertaken some kind of action in the sugar and cotton sector. The strategy of using the ARISE PPP as an example to do advocacy within the private sector can be considered a good practice.

Annex 1. Terms of Reference

**Terms of Reference
for Independent Final Evaluation
JTI-ILO ARISE Programme (Achieving Reduction of Child Labour in supporting Education)
Zambia
Public-Private Partnership**

ILO projects	A Programme to Reduce WFCL in tobacco-growing communities in Zambia (a component of ARISE - Achieving Reduction of Child Labour in supporting Education) ZAM/12/55/JTI
Country	Zambia
Duration	35 months
Starting Date	November 2012
Ending Date	October 2015
Project Locations	Zambia (Lusaka and Kaoma)
Project Language	English
Executing Agency	ILO
Financing Agency	JTI
Donor contribution	USD 1,600,000
Dates of Evaluation	July-August 2015

Abbreviations

AP	Action Programme
ARISE	Achieving Reduction of Child Labour in supporting Education
CCC	Country Coordinating Committees
CCCL	Community Child Labour Committee
CL	Child Labour
CLMS	Child Labour Monitoring System
DWCP	Decent Work Country Programme
EIA	Evaluation and Impact Assessment unit of FPRW/IPEC
FPRW	Fundamental Principles and Rights at Work branch (at ILO)
IABA	Integrated Area based Approach
IGA	Income generation activities
JTI	Japan Tobacco International
HQ	Headquarters
IAC	International Advisory Committee
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
NAP	National Action Plan
NC	National Consultant
NGO	Non-Governmental Organization
PPP	Public Private Partnership
TBP	Time-bound Programme
TL	Team leader
UN	United Nations
WFCL	Worst Form of Child Labour

I. Background and Justification

The International Programme on the Elimination of Child labour

183. The aim of the International Labour Organization International Programme on the Elimination of Child labour (thereafter IPEC)¹⁴ is the progressive elimination of child labour, especially its worst forms. IPEC is programme implemented by within the Fundamental Principles and Rights at Work branch with the Governance and Tripartism department. The political will and commitment of individual governments to address child labour - in cooperation with employers' and workers' organizations, non-governmental organizations and other relevant parties in society- is the basis for IPEC action. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.
184. The operational strategy of IPEC has over the years focus on providing support to national and local constituents and partners through their project and activities. Such support has to the extent possible been provided in context of national frameworks, institutions and process that have facilitated the building of capacities and mobilisation for further action. It has emphasized various degrees of a comprehensive approach, providing linkages between action and partners in sectors and areas of work relevant for child labour. Whenever possible, specific national framework or programmes, such as National Action Plans, Strategic frameworks, have provided such focus.
185. Starting in 2001, IPEC has promoted the implementation of the "Time Bound Programme" approach, a supported national framework. A Time Bound Programme (TBP) is essentially a national strategic programme framework of tightly integrated and coordinated policies and initiatives at different levels to eliminate specified Worst Forms of Child Labour (WFCL) in a given country within a defined period of time; it has evolved to the currently named National Action Plan (NAP). It is a nationally owned initiative that emphasizes the need to address the root causes of child labour, linking action against child labour to the national development effort, with particular emphasis on the economic and social policies to combat poverty and to promote universal basic education. The International Labour Organization (ILO), with the support of many development organizations has elaborated this concept based on previous national and international experience. It has also established innovative technical cooperation modalities to support countries that have ratified the ILO's Worst Forms of Child Labour Convention, No. 182 of 1999 (C182) to implement comprehensive measures against WFCL.
186. The most critical element of a NAP is that it is implemented and led by the country itself. The countries commit to the development of a plan to eradicate or significantly diminish the worst forms of child labour in a defined period. This implies a commitment to mobilize and allocate national human and financial resources to combat the problem. IPEC has over the years implemented a number of country specific projects of support of multi-year duration and focusing both on policy and institutional support through enabling environment and direct support to communities, families and children through targeted interventions.
187. The experience with national NAPs has suggested a range of approaches to establish and implement national frameworks to provide the comprehensive approach, the linkages and the mechanisms for developing the knowledge, mobilising the actors, institutions and resources; and to plan effective coherent national action as part of the broader national development. The experience also showed that

¹⁴ IPEC is an ILO programme implemented within the Fundamental Principles and Rights at Work branch under the Governance and Tripartism department.

Please see <http://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/governance/fprw/lang--en/index.htm> for more information.

the degree of support needed to get this process going in different countries can vary and that specific strategic initiatives can be identified as often key to the process, focusing on influencing key policies and processes.

188. The Global Action Plan (GAP), proposed in the 2006 Global Report on Child Labour and endorsed by the Governing Body at its November 2006 sitting, called on all ILO member States to put appropriate time-bound measures using National Action Plans (NAP), in place by 2008 with a view to eliminating the WFCL by 2016.
189. Africa is a very relevant region for IPEC. The GAP 2006 stressed the need for “a special emphasis on Africa” by both the ILO and its international partners in the fight against child labour. In this regard, IPEC committed to devote a larger proportion of its efforts to Africa and has sought to strengthen activities in the region through the *Focus on Africa* programme. A regional strategy was adopted in 2011.
190. From the perspective of the International Labour Organisation (ILO), the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee decent work for all adults. In this sense, the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is the key characteristic of ILO cooperation and it is within this framework that the activities developed by the Programme should be analysed.
191. ILO Decent Work Country Programmes (DWCPs) have subsequently been developed and are being introduced in the ILO to provide a mechanism to outline agreed upon priorities between the ILO and the national constituent partners within a broader UN and International development context. For further information please see : <http://www.ilo.org/public/english/decent.htm>
192. The DWCP defines a corporate focus on priorities, operational strategies, as well as a resource and implementation plan that complements and supports partner plans for national decent work priorities. As such, DWCP are broader frameworks to which the individual ILO project is linked and contributes to. DWCP are beginning to be gradually introduced into various countries’ planning and implementing frameworks. The current draft DWCP for Zambia can be found at: <http://www.ilo.org/public/english/bureau/program/dwcp/download/zambia.pdf>
193. Since 1999/2000, ILO/IPEC has supported the national partners in Zambia for the elimination of child labour through different projects to raise awareness on child labour, strengthen the legislative framework, and pilot models of direct service interventions that are available for replication. The projects include the national Programme for the elimination of child labour (2000-2003), the Commercial agriculture project (Comagri) (2002-2005), the Child domestic labour project (CDL) (2002-2006), the Capacity building programme for Anglophone Africa (CBP) (2003-2006), the Project to combat HIV/AIDS induced child labour, and the Project of support to development and implementation of Time-bound measures against the WFCL in Zambia (TBP-SP) and Tackling child labour through education (TACKLE) project (2008-2013).

The Public Private Partnership ARISE Programme

194. In October 2011 JTI, the ILO and Winrock signed an agreement under which JTI would support the project ‘ARISE – Children’s Opportunities through Investment in Community Education’ in Brazil and Malawi. In 2012 Zambia was added as a third country.
195. Through this Public-Private partnership (PPP), IPEC has joined hands with JTI and Winrock to support their efforts to reduce child labour in their tobacco-growing areas and to increase compliance with the ILO’s child labour standards: Convention No. 138 on Minimum Age and Convention No. 182 on Worst Forms of Child Labour.

196. JTI ARISE (Achieving Reduction of Child Labour in supporting Education) forms part of JTI's strategy to contribute to eliminating child labour in global supply chains. The programme is implemented in Brazil, Malawi and Zambia in collaboration with Winrock International and ILO-FPRW/IPEC. In promoting access to quality education, awareness raising and social mobilization, and economic empowerment in tobacco-growing communities, as well as improved regulatory frameworks, the project will promote community and country-led sustainable social progress to eliminate child labour.

197. The ARISE programme strategy has been developed with a focus on three main pillars:

- Economic: Improving the income earning potential and long-term livelihoods of the farmers, their families and their communities to greatly reduce poverty which is a key underlying cause of child labour. This involves helping farmers to improve agricultural productivity, crop quality and working conditions, providing training and improving the living conditions of communities.
- Socio-cultural: Working with traditional communities, which have a strong cultural heritage of children working alongside adults, to raise awareness of the detrimental effects of child labour. This includes helping to change damaging cultural habits, increasing acceptance of the schooling system and helping to improve school infrastructures.
- Regulatory: Proactively cooperating with governments and international organisations to help achieve greater transparency in the market structure and supply chains, thereby supporting regulatory enforcement.

198. The programme development objective is “to contribute to the progressive elimination of child labour in tobacco growing communities in Kaoma District”.

199. The ARISE Programme and ILO Project immediate objectives are:

- IO 1. Child Labour is reduced through improvements in education, awareness and monitoring
ILO Sub-IO 1: By the end of the project, the capacity of national and local partners to implement an Integrated Area Based Approach to reduce child labour in tobacco-growing communities is strengthened
- IO 2. Increased economic livelihoods of targeted households in tobacco growing communities
ILO Sub-IO 2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs
- IO 3. Improved legal and regulatory framework for the elimination of child labour and promotion of education
ILO Sub-IO 3: By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced.

200. The overall strategy is guided by the Child Labour Policy and the National Action Plan (NAP) for the elimination of the worst forms of child labour in Zambia, as part of the draft Zambia Decent Work Country Programme (2012-2015). It also contributes to the Zambia Sixth National Development Plan (SNDP), which has a focus on accelerating rural development for regional advancement and investing in rural areas as an important factor in increasing employment and reducing poverty.

201. In the Kaoma district, the project will support the implementation of a gradual integrated area based approach (IABA) in selected tobacco growing communities in order to reduce child labour. This is developed by promoting livelihoods of vulnerable parents/guardians and strengthening community structures to lay the foundations for community-level Child Labour Monitoring System (CLMS) which in the longer-run will contribute to the creation of child labour free zones in the target areas.

202. The project is targeted 500 children withdrawn from child labour and 3,000 prevented in 12 communities in the Kaoma district.

203. The project to be evaluated is implemented in mutual collaboration with Winrock. While each organization develops its own project, both organizations work towards the achievement of common ARISE objectives.

204. As of June 2015, the Programme has reported the following achievements:

- 2, 734 children reached in 6 schools and communities using peer to peer life skills and behavioural change strategies, safe space mentorship activities and skills training and psychosocial support.
- Communities and schools developed and implementing plans for child labour awareness programmes.
- 200 life skills peer-educators trained.
- Community Child Labour Monitoring System piloted in six communities.
- 7, 500 stakeholders sensitised on child labour (6 CCLCs, DCLC for 2 Districts and 8 schools).
- 120 households improved livelihoods through agricultural income generating activities and psychosocial support services.
- 253 parents/caregivers improved livelihoods through establishment and training of 25 Self Help Groups (SHGs) and community based micro savings and loans schemes.
- 701 children are under the care of SHG beneficiaries (582 in school, 119 out of school).
- Social Welfare Department in the process of identifying beneficiaries for their social protection programmes and liaising with DCLC members for child labour referral.
- Establishment of 4 community education instructional centres on sports, literacy and numeracy.
- Community rehabilitation centre managers and peer educators trained for life skills and support to adult beneficiaries.
- Department of Social Welfare supported on physical assessment, profiling and psychosocial counselling of beneficiary children at the community instructional centres.
- Child labour mainstreamed in District Government programmes (i.e. Social Welfare Department, Education and Victim Support Unit).
- Review of child labour issues in on-going labour law reform.
- Advocacy on adoption of Statutory Instrument on hazardous labour which was passed in December 2013.
- Printed and disseminated national and international legal & policy documents on child labour.
- Strengthen capacity of law enforcement officers in implementation of the regulatory instruments on child labour; raise awareness on the policy and legal frameworks on child labour; strengthen child labour monitoring and reporting at District level; mainstream child labour into District level plans; and facilitate linkages between the Self Help Groups (IGA beneficiaries) and various Government services such as social protection programmes.

Evaluation background

205. ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures.

206. Evaluations of ILO projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project. As per IPEC evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.
207. The project was not able to go through a systematic mid-term self-evaluation activity, but implemented a review meeting in November 2014. The appropriate time for the self-evaluation would have been too close to the end of the project, taking into account the late start of field work.
208. This evaluation will complement the joint evaluation carried out on ILO and Winrock ARISE projects in Brazil and Malawi in the first part of 2014. It will provide strategic input to the ARISE programme framework.
209. The timing of this evaluation, for the project, finishing in October 2015, provides sufficient time before the end of the project to make final adjustments, particularly focusing on exit strategy, and to prepare for follow-up and next steps after it.
210. The final evaluation is to be implemented in accordance with established principles, standards and norms for bilateral and multilateral international development cooperation programmes as given in OECD/DAC and United Nations Evaluation Group system-wide norms and principles.
211. The Evaluation and Impact Assessment (EIA) unit of FPRW, serving as the independent evaluation function for ILO-IPEC projects, will serve as the evaluation manager for the evaluation to ensure credibly and independent implementation of the evaluation by an external independent evaluation team and to meet the requirements of evaluations for JTI and ILO.

II. Purpose and Scope

Purpose

212. The main purposes of the final evaluation are:
- Establish the relevance of the programme design and implementation strategy;
 - Determine the implementation efficiency of the programme
 - Bring an objective assessment of what has worked and areas of improvement;
 - Assess the extent to which the project has achieved its stated objectives at outcome and impact level and to identify the supporting factors and constraints that have led to this achievement or lack of achievement;
 - Identify unintended changes, both positive and negative at outcome and impact levels, in addition to the expected results;
 - Assess the relevance of the sustainability strategy, its progress and its potential for achievement, identifying the processes that are to be continued by stakeholders;
 - Identify lessons learned and potential good practice, especially regarding models of interventions that can be applied further;
 - Provide recommendations to project stakeholders to promote sustainability and support the completion, expansion or further development of initiatives that were supported by the programme;
 - Inform the design of future stages of the ARISE Programme in Zambia and other countries.

213. The final evaluation should provide all stakeholders with information to assess, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should suggest a possible way forward for the future.

Scope

214. The evaluation key users are the identified national stakeholders in Zambia, including social partners, workers and employers, JTI, including its International Advisory Committee (IAC) and ARISE programme managers in various countries, the management of the implementing partners and ILO.

215. The evaluation will focus on the Zambia ILO ARISE programme, its achievements and its contribution to the overall national efforts to achieve the elimination of child labour. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits (i.e. action programmes/projects).

216. The evaluation should look at the programme life-span as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for future programmes.

217. The analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained in such ways (and not in other alternative expected ways, if it would be the case). The purpose is to help the stakeholders to learn from this experience.

III. Suggested Aspects to Be Addressed

218. The evaluation should be carried out in context of criteria and approaches for international development assistance as established by OECD/DAC Evaluation Quality Standard. The ILO policy guidelines for results-based evaluation¹⁵ and the technical and ethical standards and abide by the Code of Conduct for Evaluation on the UN System¹⁶ are established within these criteria and the evaluation should therefore adhere to these to ensure an internationally credible evaluation.

219. Gender concerns should be addressed in accordance with ILO Guidance note 4: “Considering gender in the monitoring and evaluation of projects”¹⁷. All data should be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the programme should be considered throughout the evaluation process.

220. In line with established results-based framework approached used for identifying results at global, strategic and project level, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.

221. Annex I contains specific suggested aspects for the evaluation to address. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with EIA as the dedicated evaluation manager. It is not expected that the evaluation address all of the questions detailed in the Annex I; however the evaluation must address the general areas of focus. The evaluation instrument (summarised in the inception report) should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.

222. The main categories that need to be addressed are the following:

- Design
- Achievement (Implementation and Effectiveness) of objectives

¹⁵ http://www.ilo.org/eval/Evaluationguidance/WCMS_168289/lang--en/index.htm

¹⁶ <http://www.unevaluation.org/ethicalguidelines>

¹⁷ http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

- Potential impact
- Relevance of the project
- Sustainability
- Special aspects to be addressed

IV. Expected Outputs of the Evaluation

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

- A desk review of appropriate material;
- Briefing meetings with the evaluation manager, IPEC HQ and regional office and JTI as the donor;
- An inception report based on the desk review and the briefing; centred on the evaluation instrument, reflecting the combination of tools and detailed instruments needed to address the range of selected aspects. The instrument needs to make provision for the triangulation of data where possible;
- Interviews and consultations with relevant stakeholders including field visits to the project locations;
- Informal feedback meetings with stakeholders at the district data collection sites, facilitated by the evaluation team leader, focusing on the preliminary findings of observations of district-level achievements and constraints;
- Workshop at the national level (for key stakeholders), reviewing issues from the district level but with a greater focus on national level achievements and constraints, facilitated by the evaluation team leader;
- Draft evaluation report should include:
 - Executive Summary with key findings, conclusions and recommendations
 - Clearly identified findings
 - A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
 - Clearly identified conclusions and recommendations (identifying which stakeholders are responsible)
 - Lessons learnt
 - Potential good practices
 - Appropriate Annexes including present TORs
- Final evaluation report incorporating feedback from stakeholders.

224. The total length of the report should be a maximum of 40 pages for the main report, excluding annexes; additional annexes can provide background and details on specific projects evaluated. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

225. All drafts and final outputs, including supporting documents and analytical reports should be provided both in paper copy and in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with IPEC and the consultants. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

226. The draft final report will be circulated to key stakeholders (those participants present at the stakeholders' evaluation workshop), including project staff for their review. Comments from stakeholders will be consolidated by EIA as the evaluation manager and provided to the evaluation team leader. In preparing the final report, the team leader should consider these comments, incorporate them as appropriate, and provide a brief note explaining why any comments might not have been incorporated.

V. Evaluation Methodology

227. Evaluations are carried out to enhance JTI, ILO and national stakeholders learning. A participatory consultation process on the nature and specific purposes of this evaluation was carried out prior to the scheduled date of the evaluation. Inputs were received from key stakeholders including ILO constituents and implementing agencies. The present Terms of Reference is based on the outcome of this process and inputs received in the course of the consultative process.

228. The following is the proposed evaluation methodology. While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by EIA, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.

229. The evaluation will be carried out using a desk review of appropriate materials, including the project documents, progress reports, outputs of the programme and the project action programmes, results of any internal planning process and relevant materials from secondary sources. At the end of the desk review period, it is expected that the evaluation consultant will prepare a brief document indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by EIA. The evaluation team leader will be asked to include in the inception report the evaluation instruments that will be used for documenting and analysing the achievements of the project and the contributions of the "action programmes" to the programme.

230. During the inception phase, the evaluation team leader will carry out semi-structured interviews of key informants such as the donor representatives and relevant ILO HQ and/or regional officials involved in support the projects through conference calls or face-to-face interviews

231. The evaluation team will undertake field visits to the programme. The evaluators will conduct interviews and focus group discussions with project partners and implementing agencies, direct and indirect beneficiaries with supplemental and simple questionnaire for other data. The team will also facilitate a stakeholders' workshop towards the end of the field visits to present initial findings and recommendations.

232. The selection of the field visits locations should be based on criteria to be defined by the evaluation team. Some criteria to consider include:

- Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than averages for understanding how process worked and results have been obtained;
- Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions;
- Representation of the main strategies or interventions used;
- Areas known to have high prevalence of child labour;
- Representation of the main types (sectors) of child labour being addressed
- Locations close to main roads and also locations that are more remote;

233. The stakeholders' workshop will be attended by IPEC staff and key stakeholders (i.e. partners), including the donor as appropriate. These will be an opportunity for the evaluation team to gather further data, present the preliminary findings for verification and discussion, present recommendations and obtain feedback. They will take place towards the end of the fieldwork.
234. The evaluation team leader will be responsible for organizing the methodology of the workshop. The identification of the number of participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader.
235. The team leader will be responsible for drafting and finalizing the evaluation report. The draft report will be circulated to stakeholders in English for their feedback and comments. The team leader will further be responsible for finalizing the report incorporating any comments from stakeholders as appropriate.
236. The evaluation will be carried out with the technical backstopping of the EIA unit and with the logistical support of the ILO country office. EIA will be responsible for consolidating the comments of stakeholders and submitting them to the team leader.
237. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

The team responsibilities and profile

238. The final evaluation will be carried out by an international evaluation team leader and a national evaluator. The evaluation team leader is responsible for drafting and finalizing the evaluation report. The evaluation team members will support the team leader in preparing the field visit, assisting during the field visit and drafting the report. The evaluation team leader will have the final responsibility during the evaluation process for the outcomes of the evaluation, including the quality of the report, and compliance with deadlines.
239. The background of the evaluation team leader and the evaluation team member should include:

Team leader (International consultant):

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of programme documents • Briefing with ILO/IPEC/EIA • Development of the evaluation instrument • Telephone interviews with JTI, ILO • Undertake field visits in projects areas • Facilitate stakeholders workshop • Draft evaluation report • Finalise evaluation report 	<ul style="list-style-type: none"> • <u>Not have been involved in the project.</u> • Relevant background in social and/or economic development. • Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. • Experience in evaluations in the UN system or other international context as team leader • Relevant sub-regional experience • Relevant country experience preferred • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework and operational dimension are highly appreciated. • Experience at policy level and in the area of education and legal issues would also be appreciated. • Fluency in English is essential • Experience facilitating workshops for evaluation findings. • Experience with programme level evaluations • Experience with PPP project evaluation is an advantage

National consultant

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

Evaluation Timetable and Schedule

240. The total duration of the evaluation process including submission of the final report should be within two months from the end of the field mission.

241. The proposed timetable is as follows:

Phase	Responsible Person	Tasks	No of days	
			TL	NC
I	Evaluation team leader	<ul style="list-style-type: none"> ○ Desk Review of programme related documents ○ Telephone briefing with ILO ○ Inception report 	5	3
II	Evaluation team with logistical support by ILO Zambia	<ul style="list-style-type: none"> ○ In-country for consultations with programme staff ○ Consultations with ILO projects staff ○ Interviews with projects staff and partners ○ Field visits ○ Consultations with girls and boys, parents and other beneficiaries ○ Consultations with other relevant stakeholders ○ Workshop and informal feedback sessions with key stakeholders ○ Sharing of preliminary findings 	12	12
III	Evaluation team	<ul style="list-style-type: none"> ○ Draft report based on consultations from field visits and desk review and the stakeholders’ workshop 	5	1
IV	EIA	<ul style="list-style-type: none"> ○ Quality check and initial review by EIA ○ Circulate draft report to key stakeholders ○ Consolidate comments of stakeholders and send to team leader 	0	0
V	Evaluation team leader	<ul style="list-style-type: none"> ○ Finalize the report including explanations on why comments were not included 	1	0
TOTAL			23	16

Legend: TL: Team leader NC: National consultant

242. Team leader summary schedule:

Phase	Work Days	Dates
Briefing, desk review and inception report	5 days	2-10 July
Field mission	12 days	13-24 July
Draft report	5 days	28-31 July
Comments to the draft report by stakeholders	14 days	3-16 August
Final report	1 days	17 August

Sources of Information and Consultations/Meetings

243. Sources of Information

The following sources should be consulted:

Available at HQ and to be supplied by EIA	<ul style="list-style-type: none"> • Project document • EIA, ILO and UNEG guidelines
Available in project offices in Zambia and to be supplied by EIA	<ul style="list-style-type: none"> • Technical progress reports/status reports • Key Performance Indicators reports • Baseline reports and studies • Project monitoring plan • Technical and financial reports of partner agencies • Other studies and research undertaken • Action Programme Summary Outlines • Project files • Studies on good practices and lessons learned

244. Consultations/meetings will be held with:

- Project management and staff in ILO
- ILO HQ and regional backstopping and technical officials
- Implementing partner agencies
- JTI leaf technicians
- Child labour programs in the country
- Social partners Employers' and Workers' groups
- NGO representatives
- Government stakeholders (e.g. representatives from Department of Labour, Social Development etc.)
- Government representatives, legal authorities etc. as identified by evaluation team
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account.)
- Parents of boys and girls
- Teachers
- Community members as identified by the project management and evaluation team leader
- Child labour monitors
- JTI as donor

Final Report Submission Procedure

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

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

VI. Resources and Management

Resources

246. The resources required for this evaluation are:

- For the evaluation team leader:
 - Fees for an international evaluation consultant for 23 work days
 - Fees for local DSA in programme locations
 - Travel to Zambia
- For the national consultant:
 - Fees for 16 work days
 - Fees for local DSA in programme location
- For the evaluation exercise as a whole:
 - Local travel in-country supported by the programme
 - Translation assistant as required at field locations
 - Stakeholders' workshop expenditures

247. The resources for the evaluation are the evaluation budgets allocated in the project budget. A detailed budget for internal management purpose is available separately.

Management

248. The evaluation team will report to EIA in headquarters and should discuss any technical and methodological matters with EIA, should issues arise. The project officials and respective country offices and representation in Zambia will provide administrative and logistical support during the evaluation mission.

Annex 1 (of the ToRs): Suggested Aspects to Be Addressed

Design

- Determine the validity of the programme design, in particular:
 - Did it assist or hinder the achievement of the project goals as set out in the Programme Document?
 - Was the process participatory? If so, what were the roles played by JTI and ILO (and Winrok)? Did the process increase ownership and buy-in from key stakeholders?
 - Does the project Theory of change address the project interventions to its objectives and to the overall setting for child labour elimination in the country?
- Assess whether the project design was logical and coherent:
 - Were the objectives of the programme clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)?
 - Was the ILO project clearly and realistically complemented with Winrock project under ARISE?
 - How relevant are programme indicators and means of verification? Please assess the usefulness of the indicators for monitoring and measuring outcomes.
 - Were the expectations of the roles, capacity and commitment of stakeholders realistic and likely to be achieved?
- To what extent have key external factors been identified and assumptions formulated in the Project document? Have the identified assumptions on which the project was based, proven to be true?
- Does the design of the project take into account the existing institutional arrangements, roles, capacity and commitment of stakeholders (i.e. education, livelihoods, etc.)? Does it fit into existing mainstreaming activities that would impact on child labour?
- How have gender issues been taken into account in the project design in its outcomes?
- Has the strategy for sustainability of project results been defined clearly at the design stage of the project?
- Does the project design fit within and complement existing initiatives by other organizations to combat child labour?
- How did the project contribute to the achievement of national plans to combat child labour?

Achievements (Implementation and Effectiveness) of Objectives

- Examine delivery of programme outputs in terms of quality and quantity; have they been delivered in a timely manner?
- Assess whether the project has achieved its immediate objectives and planned targets.
- How has the project responded to positive and negative factors (both foreseen and unforeseen) that arose throughout the implementation process? Has the project team been able to adapt the implementation process in order to overcome these obstacles without hindering the effectiveness of the project?
- Assess the effectiveness of the programme i.e. compare the allocated resources with results obtained. In general, did the results obtained justify the costs incurred?

Direct Targeted Action

- Have the projects succeeded in identifying and engaging rural children in formal education and informal (vocational) education in agriculture and entrepreneurship? Has the project reduced child labour in the targeted tobacco communities?
- Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?
- Assess the effectiveness of the project's beneficiary identification and targeting strategies and mechanisms. Assess the gender dimensions of these strategies.
- Assess if the strategy (i.e. Inputs and services provided) were enough to keep children regularly attending school and out of work.
- Review and analyse the comprehensive approach that the project provides at direct action level.

Enabling environment (Capacity Building)

- How has the capacity of the implementing agencies and other relevant partners (at national, provincial and local levels), to develop effective action against child labour, been enhanced as a result of programme activities?
- Evaluate the role played by Government, workers and employers organisations
- Assess the status of the CLMS and how effective it is. Is there a common understanding/criteria/monitoring of what child withdrawal or prevented from CL? Are the initiatives on child labour monitoring likely to be sustainable? What is the capacity and commitment to maintain and expand it?
- Has the programme developed strategies to address improvements in community-based monitoring and data capture? For example, have the community structures—such as community members, district offices, teachers/mentors, and Community Activists/CCLC members—developed effective and sustainable systems for monitoring child labour?
- Examine the role of the project in building any networks that have been established between organizations and government agencies working to address child labour on the national, provincial and local levels.
- How effectively has the programme leveraged resources (e.g., by collaborating with other initiatives and programmes launched in support of the national plans to combat child labour)?
- Assess the project efforts to coordinate and collaborate with other child-focused interventions supported by other organizations in the country with particular emphasis on those with work in child labour elimination.
- Examine how the project influenced national level policies, debates and institutions working on child labour.

Potential impact

- Assess the major high level changes that the project has contributed towards the project development objective at national and local levels
- Has the project generated unintended impacts (and outcomes) on child labour prevention and elimination?

Relevance of the Project

- Examine whether the programme responded to the real needs of the beneficiaries and stakeholders, including specific target groups and district area

- Assess whether the problems and needs that gave rise to the programme still exist or have changed.
- Did the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?
- Assess the validity of the programme approach and strategies and its potential to be replicated and scaled-up.
- Assess the use and relevance of the applied Integrated Area Based Approach.
- Has the project identified any other constraints or opportunities that need to be accommodated in the design in order to increase the impact and relevance of the project?

Sustainability

- Assess the design of the sustainability strategy and the progress of the strategy.
- Determine the potential to sustain the gains of the project beyond its life and what measures are needed to ensure this.
- Assess what contributions the programme has made in strengthening the capacity and knowledge of national stakeholders and to encourage ownership of the programme to partners.
- Examine whether prioritised target group and gender aspects are taken into consideration regarding the sustainability of the programme results and assess whether actions have been taken to sensitize national and local institutions and target groups on these issues.
- Identify potential good practices and models of intervention that could inform future child labour elimination projects, especially those that the national partners could incorporate into national policy and implementation.

Specific Aspects to be addressed:

- Identify how the project has contributed to the overall ARISE programme, mainly but not only in the following points:
 - Assess the JTI-ILO partnership on the ground (e.g. JTI extension workers involvement in the community CLMS implementation)
 - Evaluate the partnership between ILO and Winrock towards implementation of the ILO project and contribution to the ARISE programme in Zambia
- Identify key CL issues/areas that the project did not fully address or were not included and that are relevant to consider moving forward in Zambia (i.e. JTI and ILO potential phase II of the project and others interventions by ILO and national stakeholders)
- Identify lessons and potential good practices from the implementation of the community CLMS
- Assess the process for documenting and disseminating pilot projects/models of intervention: scale-up, lessons, etc.
- Assess how far the project has been able to mobilize the ILO tripartite constituents (government, workers and employers) and other actors (civil society, UN, other development agencies) in the country in action against child labour and in contributing towards achieving the project's goals and objectives.

Annex 2 (of the TORs): Logical Framework- Objectives, Outputs and Activities – Combined ILO and Winrock International Components

Note: As the project will be implemented through synergistic approaches between the ILO and Winrock International (WI) with additional input from JTI, the Logical Framework presented here includes all elements. The elements for which the ILO and Winrock are primarily or jointly part responsible are indicated.

Development objective: To contribute to the progressive elimination of child labour in tobacco-growing communities in Kaoma District	
Outputs	Main Activities
Immediate Objective 1: Child Labour is reduced through Improvements in education, awareness and monitoring	
ILO Sub-Immediate Objective 1: By the end of the project, the capacity of national and local partners to implement an Integrated Area-Based Approach to reduce child labour in tobacco-growing communities is strengthened	
Output 1.1: Community members mobilised to raise awareness on negative effects of child labour (ILO & WI)	1.1.1 Conduct a rapid assessment and stakeholder mapping (ILO) 1.1.2 Select target areas for implementation of project (ILO & WI) 1.1.3 Work with the Child Labour National Steering Committee to endorse community selection and validate it by the communities and DCLC (ILO & WI) 1.1.4 Community Asset Appraisals (CAAs)/Community Activists (CAs) selected.(WI) 1.1.5 Community Activist Training. (WI) 1.1.6 Establish CCLCs and DCLC (ILO in lead & WI or its partners as referral agencies ¹⁸) 1.1.7 Train CCLCs and DCLC on management of committees and communication skills (ILO) 1.1.8 Produce sensitisation and community mobilisation materials (ILO) 1.1.9 Conduct SCREAM training (ILO)
Output 1.2: Awareness campaigns on child labour undertaken in targeted communities in Kaoma (ILO & WI)	1.2.1 Sensitise and train CCLCs and DCLCs on CL issues and programme implementation (ILO & WI) 1.2.2 Develop material support for monitoring work of CCLCs (ILO) 1.2.3 Coordinate and disseminate awareness messages for district and communities. (WI will lead in collaboration with ILO) 1.2.4 Pre- and post- awareness surveys. (WI) 1.2.5 Identify school-based and community activities for children's awareness raising (ILO) 1.2.6 Establish SCREAM clubs or integrate child labour in existing clubs (ILO) 1.2.7 Conduct SCREAM training for teachers, community volunteers, CCLC members (linked to 1.1) and children (ILO)
Output 1.3: District, community, local traditional and political leaders have increased knowledge of and take action on the child labour problem (ILO)	1.3.1 Organise networking meetings jointly with CCLCs, traditional leaders and DCLC (ILO) 1.3.2 Organise lobbying and advocacy meetings for councillors and MPs (ILO) 1.3.3 Document and disseminate good practices jointly with district, community and traditional leaders (ILO)
Output 1.4: Primary-school children most vulnerable to child labour benefit from Conditional Family Support Scholarship (WI)	1.4.1 CAs, CCLC members, and district staff identify children for prevention or withdrawal, and discuss education and remediation alternatives. 1.4.2 Project staff makes the final decision for enrolment of children and mothers/guardians.

¹⁸ With ILO working on both DCLCs and CCLCs and WI on CCLCs

Development objective: To contribute to the progressive elimination of child labour in tobacco-growing communities in Kaoma District		
Outputs	Main Activities	
	1.4.3	Train CA and CCLC members on direct beneficiary monitoring, tools and reporting guidelines
	1.4.4	WI procures and distributes scholarship kits to each CFSS family.
	1.4.5	CAs and CCLCs with support from WI staff monitor children's attendance at school and child labour status
Output 1.5: Children (primary school) vulnerable to child labor benefit from afterschool programming and mentoring (WI)	1.5.1	WI staff, with the support of the CAs and CLMCs, trains community volunteers to implement an afterschool program and monitors students' attendance at the afterschool program.
Output 1.6: : School learning environment improved (WI)	1.6.1	Through the CAA process, communities prioritize their needs for educational improvements. (WI)
	1.6.2	Work with CAs and district education officials to assess needed improvements and organize preliminary budgeting. (WI)
	1.6.3	Procure and distribute learning improvements such as the provision of desks, new textbooks, other supplies, etc. (WI)
Output 1.7: Older children (15-17 years) at risk or in hazardous work access an education or skills training programme and basic medical care (ILO)	1.7.1	Develop selection criteria for older children (15-17 years) (ILO)
	1.7.2	Identify and select beneficiary children (aged 15-17 years) (ILO)
	1.7.3	Provide psychosocial services to children and parents (ILO)
	1.7.4	Provide basic health care services to children (ILO)
	1.7.5	Provide education support to children at risk or in worst forms of child labour (ILO)
Output 1.8: A pilot community-level CLMS is developed and piloted (ILO in lead with WI or its IPs as referral agenc(i)es)	1.8.1	Train CCLCs, DCLC and Labour Officer on CLMS (ILO)
	1.8.2	Train identified officers and stakeholders in service provision and referral system (ILO)
	1.8.3	Support to setting up community CLMS (ILO in lead, WI or its IPs as referral agencies in CLMS)
	1.8.4	Pilot and implement CLMS at community level with link to district level (ILO in lead, WI or its IPs as referral agencies in CLMS) ¹⁹
	1.8.5	Conduct periodic assessments of child labour situation in target communities using the CLMS (ILO)
Output 1.9: Strategy for area-based approach Child Labour Free Zones [CLFZs] developed (ILO)	1.9.1.	Mobilise households, school authorities and community members for sensitization on the IABA and Child Labour Free Zones (ILO)
	1.9.2	Develop a strategy for Area-based Child Labour Free Zones in Kaoma District (linked to CLMS) (ILO)
ARISE Immediate objective 2: Increased economic livelihoods of community structures, schools and target households in tobacco-growing communities		
ILO Sub-Immediate Objective 2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs		
Output 2.1: Preliminary labour market and entrepreneurship assessment conducted to inform skills and business strategy (ILO)	2.1.1.	Conduct research on feasible economic activities in the communities and their viability (including on major economic activities; needed and applied skills in the communities; types of skills and entrepreneurship training programmes available in District; and ways of linking targeted beneficiaries to such programmes) (ILO)
	2.1.2	Define different groups for livelihoods support (ILO)
Output 2.2: Selected communities, schools, CCLCs and households undertake Income Generating Activities (ILO)	2.2.1	Identify feasible IGAs for schools, CCLCs and individual households (ILO)
	2.2.2	Provide business and skills training for IGA beneficiaries (ILO)
	2.2.3	Provision of IGA support to the schools, CCLCs and households (ILO)

¹⁹ [Winrock's beneficiaries will be tracked in WI's database]

Development objective: To contribute to the progressive elimination of child labour in tobacco-growing communities in Kaoma District		
Outputs	Main Activities	
Output 2.3: Selected community groups and target households have entrepreneurship skills and are linked to micro-savings opportunities (ILO)	2.3.1	Identify and hire trainers (ILO)
	2.3.2	Develop and print training materials (ILO)
	2.3.3	Conduct entrepreneurship training for community groups, selected households and teachers in charge of IGAs in schools (ILO)
	2.3.4	Identify appropriate micro-savings opportunities (ILO)
	2.3.5	Link up schools, community groups and selected households to micro-savings opportunities (ILO)
Output 2.4: Parents/guardians' livelihoods improved with inclusion in the Family Support Scholarship program and agribusiness training (WI)	2.4.1	Mothers/guardians are selected for participation (using the process outlined in outcome 1.2)
	2.4.2	Mothers/guardians are trained in agribusiness, basic business skills, and savings club techniques and linked to local microcredit institutions based on their capacity.
	2.4.3	WI ARISE project staff monitor trainees' profit and savings and provide follow-up support.
Output 2.5: Employers' and workers' representatives on tobacco farms have increased knowledge on Occupational Safety and Health issues (ILO)	2.5.1	Conduct an assessment of occupational safety and health standards at farms (ILO)
	2.5.2	Develop OSH training materials using ILO methodologies (ILO)
	2.5.3	Conduct training of trainers on OSH materials and develop awareness messages with community members, farmers, districts (ILO)
	2.5.4	Advocate to and build the capacity of ZFE for their members to comply with OSH standards (ILO)
	2.5.5	Advocate to and build the capacity of ZCTU, FFTUZ for education of their affiliates on OSH standards (ILO)
	2.5.6	Support workers' organizations to sensitise farm workers on OSH (especially young ones 15 – 18 years) (ILO)
	2.5.7	Sensitise communities on OSH (ILO)
	2.5.8	Support ZCTU CL policy follow up work: Information dissemination to affiliate members and development of plan/s of action (ILO)
Output 2.6: Improved agriculture production and implementation of Model Farm School (WI)	2.6.1	Adapt MFS curriculum for Zambia and train MFS facilitators in ARISE communities.
	2.6.2	Provide practical agriculture and life skills training to out of school youth aged 15-17 through Model Farm Schools (MFS).
	2.6.3	CA and CCLC members monitor attendance and work status of MFS beneficiaries to ensure safe working conditions and OSH practices are followed.
Output 2.7: Workers' organisations in rural and agricultural communities have an increased capacity to organize themselves in tobacco-growing communities (ILO) [This output cuts across ILO Sub-Immediate Objectives 1, 2 and 3]	2.7.1	Build the capacity of rural and agricultural workers' organizations to contribute to the elimination of child labour in the target communities in areas such as policy, strategic planning and advocacy for CL elimination (ILO)
	2.7.2	Promote participation of trade union representatives in the structure of CLMS, especially the DCLCs. (ILO)
	2.7.3	Create strategies for linking target community farmers to existing cooperatives, and provide training and technical assistance to strengthen and promote that child labour elimination is adopted as a strategic priority. (ILO)
	2.7.4	Support strategies for small employers, especially women, to join employers' organizations in the target areas (funds to be mobilized outside of the budget for this project) (ILO)
Output 2.8 Increased interaction between private sector, communities and farmers leads to strengthened livelihoods, better food security and reduced child labour (ILO) Note: this output can be achieved only with funds external to this project from JTI for a minimum budget of \$15,000	2.8.1	Include JTI Leaf Technicians in ARISE training in the target communities included in their portfolio (ILO)
	2.8.2	Train JTI Leaf Technicians on child labour in agriculture, link between child labour, livelihoods, and food security, Occupational safety and health, and operations of the ARISE project (ILO, with inputs from WI, and with JTI-Zambia responsible for logistics and costs) (ILO)
	2.8.3	JTI and ILO continue discussion on how to implement the "Protection" part of the JTI Code of Conduct on child labour in the Zambian context (ILO)

Development objective: To contribute to the progressive elimination of child labour in tobacco-growing communities in Kaoma District		
Outputs	Main Activities	
ARISE Immediate objective 3: Improved legal and regulatory framework for the Elimination of Child Labour and Promotion of Education		
ILO Sub-Immediate Objective 3: <u>By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced</u>		
Output 3.1: Community members and child labour stakeholders have increased knowledge to raise awareness on legal, regulatory and policy provisions on child labour (ILO)	3.1.1	Conduct a capacity and needs assessment on the legal, regulatory and policy frameworks documents to be reproduced and disseminated (ILO)
	3.1.2	Disseminate the Child Labour Policy and NAP to project implementation areas, national partners, UN agencies and development partners (ILO)
	3.1.3	Organize discussion forums with community members and child labour stakeholders on legal and policy provisions on child labour (ILO)
	3.1.4	Provide technical support to MLSS, workers' and employers' organizations and stakeholders to advocate for the adoption of the Statutory Instrument on Hazardous work (ILO)
	3.1.5	Disseminate and advocate on the Statutory Instrument on Hazardous work once adopted. (ILO)
Output 3.2: Implementers and enforcers of legal and policy frameworks have increased skills to implement the National Action Plan on child labour (ILO)	3.2.1	Train law enforcement officials (such as police officers (including VSU), magistrates, education inspectors, labour inspectors, agricultural officers) on CL issues in relation to existing laws and policies (ILO)
	3.2.2	Provide training and technical assistance to the Child Labour Unit, workers' and employers' organisations, district labour officers, district governments and other partners to implement the National Action Plan (ILO)
	3.2.3	Review existing CL policies for workers' and employers' organizations (ILO)
	3.2.4	Provide technical assistance to Government departments, workers' and employers' organizations to mainstream child labour concerns into relevant policies and programmes (ILO)
	3.2.5	Coordinate with relevant UN agencies and other development partners for advocacy for education for all (ILO)

Annex II. Inception report

INCEPTION REPORT CORRESPONDING TO:

JTI-ILO ARISE Programme

(Achieving Reduction of Child Labour in supporting Education) Zambia

Date: 10th July 2015

1. Background/Introduction/Scope of the evaluation

No significant changes have occurred concerning the aspects referred in this section. The evaluation maintains its initial settings in connection with the background and scope of the study. In order to design the methodological instruments that better suits the characteristics of the project, the evaluation team has carried out a thorough study of the information available concerning these aspects.

Programme background

- JTI ARISE (Achieving Reduction of Child Labour in supporting Education) forms part of JTI's strategy to contribute to eliminating child labour in global supply chains. In October 2011, JTI, the International Labour Organization (ILO) and Winrock signed an agreement under which JTI would support the project; 'ARISE – Children's Opportunities through Investment in Community Education' in Brazil and Malawi. In 2012 Zambia was added as a third country. This evaluation will focus on the project implemented by ILO within the Zambia Programme
- The programme development objective has been described as: "to contribute to the progressive elimination of child labour in tobacco growing communities in Kaoma District".
- The project to be evaluated is implemented in mutual collaboration with Winrock. While each organization develops its own project, both organizations work towards the achievement of common ARISE objectives.
- In order to achieve this objective, the ARISE programme has developed a strategy based in three main pillars: (i) socio-cultural, (ii) economic and (iii) regulatory.
- The ARISE Programme and ILO Project immediate objectives are:
- IO 1. Child Labour is reduced through improvements in education, awareness and monitoring
ILO Sub-IO 1: By the end of the project, the capacity of national and local partners to implement an Integrated Area Based Approach to reduce child labour in tobacco-growing communities is strengthened
- IO 2. Increased economic livelihoods of targeted households in tobacco growing communities
ILO Sub-IO 2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs
- IO 3. Improved legal and regulatory framework for the elimination of child labour and promotion of education
ILO Sub-IO 3: By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced.
- The overall strategy is guided by the Child Labour Policy and the National Action Plan (NAP) for the elimination of the worst forms of child labour in Zambia, as part of the draft Zambia Decent Work Country Programme (2012-2015). It also contributes to the Zambia Sixth National Development Plan (SNDP), which has a focus on accelerating rural development for regional

advancement and investing in rural areas as an important factor in increasing employment and reducing poverty.

- In the Kaoma district, the project will support the implementation of a gradual integrated area based approach (IABA) in selected tobacco growing communities in order to reduce child labour. This is developed by promoting livelihoods of vulnerable parents/guardians and strengthening community structures to lay the foundations for community-level Child Labour Monitoring System (CLMS) which in the longer-run will contribute to the creation of child labour free zones in the target areas.
- As of June 2014, the project have reported a series of achievements that have been documented by their respective teams. A summary of those can be encountered in the TORs.

Evaluation background:

- ILO considers evaluation as an integral part of the implementation of technical cooperation activities..
- Evaluations of ILO projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project. As per IPEC evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.
- The project was not able to go through a systematic mid-term self-evaluation activity, but implemented a review meeting in November 2014. The appropriate time for the self-evaluation would have been too close to the end of the project, taking into account the late start of field work.
- This evaluation will complement the joint evaluation carried out on ILO and Winrock ARISE projects in Brazil and Malawi in the first part of 2014. It will provide strategic input to the ARISE programme framework.
- The timing of this evaluation, for the project, finishing in October 2015, provides sufficient time before the end of the project to make final adjustments, particularly focusing on exit strategy, and to prepare for follow-up and next steps after it.
- The final evaluation is to be implemented in accordance with established principles, standards and norms for bilateral and multilateral international development cooperation programmes as given in OECD/DAC and United Nations Evaluation Group system-wide norms and principles.
- The Evaluation and Impact Assessment (EIA) unit of FPRW, serving as the independent evaluation function for ILO-IPEC projects, will serve as the evaluation manager for the evaluation to ensure credibly and independent implementation of the evaluation by an external independent evaluation team and to meet the requirements of evaluations for JTI and ILO.

Scope and purpose of the evaluation study.

- The evaluation will focus on the Zambia ILO ARISE programme, its achievements and its contribution to the overall national efforts to achieve the elimination of child labour. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits (i.e. action programmes/projects) including issues of initial project design, implementation, lessons learnt, replicability and recommendations for future programmes.
- The analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained in such ways (and not in other alternative expected ways, if it would be the case). The purpose is to help the stakeholders to learn from this experience.

As for the purposes of the evaluation, the following represent a selection from the TORs:

- Establish the relevance of the programme design and implementation strategy;

- Determine the implementation efficiency of the programme
- Bring an objective assessment of what has worked and areas of improvement;
- Assess the extent to which the project has achieved its stated objectives at outcome and impact level and to identify the supporting factors and constraints that have led to this achievement or lack of achievement;
- Identify unintended changes, both positive and negative at outcome and impact levels, in addition to the expected results;
- Assess the relevance of the sustainability strategy, its progress and its potential for achievement, identifying the processes that are to be continued by stakeholders;
- Identify lessons learned and potential good practice, especially regarding models of interventions that can be applied further;
- Provide recommendations to project stakeholders to promote sustainability and support the completion, expansion or further development of initiatives that were supported by the programme;
- Inform the design of future stages of the ARISE Programme in Zambia and other countries.

2. Activities to date

The Desk Phase started on the 2nd of March 2015. **The main activities** carried out so far are the following:

- Debriefing, by Skype conference with Impact and Evaluation Unit (EIA), ILO-IPEC representative Ricardo Furman.
- Documental review (see list in annex: “Key documents reviewed”)
- Interview with stakeholders.
 - Skype interview with Khalid Hassam (ILO Project CTA – Malawi)
 - Skype interview with Nadine Osseiran (ILO Backstopping from the Geneva Headquarters)
 - Skype interview with Benjamin Smith (ILO CSR/Private sector IPEC officer from the Geneva Headquarters)
- Contacts with ILO National Office in Zambia for preparatory activities (travel arrangements, visa, agenda, etc...)
- Contacts between evaluation team members: presentations, update on activities carried out by team leader, preliminary distribution of tasks.
- Preparation of evaluation instruments and tools (see evaluation matrix in annex)
- Preparation and submission of inception report

After these activities the evaluation team has drawn some **preliminary hypothesis and reflections** around various aspects that the study could explore a bit more.

Looking at the project’s actions and components, the intervention shows a priori **a few positives**:

- The project contributes to the effective implementation of the National Action Plans and National Policies in general. It is helping in the downstream of those policies
- It builds on existing institutional capabilities (different local forums and committees) and connects with previous interventions such as the TACKLE project.

- It has involved a wide range of actors, thereby benefiting from different institutional traditions, backgrounds and knowledge and it has invested in building the local capacity
- In terms of co-ordination the project has benefited from the previous ARISE experiences in Malawi and Brazil. Lessons learned from these previous actions have helped to assemble and integrate the inputs from the different partner in a more harmonious manner.
- The project is also helping to improve the sharing of knowledge and expertise across countries. Both, with regard to technical issues as well as managerial aspects, the project is opening new avenues for the exchange of knowledge between countries.
- The IABA approach within the so called “Three Pillars” (1.Awareness – Education, 2. Economic Empowerment and 3. Regulatory) can be considered adequate, as they deal with well known determinants of CL.
- ILO is using its experience employing the lead partner concept in which seasoned partners lead identified technical areas in a partnership where other organisations gain skills and knowledge through their collaboration with the lead partners. This practice seems to have delivered satisfactory results so far.

The list is not exhaustive. The above are just a few examples of positives elements that can be observed in the project, both at the design and implementation level. The study will complete and verify those elements.

A similar list could be presented with some **problematic issues and challenges**:

Most of the problematic issues and challenges that have arisen so far have to do with the pace of implementation. The project is running behind the schedule due to some delays accumulated during the early stages and this can be mainly explained some of the following factors

- Local organizations proved to be have some limitations and showed significant difficulties in outlining child labour strategies and interventions. In order to set into motion the Action Programs there was need to devote some time and effort to clarify concepts and ideas with the implementing partners.
- District and community structures are also very weak and the coordination with the local programs and policies required a lot of time and energy.
- There has been need as well to tackle some misconceptions from community members who expected to receive allowances for participating in programme activities such as training.
- Besides the location of the activities in the Kaoma district has posed some logistical and operational challenges for ILO, since this a geographical area is very distant from the Head Office I Lusak (500 Km) and the organization has no operative structure deployed. Setting up the structure has required some extra time and keeping up with the follow up is still a very demanding task.

The implementation has been also affected since January 2014 by the split of the old District (Kaoma) into two in two administrative areas that now operates semi-autonomously (Kaoma and Nkeyema). This external factor has affected the project in many different ways since there are new authorities involved and the distribution of responsibilities has been reshuffled.

In spite of the above, ILO officers consulted during the Desk Phase believe that after the hesitant start, the project has managed to recover from some operative constraints, and the pace of implementation as well as the delivery of outputs seems to have reached a satisfactory level.

Although coordination between the ARISE partners (WI & ILO) has improved with regard to previous experiences in Brazil and Malawi, some coordination issues still arise particularly in those outputs

which require coordination from both partners. For example, the setup of the CCLC in the 12 communities has experienced some problems related to coordination and communication issues.

Monitoring activities and results show some gaps and delays. As for the indicators corresponding to the 3 immediate objectives the values are not available yet. They are expected to be generated and reported throughout 2015. In some cases, particularly in connection with IO 2 and 3, the indicators chosen are deemed to be limited to effectively measure the full scope of the objective. As for the indicators corresponding to the different outputs, it has been observed that the follow up of these indicators has been a bit inconsistent. Indicators corresponding to the outputs in the LogFrame are not the same which are being reported in the quarterly reports. These aspects will be look into more detail in the evaluation report.

3. Approach and methodology

The study will be based on the following **premises**:

- Standard procedure in the management of the project cycle
- External and independent: no bonds with a particular point of view
- Learning approach: an opportunity to learn and reflect together, not an inspection or and auditing exercise.
- Participative: different opinions and points of view will be incorporated to the analysis.
- Validation: data and information will be triangulated to obtain the maximum degree of consensus.

Methodology proposal: The following are the main key aspects concerning the methodological proposal.

Overall approach: The methodological proposal will be aligned with the principles and ideas outlined in the TORs. It will also follow the sequence anticipated in this document: (i) initial briefing; (ii) desk review which will include some interviews via Skype / Phone or in person; (iv) field visits including a debriefing session with national stakeholders in each country; (vi) preparation of draft report for circulation and discussion among stakeholders; (vii) consolidation of comments and (viii) elaboration of the final version of the evaluation report.

Taking into account the time constraints and resources it was decided to apply a classical approach. This means that the methodology is constituted by a **judicious combination of quantitative and qualitative techniques**. A particular emphasis is placed on the latter, given that the majority of the objectives and results pursued by this project are based on the strengthening of capacities – something for which **qualitative approaches** are judged to be more adequate..

Tools and instruments to be applied: in line with the above, a preliminary selection of tools has been made: **document reviews, semi-structured face to face individual interviews, phone and skype individual interviews, group discussions, focus groups, direct observation and mini-surveys**. The evaluation team *a priori* consider these to be tools that are easily applied, and which would allow for information to be obtained and analysed in relatively short amounts of time – a specific requirement of this study. Indeed, the application of qualitative tools based on debates occurring in successive phases – such as interviews and discussions that follow the DELPHI format or internet forums – has been discarded precisely due to its unsuitability in terms of the time scale that they would require. For the application of the tools mentioned above the following criteria will be used:

- For the **selection of participants** for both, interviews as well as the focus groups and intentional sampling will be applied in order to include key people with specific knowledge of relevant aspects of the project. Group interviews will take place in cases where it is deemed appropriate to maintain an open discussion with a collective group in which confidentiality will not be a

determining factor. Participants will be identified keeping a gender perspective so to encourage the participation of women, particularly in those cases where this is considered to be key.

- Regarding the individual interviews:

- No maximum number of interviews has been set, but it is important to include people with different positions and representation of institutions and / or communities that participated in the project. In principle, the study will try to cover most of the stakeholders included in the list provided by EIA.

- The principle of saturation of the interviews will be applied, which occurs when there are very similar responses to the same type of interview.

- Efforts will be made to select a diversity and variety of actors in accordance with the provisions of the paragraphs 50 of the TOR.

- A script that includes objectives, themes and questions will be designed, although space is left to include other matters not anticipated in advance.

- In connection with the **Focal Groups**: the application of this tool is intended essentially for those actions that directly involve beneficiaries and where it is feasible to deal with homogeneous groups such as children, fathers/mothers or teachers

- Functional sampling will be carried out to identify the right focus groups

- Focus groups must be intrinsically homogeneous showing horizontal relationships among its members.

- Each group should be between 6 and 12 participants

- In most cases, prior contact will be made fixing date, time, and objectives. When possible, spontaneous groups will be set up

- The number of groups to be organized will depend on the information which they are deemed to deliver (principle of saturation)

- A pre-script will be pre-designed but it will be applied in a flexible manner.

- As for the **mini-surveys**, these will be carried out via the application of brief **questionnaires** based on the model which is included in Annex. It is anticipated that only a few stakeholders will be able to answer all the questions contained in that model, hence there will be need to break it down in sections or to elaborate shorter versions adapted to the characteristics of the respondents. As with the Focus Groups, guiding notes will be designed taking into account their ultimate application to homogeneous groups. This is meant to ensure that all or at least most of the questions are relevant to those required to fill out the questionnaire. Several questionnaires could be designed and applied depending on the identification of these groups.

Finally, it must be pointed out that the **logical framework approach** will be taken on as the primary working instrument with the limitations that will be outlined in the next paragraph. It is hoped that this approach will not act as a limitation for the interpretation of other findings or the analysis of data that go beyond the pre-established criteria and indicators, all this in the search for conclusions and recommendations in order to help guide and improve these processes in the future. The Logical Framework could be complemented, if appropriate and feasible, by a revision of the Theory of Change.

Possible constraints and limitations of the study.

In this regard, one of the **possible limitations** that the evaluation team might encounter is that the analysis against the integrated LogFrame could be a partial analysis. It must be noted that

this instrument contains the elements corresponding to both ARISE implementing partners ILO and Winrock and actions from both partners contribute to the achievement of the objectives. There is one development objective and three immediate objectives, each of them including several outputs. Some of these outputs have been assigned to ILO while others to WI. Since the evaluation focused on the ILO component, no analysis will be conducted concerning those outputs under WI responsibility and therefore the assessment about the degree of accomplishment of those objectives in the upper level will be based only in the achievements of the ILO intervention.

In most cases, the responsibility for the delivery of the different outputs between the two partners has been clearly defined in the Logframe and it is expected that this will enable the evaluation team to make separate analysis. There are, however, some cases where there is a shared responsibility and some others where, in practice, the interventions are connected and rely on each other. In those cases it will be more difficult to deliver a separate analysis and make attributions. In those cases the evaluation will apply the “overall criterion” this meaning that it will look into the output as a whole and not into the respective inputs of the parties.

The evaluation team: The evaluation team is composed by an international consultant acting as team leader and one national consultant. Contact between the members of the evaluation team has been already established. There has been some exchange of information via email and Skype conferences. This has served the purpose of making the personal presentations, updating on the evaluation process, confirming dates on field visits, commenting on the program main features and setting and initial distribution of tasks and duties.

This distribution will follow the guidelines described in the TORs. The main deliverable of this exercise – the Evaluation Report – will be a responsibility of the team leader and he will be the one to co-ordinate and supervise the exercise as a whole. The national consultant is expected to bring in their knowledge and expertise in different ways: through their participation in consultation activities, internal meetings, revision of documents, etc. Some of the specific tasks that have been assigned to them in this case are:

- Collecting data and information on the national and local contexts and elaborate summary for inclusion in the Evaluation Report: child labour at country level, child labour in the tobacco sector, characteristics of the problem in the geographical area of the ARISE program, etc. Searching and systematizing any other data that could provide analytical inputs to the study.
- Updating on the Key Performance Indicators (KPI)
- Contributing to the development of the evaluation instruments
- Making contributions for the preparation of the agenda and facilitate contacts with ARISE National Teams.

4. Techniques by stakeholders

Type of Stakeholder	Technique	Comments
Project management and staff in ILO	Semi-structured interview (individual)	Already carried out with representatives of ILO
ILO HQ and regional backstopping and technical officials	Semi-structured interview (individual & group)	Already carried out with representatives of ILO
JTI as donor and partner: managers and technicians	Semi-structured interview (individual)	Invitation / Request has been sent to JTI officers at HQ level. Consultations have been programmed as well with country managers and technicians during the course of the field work
Implementing partner agencies	Semi-structured interview (individual & group)	They have been already identified. The questionnaire might encounter some

Type of Stakeholder	Technique	Comments
	Questionnaire	problems due to the different task and limited views of the implementing agencies but a draft will be prepared in conjunction with national consultants.
National and local authorities Representatives of Child Labour and other Social programs in the country	Semi-structured interview (individual & group)	Identification in progress. A general script will be prepared to guide these interviews. Due to the heterogeneous composition of this group, the application of a questionnaire it is not considered feasible.
Social partners Employers' and Workers' groups	Semi-structured interview (individual & group) Questionnaire	No specific comments. See description in methodological section.
Partners - NGO representatives	Semi-structured interview (individual & group)	No specific comments. See description in methodological section.
Children and Adult beneficiaries (Students, SHGs and IGA groups),	Semi-structured interview (individual & group) and focal groups	Some communications barriers could arise
Child labour monitors (CCLC, DCLC) peer educators, safe space facilitators and community education instructional	Semi-structured interview (individual & group)	

5. Field visits

The evaluation team will undertake **field visits** to the projects where the evaluators will apply the tools described in Section 3: interviews and focus group discussions with project partners and implementing agencies, direct and indirect beneficiaries through supplemental and simple questionnaires for the collection of other data, document reviews, direct observation of activities and visits to the communities, working places and other relevant project sites.

Throughout the **selection of places and PA beneficiaries** to visit, the aim is to apply the representation criteria listed in point 50 of the TOR: level of success, presence of good practices, representation of main strategies used, prevalence of child labour practices, proximity. It must be noted, however, that in reality the application of these will depend on the particular circumstances surrounding the visit.

Dates for field visits have been already established: From the 13rd to the 25th of July 2014. In Annex proposed agenda for the field visit (2^o Version).

Stakeholders evaluation final workshops

The team will also facilitate a stakeholder workshop in each country towards the end of the field visits to present initial findings and recommendations. Initially it has been set on Thursday 24th of July. The stakeholder workshop will be attended by ILO/IPEC/JTI staff and key stakeholders (i.e. partners).

The workshops will be an opportunity for the evaluation team to gather further data, present the preliminary findings for verification and discussion, present recommendations and obtain feedback. A **tentative program** will be along the following lines: i) present and validate the preliminary findings of the evaluation, ii) discuss the sustainability of actions and next steps from the perspective of stakeholders, iii) carry out, jointly, a recount of the achievements and lessons learned in the implementation of the Project.

The evaluation team leader will be responsible for organizing the methodology of the workshop. The identification of the number of participants of the workshop and logistics will be the

responsibility of the project team in consultation with the evaluation team. As for the **duration** of the workshop, it has been allocated one half day but this could vary depending on availability of stakeholders.

6. Evaluation instrument for evaluation questions

The Evaluation Matrix will be the main instrument used in establishing the frame of the information needs. To develop this, a double-entry table has been created where every one of the criteria/categories is broken down into key questions and indicators, along with the tools to be used for the information collection process. In this way, an effort has been made to capture and systematise all of the information that the evaluation team deems relevant within a single document. In addition to anticipating the data and information that evaluators should seek in their field visits, this matrix establishes a shared pathway analysis that facilitates the subsequent analysis and consolidation exercise.

The evaluation team believes the use of this type of matrix to be a very useful and valuable instrument to organize and systematize the information needed. Nevertheless, the team is conscious of the fact that a **variety of situations** could arise during the evaluation. As such, there is a need to be flexible when applying the various, as progress or changes may have to be incorporated in the case where relevant information is received from one source or another. This constitutes an effort to avoid the loss of valuable evidence and information that may not have been foreseen in the designing of the matrix, but that is very relevant to the overall evaluation of the interventions nonetheless.

7. Work plan

Date	Activity	Location	Team Leader	National Team member(s).	Others (if applicable)
02/07/15 to 09/07/15	Desk Phase: Debriefing with Impact and Evaluation Unit (EIA), ILO-IPEC Preparatory activities, documental review, interviews with evaluation managers and Stakeholders, contacts with national office for preparatory activities (visa, agenda, etc...), travel arrangements, contacts between evaluation team members, preparation of evaluation instruments and tools, preparation of Inception Report. Skype Interview with (ILO Officers (Geneva and Malawi) manager)	Heighington (UK)	JMA	SC	EIA, ILO Officers (Geneva, Malawi and Zambia)
13/07/2015 to 25/07/2015	Field Visits: Lusaka and Kaome: <ul style="list-style-type: none"> ○ In-country for consultations with programme staff ○ Consultations with ILO and Winrock projects staff /management ○ Interviews with projects staff and partners ○ Field visits ○ Consultations with girls and boys, parents and other beneficiaries ○ Consultations with other relevant stakeholders ○ Workshop and informal feedback sessions with key stakeholders, ○ Sharing of preliminary findings 	Zambia	JMA	SC	EIA, ILO Zambania, ARISE program Stakeholders including national partners and target groups

Date	Activity	Location	Team Leader	National Team member(s).	Others (if applicable)
27/07/2015 to 31/07/2015	Report: o Draft report based on consultations from field visits and desk review, and workshop o Debriefing as required	Heighington (UK)	JMA	SC	
03/08/2015 to 16/08/2015	Report: o Quality check and initial review by EIA o Circulate draft report to key stakeholders o Consolidate comments of stakeholders and send to team leader	Various places			EIA, ARISE Stakeholders
17/08/2015	Report: Finalize the report including explanations on why comments were not included		JMA		

8. Proposed outline of the Evaluation Report

Initially, the structure outlined in the TOR will be applied. A preliminary proposal is presented below:

AcronYms

EXECUTIVE SUMMARY (5 Pages)

SECTION I: INTRODUCTION (max 5 pages)

- 1.- presentation of the evaluation study
- 2.- update on the respective national context
- 3.- brief description of the arise program
- 4.- purpose and scope of the evaluation study.
 - 3.1. Objectives
 - 3.2. Methodology.....
 - 3.3. Constraints and limitation of the study.....
 - 3.4. Profile of the evaluation team.....

SECTION II: ANALISyS of the evaluation criteria (20-25 PAGEs).....

- 5.- findings: answers to the evaluation questions following the line of themes emerging from the different categories of analysis and considered to be more relevant, examples: design , achievements by components, performance of the governance structure, integration in local dynamics, etc.

SECTION III: CONCLUSSions and recommendations (4 PAGEs)

5. conclusions
5. recommendations

SECTION IV: LEssons learned and good practices (3 pAGeS)

- List of documents consulted

Final ARISE Zambia PRODOC Jan 2014_FORMATTED_1
 Project Factsheet - ARISE_ILO - June 2015
 TPR_Nov 2012_OCT 2013_En
 TCPR_ARISE_ZAM_2013
 TPR ZAM Jan-Dec_2014_26 March 2015
 Rapid_assessment_CL_tobacco_communities_Zambia
 Final Draft Labour_Market_and_Entrepreneurship_Assessment in_Nkeyema_Kaoma

- Proposed evaluation matrix or tables to be used

See Evaluation Matrix in Annex.

**Assessment of reported achievements by project areas of work.
 This template will be included in the evaluation report**

Area of Work + (optional)	Action Plans covered by each row	Project immediate objective	Evaluator selected indicator or evidence	Selected indicator or evidence statement				Evaluation team comments (if applicable)		
				Planned targets **		Achievements				
				Quantitative	Qualitative	Quant.	Qual.			

+ Areas of work to be defined by the consultant. They could be same as objectives or relate to more than one objective

* Indicator applies to item established in the project document or the work plan and evidence for unplanned ones, but significant to achieve the objective

ANNEXES to inception report (mandatory)

- I. Annex I Matrix of Questions and Criteria ARISE Zambia
- II. Annex II Zambia ARISE 2015 final evaluation draft programme_June 2015
- III. Annex III Topics Guide for Local Institutions
- IV. Annex IV Topics & guide questions for project Staff-Field
- V. Annex V Questionnaire for ARISE VF
- VI. Annex VI Topics for Focus Groups

(CONTINUATION OF THE INCEPTION REPORT)

ANNEX III OF THE INCEPTION REPORT

GUIDE – NOTE FOR INTERVIEWS WITH REPRESENTATIVES OF LOCAL INSTITUTIONS:

Ministries (Labor, Health, Education, Social Services) District, State Secretariats, Municipalities, Public Programs, Networks, Unions, Employers, CSO

- Introductory questions: Position of the interviewed person, time in that position, experience/knowledge of ILO- ARISE and involvement in the program. Establish level of participation in the program.
- General assessment on the program objectives and design: strengths and weaknesses, possible gaps, constrain, drawbacks..., etc. Validity of the approach. Was it realistic? Was there a proper appraisal? Adequate to the context? Anything missing?
- Please, assess participation of your institution in the diagnosis and project design.
- Coherence with local policies and efforts: Examples of integration and/or consideration of existing programs/capabilities. Examples of connections and / or contributions to the NAPs
- Major concerns/priorities at this moment for your office/Department in connection to Child Labor. Main policies in progress.
- How does the ILO- ARISE project fit into these priorities? Alignment with your policies, main contributions.
- Mechanisms of dialogue, joint analysis, interaction.
- Opinion about the implementation of activities, delivery of products (quantity and quality), performance of the partnership...
- Problems during implementation.
- Try to describe the outcomes of ILO- ARISE program in terms of.....
 - Contribution of this project in terms of capacity building for your institution. Examples.
 - Contribution of this project in terms of inputs for policies. Examples.
 - Awareness about the risk of CL, at community and institutional level.
 - Engagement in education.
 - Economic empowerment of communities
 - Regulatory framework
 - Data and knowledge about CL in the tobacco sector
 - Models of intervention for the reduction of CL
 - Reduction of CL in the target communities
- Examples of changes triggered by the project
- Assess co-ordination structures.
- Achievements? Identify main factors of success. Differentiate by results or components.
- Under-achievements. Why? Analyze and describe factors that explain under-achievement. Main constraints in the surrounding environment, legal cultural barriers for the project activities to thrive
- Ownership, prospects of continuation of project activities by other programs, commitments, leverage of funding, main constrains in this regard.
- Lessons learned, corrective measures, next steps...

(CONTINUATION OF THE INCEPTION REPORT)

ANNEX IV OF THE INCEPTION REPORT

GUIDE – TOPICS FOR PROJECT STAFF

FIELD WORKERS – ILO AND IPs

Expectations for this evaluation:

Design is the standard IABA design (relevant, adequate, tested, including all the ILO components, linked to National Policies...)

Implementation: usual strategy involving constituents and local implementing partners... Usual problems: limited capacities of local partners and stakeholders, a bit of delay in the implementation of the activities...some issues in the synchronization with WI...

Any issue of concern?

Has the ARISE Zambia experience been a bit more smooth (less stressful) in terms of putting in place and rolling out the project?

Comments on the design process.

- How was the process of design? Joint design with WI? Only the LogFrame?
- ILO protocols applied?
- SPIF? Materials resulting from the SPIF, are they available?
- Theory of change?
- Rapid Assessment and Social Mapping, was this part of the design process? Has this served as the baseline? Was it a proper diagnosis? Was it a useful input to take decisions? Was it participatory? Is it being used for monitoring and impact assessment?
- Examples of connections with existing strategies, programs..., examples of applications of previously developed tools, methodologies, approaches, etc. PRODOC (page 23) refer to some Linkages: Child Labour Policy and the National Action Plan for the elimination of the worst forms of child labour in Zambia, within the overall framework of the draft Zambia Decent Work Country Programme (2012-2015). An essential strategic element of the project will be contributing to the **Zambia Sixth National Development Plan (SNDP)**,
- Explain / describe the criteria applied for selection of communities and target groups.
- Adaptation to local capabilities and institutional arrangements. Examples in one direction or the other.
- Identification of assumptions and external factors
- Flexibility to adapt to unexpected or changing circumstances. Mechanisms used to adapt to new circumstances.
- The design itself: was logical and coherent? Are the 3 pillars the right choice? Was gender issues duly considered? The same for sustainability?
- Has the budget been adequate and enough to implement the program of activities?
- What could be improved concerning the design process? Were ILO and WI complementary along the design process or their respective views, roles, mandates, etc. acted as hindrances in this regard?

Implementation:

- Can you assess the delivery process of these activities, performance, achievement of targets, etc? Examples of success and or failures, underachievement, etc. Reasons/Explanations for one and the other.
- In general, TPR 2014 refers to a very good delivery (pages 4 &5 of TPR 2014)
- Some delays in the implementation of the ACTION PROGRAMS? (5 APSOS)
- Assess the concept of “lead partners” and its performance to date
- According to the TPR, “Most of the CCLCs very active and committed” is that the case?
- Enabling environment actions? NAP, DWCP... Any particular achievement?
- TPR reports on indicators of Immediate Objectives but not on indicators of Outcomes. Why is this?
- Examples of complementation, use of comparative advantages and synergies between ILO and WI components.. Can you refer to some examples of complementation and synergies between the partners? And with JTI?
- It has been reported that delays in the initial stages have resulting in a “**rush to implement**” not being the ideal set-up for improving the educational environment. Has this been the case?
- Management of resources: resources have been available on time, there are guidelines are available and / or formal procedures for the procurement of goods and services,
- Performance of the sub-contractors: i) Jesus Cares Ministries ; (ii) Hosanna Mapalo (iii) ANPPCAN; (iv) DAPP; (v) YWCA.

Follow up and monitoring

- Reports don't report against the Logframe indicators, at least at the outputs level (mainly outputs). TPR do not include these indicators and quarterly reports use other indicators
- DBMR and Community Based Beneficiary Monitoring. How is it working?
- Your general views on the monitoring issue: strengths, weaknesses, main challenges, improvements... etc

Direct Achievements: discuss achievements in the following areas

- Engaging rural children in formal education and informal (vocational) education in agriculture and entrepreneurship
- Improved productivity of farmers and increased Occupational Safety and Health and Decent Work for change in the farms
- Raised awareness at grassroots level
- Empowered communities to plan, initiate, and implement actions on their own
- Strengthen networks between organizations and government agencies. Capacity building.
- Developed strategies, instruments and tools to improve the generation of data and knowledge about Child Labour in the communities
- Mobilized and more capable local institutions against Child Labour
- Positive dynamics in public policies against Child Labour
- Involvement and interest shown by social actors.

Impact assessment:

- Any sign of impact or any durable change in terms of people's awareness, institutional capabilities, economic conditions of the families, communities, etc? Any example?

Reporting

- Describe and assess the reporting mechanisms in place
- Strengths and weaknesses
- Possible improvements
- Asses the process for documenting and disseminating models of intervention, best practices, lessons learned, etc? Any example of this?

Co-ordination structure.

- How efficient is the programme coordinating mechanism in place between JTI, ILO and Winrock at all levels (through the IAC, the PCC and CCC)? Assess its performance
- How the collaboration between ILO and Winrock has been applied at country level through the CCC based on the joint logical framework?

Sustainability:

- Assess the design of the sustainability strategy for the w the ILO projects, and assess the progress of the strategy.
- Tools applied to identify and manage the sustainability factors
- Determine the potential to sustain the gains of the project beyond its life and what measures are needed to ensure this. Examples. What is going to happen with all the training effort which has been made?
- Identify potential good practices and inputs for models of intervention in CL. Outputs susceptible of expansion or scale-up
- Factors of Sustainability

(CONTINUATION OF THE INCEPTION REPORT)

ANNEX VI OF THE INCEPTION REPORT

GUIDE – TOPICS FOR FOCUS GROUPS

NOTES –GUIDE FOR FOCUS GROUPS WITH CHILDREN - YOUTH

- Presentations
- Try to establish the extent of their participation in the project activities. Check that they can identify the activities that will be addressed during the discussions.
- Describe how they became involved in the project.
- Describe the things they liked and did not like about the project activities
- Good things that has happened to them in / the past two years. Describe situation before and after the project
- Try to establish their understanding of Child Labour
- When do they think that a person is prepared to start working? At which age?
- What are the advantages of attending school and completing studies?
- What do you want to do in the future? Interests, aspirations, dreams...
- Try to establish your understanding of the concept of "rights"

NOTES –GUIDE FOR FOCUS GROUPS WITH ADULTS

- Presentations
- Try to establish the extent of their participation in the project activities. Check that they can identify the activities that will be addressed during the discussions.
- Describe how they became involved in the project.
- Describe the things they liked and did not like about the project activities
- Good things that has happened to them after they became involved in the project activities
- Understanding of Child Labour. When do they think that a person is prepared to start working? At which age?
- What are the advantages of attending school and completing studies?
- Aspirations for their children
- Try to establish your understanding of the concept of "rights"

Annex III: Matrix with the evaluation criteria and questions

Criteria	Information needs	Key questions	Indicators	Tools to be applied
Relevance of the project	Appropriateness with regard the needs of the target groups and stakeholders	Has the program responded to the real needs of the beneficiaries and stakeholders, including specific target groups and sub-national areas?	<p>Presence of diagnosis exercises as part of the project design. Variety and quality of other exercises carried out to identify local needs</p> <p>The diagnosis (SPIF) is agreed by most of the stakeholders and representatives of the target groups as according to their needs</p> <p>Coherence between the diagnosis main elements and the project design</p> <p>Degree of consensus/ satisfaction among beneficiaries with regard to the appropriateness of the project goals and results.</p> <p>Presence of mechanisms to update the diagnosis and identify possible changes in the scale of priorities.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Focus groups
	Adaptation to changing or emerging situations	<p>Has there been any significant change in the situation of the target groups and/or in the context that has influenced or might influence in the future relevance of the operation for the target groups?</p> <p>Has the project identified any other</p>	<p>Examples of reviews or project adjustments based on new priorities appeared since the beginning of the intervention.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	<p>Validity of the approach</p>	<p>constraints or opportunities that need to be accommodated in the design in order to increase the impact and relevance of the project?</p> <p>¿ Did the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?</p> <p>Does the strategy adopted by the project have any potential for replication and scale</p>	<p>There is a regular channel of communication between partners to review and adapt the design.</p> <p>The selection of the target groups was carried out based on a set of coherent and realistic criteria.</p> <p>The specifics of the different geographic areas covered by the project have been duly considered</p> <p>Stakeholders participating in the project met conditions in terms of skills, commitment, etc..</p> <p>Examples of corrective actions taken to adapt to the capabilities of the parties</p> <p>Examples of connections with other initiatives or sector wide programs: health, education, youth employment, social services, etc.</p> <p>Examples of applications of the project outputs in sector policies</p>	<ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ ▪ • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis ▪

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>Does the design of the project take into account the existing institutional arrangements, roles, capacity and commitment of stakeholders (i.e. education, livelihoods, etc.)? Does it fit into existing mainstreaming activities that would impact on child labour?</p> <p>Were the expectations of the roles, capacity and commitment of stakeholders realistic and likely to be achieved?</p> <p>Does the project design fit within and complement existing initiatives by other organizations to combat child labour?</p> <p>How did the project contribute to the achievement of national plans to combat</p>	<p>stakeholders around the quality of the diagnosis, the tree of problems, objectives and analysis of alternatives</p> <ul style="list-style-type: none"> ▪ ▪ Local bodies confirm project coherence with the commitments and capabilities of their respective institutions ▪ ▪ Examples of how these aspects have been considered during the design phase. ▪ ▪ Presence and quality of the existing mechanisms of dialogue with local institutions. ▪ ▪ Examples of synergies and interactions with local programs. ▪ ▪ Examples of consortia, agreements of collaboration, alliances established to carry out the program of activities ▪ <p>Examples of existing local capabilities (institutional knowledge, networks, etc.) which has been incorporated to the project</p> <ul style="list-style-type: none"> ▪ ▪ Synergies and examples of 	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis • Semi-structured

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>child labour?</p> <p>To what extent have key external factors been identified and assumptions formulated in the Project document? Have the identified assumptions on which the project was based, proven to be true?</p> <p>Has the strategy for sustainability of project results been defined clearly at the design stage of the project?</p>	<p>connection with other sector wide programs (Education, Health, Agriculture, Social Services. Etc).</p> <ul style="list-style-type: none"> ▪ ▪ No relevant obstacles or systematic situations of rejection towards the project's approaches have been interposed by local authorities ▪ ▪ No scenario likely to occur has been ignored. ▪ Managers and project technicians show a good understanding of the project sequence and its milestones <p>Presence of an analysis where the sustainability factors have been identified.</p> <p>Examples of measures adopted from the outset of the project to manage sustainability</p> <p>Managers and staff members show a common understanding around the sustainability factors</p> <p>Presence of specific tools to</p>	<p>Interviews</p> <ul style="list-style-type: none"> • Group meetings • Document review • Mini- Survey or questionnaire on sample basis <ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review <ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Mini- Survey or questionnaire on

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Adequacy of the design process	<p>How have gender issues been taken into account in the project design in its outcomes?</p> <p>Was the process participatory? Did the process increase ownership and buy-in from key stakeholders?</p>	<p>address gender issues.</p> <p>Gender differentiated statistics are available</p> <p>Degree of consensus among the different stakeholders around the quality of the analysis and instruments used as part of the gender approach</p> <ul style="list-style-type: none"> ▪ Degree of consensus around the participatory nature of the design process ▪ Stakeholders were clear about their roles and duties in the process. ▪ Examples of complementation along the process by the organizations involved ▪ Differences in procedures didn't hamper the design process. Organizations were able to overcome those differences. ▪ There was a clear leadership driving the process 	<p>sample basis</p> <ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis • • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis • Focus groups

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>Were the objectives of the programme clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)?</p> <p>How relevant are programme indicators and means of verification?</p> <p>Usefulness of the indicators for monitoring and measuring outcomes</p>	<ul style="list-style-type: none"> ▪ Activities included in the LogFrame are deemed consistent and logical for obtaining the project outputs. Obtaining the project outputs together with the fulfillment of the assumptions listed in the LG must lead by a summative logic to the generation of the immediate effects. Indicators meet SMART criteria at the different level: outputs. Outcomes, impact There are reports of quantitatively and qualitatively adequate monitoring Stakeholders confirm the usefulness and applicability of the monitoring reports. Examples of feedback resulting from the project monitoring system Examples of synergies, interconnections, etc. between 	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Semi-structured Interviews • Document review

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Validity and coherence of the internal logic	<p>Were the ILO and Winrock projects clearly and realistically complementing each other?</p> <p>Does the project Theory of change address the project interventions to its objectives and to the overall setting for child labour elimination in the country?</p>	<p>ILO and WI interventions</p> <p>Stakeholders confirm the Theory of Change fits into the local contexts. Degree of consensus and examples</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis <ul style="list-style-type: none"> ▪ • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis
Achievements of Objectives (implementation and Effectiveness)	Delivery of program outputs	To what extent the activities have been implemented as planned? If there have been delays, why?	Designed and implemented operational plans for the execution of the activities	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>To what extent the project has managed to deliver the products in compliance with the criteria of quantity and quality expected?</p> <p>What external and internal factors have influenced the good or poor performance of the project in this regard?</p> <p>Did the results obtained justify the costs incurred?</p>	<p>Deviations in the program of activities, schedule, budget, etc. are not deemed relevant</p> <p>Percentage of products actually delivered.</p> <p>Degree of satisfaction of the parties regarding the quality of products delivered</p> <p>Examples on which there is broad consensus basis</p> <p>Analysis and other well-argued views of interested parties.</p> <p>Guidelines are available and / or formal procedures for the procurement of goods and services</p> <p>The resources have been available in a timely and appropriate manner</p> <p>The profiles of human resources hired are deemed adequate.</p> <p>There are mechanisms to monitor the inputs in a regular manner.</p> <p>Prices of goods and services used</p>	<ul style="list-style-type: none"> • Mini- Survey or questionnaire on sample basis • Focus groups • Semi-structured Interviews • Group meetings • Document review • Direct observation

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Implementation process	<p>How has the project responded to positive and negative factors (both foreseen and unforeseen) that arose throughout the implementation process?</p> <p>Has the project team been able to adapt the implementation process in order to overcome these obstacles without hindering the effectiveness of the project</p>	<p>by the project correspond to the standards of local market</p> <p>Examples in which the optimization of benefits (synergies and complementarities with other actions) are shown</p> <p>There are mechanisms in place to ensure transparency (Committees, system reports, audits, etc.).</p> <p>Balanced and justified budget lines</p> <p>Examples of decisions or corrective measures during execution</p> <p>Degree of satisfaction among stakeholders and target groups about the program's ability to adapt to changing situations and / or unforeseen.</p> <p>Examples of the application of the recommendations received from assessment exercises conducted</p> <p>Examples of applications of the monitoring system</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>What has been the performance of the monitoring system? How the program has incorporated lessons learned from the monitoring and other assessments exercises?</p> <p>Has the project been able to develop and document lessons learned from the implementation?</p>	<p>Materials available showing lessons learned.</p> <p>Degree of development of the lessons present in the project team</p>	<p>questionnaire on sample basis</p> <ul style="list-style-type: none"> • Focus groups • Semi-structured Interviews • Group meetings • Document review • Direct observation • Semi-structured Interviews • Document review
	Achievement of immediate objectives	<p>Up to what extent the project has managed to deliver its planned outputs and triggered some of its foreseen effects?</p> <p>How effective has been the monitoring system when assessing the realization of results and objectives?</p>	<p>For the analysis of these aspects the study will apply the set of Indicators of the Project LogFrame (When available)</p> <p>Monitoring system provides information on outputs, outcomes and impacts.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis • Focus groups
Direct Targeted Action	Improvements in education	Have the projects succeeded in identifying and engaging rural children in formal education and informal (vocational) education in agriculture and entrepreneurship through ARISE educational services?	<p>The study will compile and verify the figures generated by the project such as the number of beneficiaries of the MFS, enrolment rates at district level, etc.</p> <p>Perception of local educational authorities.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Focus groups

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Community empowerment	Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?	<p>Examples of changes in attitudes by families towards education</p> <p>Communities and local authorities show and express interest and / or concern for the problem of CL</p> <p>Presence of groups / networks active in relation to CL is detected</p> <p>Presence of stable coordination structures (platforms, committees, etc). Assessment of the project management team</p> <p>Examples of new actions and initiatives in relation with CL promoted by the partners organizations</p> <p>Examples of child labour principles incorporated into their organizations and broader activities?</p> <p>Examples of new capabilities, skills, knowledge, methodologies developed at community level</p> <p>Figures/statistics of the target groups reached by the project.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis • Focus groups
	Adequacy of the strategy and mechanism applied			

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>Has the project been effective in the identification of the target groups and communities? Has this selection been inclusive and gender sensitive?</p> <p>Have the strategy and services provided by the direct action been adequate in terms of quality, scope, time, etc. to keep children regularly attending school and out of work?</p>	<p>Set of criteria for the selection of target groups is available</p> <p>Set of criteria is gender inclusive</p> <p>Special attention has been devoted to vulnerable groups</p> <p>Characteristics of target groups corresponds with project goal</p> <p>Degree of consensus among stakeholders about the appropriateness of the selection process</p> <p>Level of satisfaction express by beneficiaries and target groups.</p> <p>Degrees of consensus among stakeholders about the appropriateness of the services provided.</p> <p>No major failures in the provision of services have been identified</p> <p>Evaluations, assessments, corrective measures have been applied when needed</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Mini- Survey or questionnaire on sample basis

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		Has the comprehensive approach the project provides at the action level proved to be the right one?	Managers and technicians of the partners organizations are able to produce an analysis exposing the strengths and weaknesses of the services provided by the project Degree of consensus among stakeholders Opinions of key stakeholders on the issue	
Enabling environment	Capacity building	How has the capacity of the implementing agencies and other relevant partners (at national, provincial and local levels), to develop effective action against child labour, been enhanced as a result of programme activities? Evaluate the role played by Government, workers and employers organisations through ILO in ARISE	Examples of tools and methodologies developed by the project that are subsequently incorporated into programs. Citizens and or institutional networks have been developed or expanded arising from project actions. Other examples of improved capabilities to tackle CL. Satisfaction of the parties involved Opinions of local stakeholders duly substantiated with examples. Examples of responsiveness on the part of local social agents. Policy decisions that reflect interest	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis <ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>Assess the status of the CLM systems and how effective it is.</p> <p>Are the initiatives on child labour monitoring likely to be sustainable?</p> <p>What is the capacity and commitment to maintain and expand it?</p> <p>Has the programme developed strategies to address improvements in community-based monitoring and data capture? For example, have the community structures—such as community members, district offices, teachers/mentors, and Community Activists/CCLC members—developed effective and sustainable systems for monitoring child labour.</p> <p>Examine the role of the project in building any networks that have been established</p>	<p>in the issue</p> <p>Examples of catalytic effects identified by stakeholders and contrasted by the evaluation team</p> <p>Monitoring systems in place. Reliable statistics available</p> <p>Degree of satisfaction by stakeholders with regard to the functioning of the CLM</p> <p>Examples of integration of on local information systems : regular censuses and surveys</p> <p>Institutions possess technical and material resources to sustain CLM</p> <p>Interest and commitment shown by local institutions to sustain the CLM</p> <p>Examples of the following:</p> <ul style="list-style-type: none"> • Insertion of CL in sector policies such as health or education • Replication of actions promoted by the project 	<ul style="list-style-type: none"> • Mini- Survey or questionnaire on sample basis • Semi-structured Interviews • Group meetings • Document review • Mini- Survey or questionnaire on sample basis

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>between organizations and government agencies working to address child labour on the national, provincial and local levels. How effectively has the programme leveraged resources (e.g., by collaborating with other initiatives and programmes launched in support of the national plans to combat child labour)?</p> <p>Assess the project efforts to coordinate and collaborate with other child-focused interventions supported by other organizations in the country with particular emphasis on those with work in child labour elimination.</p> <p>Examine how the ILO and Winrock projects interacted and possibly influenced national level policies, debates and institutions working on child labour.</p>	<ul style="list-style-type: none"> • Expansion or revision of existing social programs • Development of policies and regulations. • Improvements made to the Labour Inspectorate • Tools and methodologies developed by the project that are subsequently incorporated into ongoing programs • Mobilization, leverage of national, state, municipal funding, etc. • Citizens networks/ or institutional platforms expanded as a result of project actions. • Examples of application or reference to studies conducted by the project 	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis <ul style="list-style-type: none"> ▪
Potential impact	Contribution towards the realization of the overall objective	Assess the major high level changes that the project has contributed towards the project development objective at national and local levels	<p>Political decisions showing interest and expanding actions in CL</p> <p>Examples of catalytic effects appreciated by the parties and verified by the evaluator (Indicators corresponding to the “enabling environment criterium could be used as well for assessing potential impact)</p> <p>Examples of changes occurred as a result on increased awareness</p>	<ul style="list-style-type: none"> •

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Unintended impact	Has the project generated unintended impacts (and outcomes) on child labour prevention and elimination?	Examples and testimonies from stakeholders	
Sustainability	Adequacy of the strategy	Assess the design of the sustainability strategy and the progress of the strategy	<p>Existence of an explicit and consensual exit strategy between the implementing organizations</p> <p>Degree of agreement on the appropriateness and feasibility of the elements contained in the strategy</p> <p>Sustainability analysis is part of the regular management of the project</p> <p>Agencies applies specifics tools for the management of sustainability</p> <p>Sustainability factors have been identified by project teams and specific measures applied when required</p> <p>Number and characterization of cases of inclusion of the project actions in public policy.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis
	Potential of continuation beyond the project's life	What is the potential to sustain the gains of the project beyond its life and what measures are needed to ensure this. ?	<p>There are commitments and partnerships established with local authorities or other partners</p> <p>There are examples of local institutions that incorporate a program component to their action</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Financial aspects	What has been the success of the project in the "leverage" of resources to continue efforts to eradicate WFCL in the tobacco sector?	<p>plans</p> <p>Perception of different actors about the prospects of integration of project effects on public policy</p> <p>Examples of support and / or adhesions of institutional nature that have joined the process</p> <p>Number and characterization of funds and / or public programs that have integrated some of the actions promoted by the project</p> <p>Number and characterization of private institutions and / or corporate social responsibility programs that have joined the effort</p> <p>There is responsiveness on the part of the beneficiary communities to proposals from the project.</p>	<p>sample basis</p> <ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review
	Socio-cultural aspects	Examine whether prioritised target group and gender aspects are taken into consideration regarding the sustainability of the programme results	<p>Absence of significant barriers to continued work with the communities of these groups</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings

Criteria	Information needs	Key questions	Indicators	Tools to be applied
	Capacity building Generation and / or incorporation of lessons learnt	Assess what contributions the programme has made in strengthening the capacity and knowledge of national stakeholders and to encourage ownership of the programme to partners What are the main lessons learnt or models identified resulting from the project in the struggle to eliminate CL from the tobacco supply chain?	Main stakeholders perceive that their capacities to propose and negotiate with regard to CL issues have been increased. Presence of organizational structures or dynamics arising from project activities are observed. NOTE: For identification and characterization of the lessons learnt the inputs to be used will be the findings of internal evaluation workshops and other mechanisms used by the project for the identification of good practice, the views of interested parties, the information contained in the documentation project and the conclusions of the evaluation team itself.	<ul style="list-style-type: none"> • Direct observation • Mini- Survey or questionnaire on sample basis • Focus groups • Semi-structured Interviews • Group meetings • Document review • Direct observation • Focus groups • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis • Focus groups
Specific Aspects		Assess the JTI-ILO partnership on the ground (e.g. JTI extension workers involvement in the community CLMS implementation) Evaluate the partnership between ILO and Winrock towards implementation of the ILO project and contribution to the ARISE programme in Zambia	Reasoned views of the different stakeholders Examples of functionality and /or dysfunctionality of the coordinating mechanisms in place. Project teams express confidence in the coordinating system	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Mini- Survey or questionnaire on sample basis

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>Identify key CL issues/areas that the project did not fully address or were not included and that are relevant to consider moving forward in Zambia</p> <p>Assess the process for documenting and disseminating pilot projects/models of intervention: scale-up, lessons, etc.</p> <p>Assess how far the project has been able to mobilize the ILO tripartite constituents (government, workers and employers) and</p>	<p>Examples of an ongoing dialogue between organizations and adjustments introduced to improve the system</p> <p>Project processes, activities, outputs are well documented,,</p> <p>Project has generated / systematized inputs, lessons learned, and reflections for the fight against CL</p> <p>Examples of further applications or expansion possibilities for the models generated by the project.</p> <p>Examples of new initiatives that the project has triggered or supported.</p> <p>References to the project made by other agencies and organizations.</p> <p>Examples of good practices put forward by the beneficiaries and stakeholders involved.</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Direct observation • Mini- Survey or questionnaire on sample basis <ul style="list-style-type: none"> • Semi-structured Interviews • Document review • Direct observation • Mini- Survey or questionnaire on sample basis

Criteria	Information needs	Key questions	Indicators	Tools to be applied
		<p>other actors (civil society, UN, other development agencies) in the country in action against child labour and in contributing towards achieving the project's goals and objectives.</p> <p>Which are the lessons and potential good practices from the implementation of the community CLMS</p>	<p>Examples documented by the project team and verified by the evaluation team</p>	<ul style="list-style-type: none"> • Semi-structured Interviews • Group meetings • Document review • Direct observation • Mini- Survey or questionnaire on sample basis • Semi-structured Interviews • Group meetings • Document review

Annex IV – Itinerary and list of people contacted

Date	Activities carried out
02/07/2015 to 10/07/2015	Desk Phase (Home base – UK): Preparatory activities: <ul style="list-style-type: none"> • Skype interview with Ricardo Furman. (EIA evaluation manager) for briefing, administrative and other preparatory purposes • Skype interview with Khalid Hassam (ILO Project CTA – Malawi) • Skype interview with Nadine Osseiran (ILO Backstopping from the Geneva Headquarters) • Documental review and administrative work • Internal contacts and work between Team Leader (TL) and National Consultant (NC)
11 and 12/07/2015	Field Phase: UK – Lusaka <ul style="list-style-type: none"> • Travel of Team Leader (UK-Lusaka) • Internal work Evaluation Team
13/07/2015	Field Phase: Lusaka <ul style="list-style-type: none"> • Interview with ILO/IPEC representative: Mukatimui Chabala (National Programme Manager ILO) • Interview with Winrock International: Maria Theresa Malila (Country Director), Victor Peleka (M&E Co-coordinator WI) • Phone Interview with Patrick Mnthanga (Programme Manager of Hossana Mapalo)
14/07/2015	Field Phase: Lusaka <ul style="list-style-type: none"> • Interview with representatives of the Child Labour Unit (Ministry of Labour and Social Security): Mukamasole Mundale Kasanda (Assistant Labour Commissioner) and Enelda Sichone. • Interview with representative of the Zambian Congress of Trade Unions (ZCTU), Luke Makinish, Director of Education and Training • Interview with representatives of Jesus Care Ministries (LCM), Margaret Kati (Senior Manager Programme) and Kashita Mununga (Finance Manager).
15/07/2015	Field Phase: Lusaka - Kaoma <ul style="list-style-type: none"> • Interview with JTI representatives: Litiya Matakala (Corporate Affairs Manager) and Daisy Banda (Social Programs Manager). • Road trip from Lusaka to Kaoma • Briefing with Fewdays Lwando, ILO ARISE M&E Programme Assistant in Kaoma
16/07/2015	Field Phase: Kaoma <ul style="list-style-type: none"> • Interview with Fewdays Lwando, ILO ARISE M&E Programme Assistant in Kaoma • Interview with Joseph Kaindama, District Labour Officer • Group interview and discussion with representatives of the implementing partners: Mr. David Ponga, Programme Officer of JCM; Richard Mukuka, M&E Officer of JCM; Mukatimui Indopu Sitali, Programme Officer YWCA; Clifford Malambo, M&E Officer YWCA; Sitah Imasiku, Project Coordinator DAPP • Group interview and discussion with representatives of the DCLC Kaoma: Edgar Mainza, (DCLC Chairman); Joseph Kaindama, (DCLC Secretary) and Mboma Sibuyo Nakweti, (Education Standard Officer Nkeyema) • Group Interview and discussion with representatives of the District Education Office: Kennedy Nyambe, (Acting Planning Officer), Mungelwa Malamo (District education Standards Officer), Wakumelo Akakulubelwa (Education Standards Officer) • Group discussion with beneficiaries of the skills training at the Kaoma Youth Resource Centre. • Interview with Reuben Kaumbwa, Director of the Kaoma Youth Resource Centre
17/07/2015	Field Phase: Kaoma

Date	Activities carried out
	<ul style="list-style-type: none"> • Courtesy visit to the District Administration Office • Field visit to Kamuni including: Group Interview with representatives of the CCLC (16), Self Help Groups (14), Teachers (Ms Nyambe (Teacher / focal person) Peers Educators (Kamuti Kamuti; Abigail Mukamba, Racheal Kanyimbwa) and focus group with Children identified for withdrawal and prevention (24) • Field visit to Mulalila including: Group Interview with representatives of the CCLC (11), Self Help Groups (6), Teachers (Mukelabai Inambao – Head teacher and Sibeso Mukelabai -Teacher/ Focal person) Peers Educators (?) and focus group with Children identified for withdrawal and prevention (16)
18/07/2015	Field Phase: Kaoma <ul style="list-style-type: none"> • Visit to community of Kamasisi and interview with Head teacher of Primary School Mulele Monde • Interview with Chairman of CCLC Vincent Mayonde • Interview with Teacher Mrs. Namukoko • Focus Group with Children identified for withdrawn • Group interview with SILK representative form the WI programme. • Interview DAPP representative Imasiku Sitali, Project Officer. • Internal Work
19/07/2015	Field Phase: Kaoma <ul style="list-style-type: none"> • Internal work
20/07/2015	Field Phase: Kaoma <ul style="list-style-type: none"> • Courtesy visit to District Commisioner Kaoma, Mr. Chiseko • Courtesy visit to Distric Commisioner Nkeyema, Mr,Luhila • Interview representatives of District Education Office in Nkeyema:Nakweti Mboma (Education Standards Officer – Open and Distant Learning); Masani Malamo (District Planning Officer); Mbuwani Mulebwete (Education Standards Officer – General Inspection); Lizzy Lweendo Nyoni (District Education Standards Officer) • Focus group with children (10 participants) • Focus group with Peers Educator (5) • Group interview with representatives of CCLC (3 participants) • Interview with teacher Mrs. Mwendu • Group interview with Shelf Help Group Chiseho in Kamangango. • Group discussion with representatives of ILO, DAPP, JCM and YWCA
21/07/2015	Field Phase: Kaoma - Lusaka <ul style="list-style-type: none"> • Return trip from Kaoma to Lusaka • Workshop preparation
22/07/2015	Field Phase: Lusaka <ul style="list-style-type: none"> • Workshop preparation
23/07/2015	Field Phase: Lusaka: <ul style="list-style-type: none"> • Workshop with stakeholders for the presentation of the preliminary results. List of participants as per separate annex. • Debriefing with Mukatimui Chabala (National Programme Manager ILO).
24/07/2015	Field Phase: Lusaka <ul style="list-style-type: none"> • Interview with Peter Matimba, ANPPCAN executive manager • Interview with Mirriam Muvuma Mwiinga. YWCA Program Manager • Interview with Elise Soerensen DAPP Managing Director and Barbara Bikoko, DAPP administrator

Annex V - Summary of achievements against the Logframe indicators

Outputs	Indicators	Planned	Achieved	Comments
Immediate Objective 1: Child labour is reduced through improvements in education, and awareness				
ILO Sub-IO 1: By the end of the project, the capacity of national and local partners to implement an Integrated Area Based Approach to reduce child labour in tobacco-growing communities is strengthened				
	1. Number of children withdrawn from child labour (Target: 5 – 14 yrs:	-	-	Winrock International mandate
	2. Number of children withdrawn from child labour Target 15 – 17 yrs:)	500	0	The program has identified 514 children for withdrawal. 65 out of the 67 enrolled are expected to complete formal training at Kaoma Youth Resource Centre at the end of July, and will be subjected to final monitoring before they can be reported as withdrawn. An additional group of 447 are expected to receive some sort of support to return school or to complete non - formal and formal community based training by October, 2015: 200 return to school, 150 Agricultural Vocational Training (Non formal) and 97 Community Based training (formal). They will be subjected to final monitoring. The project is likely to face some time constraints to complete the monitoring.
	3. Number of children prevented from child labour	3000	2848	1734 have been reached by JCM (891 boys and 843 girls) and 1114 by YWCA (only sex disaggregation available for 1000: 695 boys and 305 girls) Another 300 had benefitted from safe space mentorship
	4. Number of learners enrolled in formal and non-formal education programs	500	67	Another 447 are in the process to be enrolled during the months of July and August 2015 with the expectation of completing the training program by October 2015.
	5. Per cent of learners completing formal and non-formal education programs Targets – male and female :	-	-	Not possible to verify at the moment. It can be said that out of the 514 children identified for withdrawal, 314 are boys and 200 are girls)
	6. Number of target communities that pilot Child Labour Monitoring Systems (ILO) (Target: all target communities =)	6	6	All communities
Output 1.2: Awareness campaigns on child labour undertaken in targeted communities in Kaoma (ILO)	- Number of awareness campaigns held by community members in targeted communities (ILO)			The indicator has not been quantified and is not possible to provide a numerical value. However, evidence is available that campaigns have been going on in different formats. (training workshops, drama, debate, cultural activities) This was attested by the Peer Educators, withdrawn children and CCLC members interviewed.

Outputs	Indicators	Planned	Achieved	Comments
				Some additional information extracted from the quarterly report: <ul style="list-style-type: none"> • 6 drama activities conducted in all project communities • CCLCs also used the youth day and women's day celebrations to sensitize the public on CL issues, reaching over 450 adults and 500 youths. • Awareness raising meetings held with 35 traditional leaders to facilitate the formulation of traditional by- laws that will help fight child labour, early marriages and compel all children to go back to school in their respective communities
Output 1.3: District, community, local traditional and political leaders have increased knowledge of and take action on the child labour problem (ILO)	- Number of knowledge sharing, advocacy and lobbying meetings organized by district, community and traditional leaders (ILO)			The indicator has not been quantified and is not possible to provide a numerical value. According to the Partners, Peer Educators and traditional leader meetings have been carried out ; knowledge sharing, advocacy and lobbying have been conducted. Some additional information extracted from the Quarterly Report: 2 advocacy meetings and workshop held: <ul style="list-style-type: none"> • One for councillors, district officials from line ministries, CCLC representatives, Traditional leaders, and PTA chairpersons from communities. • The other for Traditional leaders, church leaders and tobacco farmers. • Workshop conducted for community leaders to discuss development issues affecting their communities and information given to councillors and GRZ institutions responsible.
Output 1.7: Older children (15-17 years) at risk or in hazardous work access an education or skills training programme and basic medical care (ILO)	# of youth enrolled in vocational training programmes # of youth completing vocational training programmes # of youth placed in job or provided with start-up assistance	500	-- 65 0	See comments corresponding to Objective 1. At the end of the project it is expected this figure to increase up to approximately 500. No information has been collected. It has been reported that some of the youth trained as bricklaying and carpentry will be employed by the GRZ Some additional information extracted from the Quarterly Report: <ul style="list-style-type: none"> • 12 lifeskills facilitators trained for rehabilitation of children identified for prevention and have started facilitation of rehabilitation and counselling and rolling out with peers in schools. • Approximately 200 peer educators for prevention programs trained through TOTs • 64 families reached with psychosocial counselling support services bringing the total to 197 family members reached including children.

Outputs	Indicators	Planned	Achieved	Comments
				<ul style="list-style-type: none"> Community instructional centre supervisors trained in collaboration with education inspectors. Community Instructional and demonstration centers established and 8 safe space meetings in each community.
Output 1.8: A pilot community-level CLMS is developed and piloted (ILO in lead with WI or its IPs as referral agenc(i)es)	Number of communities that have structures and referral systems in place for the Community Child Labour Committee (Target: all selected communities) ILO internal indicators: # of officials trained on CLMS (ILO) Referral and reporting system in communities developed (ILO)	6 1	6 46 1	All the 6 communities the CLMS has been set up. An operational strategy has been drafted. Not fully operational yet. 5 members representing implementing partners, 35 members of the DCLC and 6 for the CCLCS. Report is available. DCLC reports having drafted a strategy subject to verification. Some additional information extracted from the Quarterly Report 27 bicycles distributed to CCLCs to facilitate monitoring work.
Output 1.9: Strategy for Area based approach Child Labour Free Zones [CLFZs] developed (ILO)	- Strategy developed with identified communities	2		It has not been possible to establish the availability of this strategy as a separate document. The draft of the CLMS strategy contains some references to the IABA approach.
Immediate objective 2: Increased economic livelihoods of targeted households in tobacco-growing communities ILO Sub-IO 2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs	Number of schools supported with livelihoods support/IGAs that have IGAs running at the end of the project, Number of community structures supported with livelihoods support/IGAs that have IGAs running at the end of the project. Number of households supported with livelihoods support/IGAs that have IGAs running at the end of the project	6 6 200	0 0 201	IGAs with schools have not been carried out IGAs with Community Structures have not been carried out They were supported with seeds of legumes and vegetables and livestock. Out these 124 have received training sustainable agriculture and livestock management
Output 2.1: Preliminary labour market and entrepreneurship assessment conducted to inform skills and business strategy (ILO)	- Number of reports that satisfy information needs to develop a skills and business strategy for market/employment opportunity for ILO target communities (ILO)	Expected	done	The preliminary labour market and entrepreneurship assessment was conducted in the two project areas. Skills and business strategy were outlined. Results shared in with partners in Kaoma, and being used for skills training in skills training and IGA related activities.
Output 2.2: Selected communities, schools, CCLCs and households have entrepreneurship skills to undertake Income Generating Activities (ILO)	# of IGAs implemented by community structures and CCLCs # of IGAs implemented by schools/PTAs # of IGAs implemented by households		25 SGH - 0 IGAs with schools and CCLCs	The visible IGAs were the SHGs for saving and loan. Apart from the small training gardens for life skills students, there were no visible IGAs being implemented by the schools/PTAs and CCLCs in the visited communities.

Outputs	Indicators	Planned	Achieved	Comments
			201	This also applies to the IGAs were seeds of legumes and vegetables, and small livestock was given to households. One reason advanced for this failure (seeds of legumes and vegetables) was the erratic rainfall patterns that affected the entire country.
Output 2.3: Selected community groups and target households have entrepreneurship skills and are linked to micro-savings opportunities (ILO)	Number of community groups and farmers that have entrepreneurship skills (Target:) # of households with improved access to credit and/or markets			25 SHG (around 700 people according to May 2015 JCM Progress Update. It has been reported that 13 of the SHGs are performing well while the remaining 12 are experiencing different problem. One reason given for poor performance of the 12 was long distances group members travel to/from the saving centres. However, the groups require more trainings on Village banking Approximately 40 % of the 700 have had access to credit or loans but in very small amount (average loan 40-50 Kwacha)
Output 2.5: Employers' and workers' representatives on tobacco farms have increased knowledge on Occupational Safety and Health issues (ILO)	# of awareness materials developed by workers' and employers' representatives and tobacco producers (cooperatives, households, farmers) in tobacco-growing communities on OSH (ILO)		--	The number of awareness materials developed by the Employers' and Workers' representative is not available. The presence of the Unions (workers' representatives) in the two areas is very negligible. However, according to Director of Education & Training (ZCTU), the umbrella Union is in stage of building capacity in CL management, and has put it on the priority list. It is also engaging sector unions, especially Plantation and Agriculture Allied workers union, to sit on the DCLC. For the Employers' representatives they have conducted assessment and awareness on occupational health and safety (OSH). They have also done a mapping of employers, and promoted ideas among their members to include child labour in their programs of corporate social responsibility. As a result of its involvement in the project ZFE has included Kaoma among the list of its priority target areas.
Output 2.7: Workers' organisations in rural and agricultural communities have an increased capacity to organize themselves in tobacco-growing communities (ILO) [This output cuts across ILO Sub-Immediate Objectives 1, 2 and 3]	Representatives of agricultural trade unions and cooperatives are participating actively in project and community activities on child labour, including DCLCs (ILO)			The ZCTU is represented on the DCLC. But information on the ground is such that the agricultural trade unions are not actively involve and participating in the project and community activities on CL and DCLC. . As for the associations of tobacco farmers, it has reported that they are in touch with implementing partners.
Output 2.8 Increased interaction between private sector, communities and farmers leads to strengthened livelihoods, better	# of JTI leaf technicians trained at community or district level (Target: all JTI leaf technicians with duties in the target district) # of JTI leaf technicians trained in joint ILO/JTI training sessions	28	28	According to the ILO M & E assistant at Kaoma Office, all the leaf technicians have been trained in occupational health and safety, and their roles in child labour management. The training was jointly done by ILO & JTI. However, another training is planned for 28 th July 2015 for leaf

Outputs	Indicators	Planned	Achieved	Comments
<p>food security and reduced child labour (ILO)</p> <p>Note: this output can be achieved only with funds external to this project from JTI for a minimum budget of \$15,000</p>	<p>(Target: all JTI leaf technicians in Kaoma and if the budget is available, in Zambia)</p>			<p>technicians.</p> <p>JTI also conducted training on Child labour for their supervisors. Though all leaf technicians have been trained, they not yet involved in the reporting.</p> <p>A software application has been developed as part of the Global Component with the purpose of gathering and reporting information by the leaf technicians.</p>
<p>Immediate objective 3: Improved legal and regulatory framework for the Elimination of Child Labour and Promotion of Education</p> <p>ILO Sub-IO 3: By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced</p>	<p>3.1 No. of community members and stakeholders at national and district level imparting information (on legal and policy provisions and on service providers for child labour elimination) to the public, communities, line Ministries and the Child Labour Network</p>			<p>No information available.</p>
<p>Output 3.1: Community members and child labour stakeholders have increased knowledge to raise awareness on legal, regulatory and policy provisions on child labour (ILO)</p>	<p>-Number of capacity and needs assessments on legal, regulatory and policy frameworks for reproduction and disseminating.</p> <p>- Number of activities supported towards dissemination of the CL policy and NAP for the CCLCs and Partners.</p> <p>-Number of discussion forums held with communities and CL stakeholders on legal and policy provisions.</p> <p>-Number of advocacy initiatives supported through MLSS, Workers' and Employers' organization/stakeholders towards adoption of SI on hazardous work.</p> <p>- Number of activities supported towards dissemination and advocacy around the SI on hazardous work after adoption.</p> <p>-No. of community members and stakeholders participating in CL discussion forums</p>	<p>5</p> <p>1</p> <p>3</p> <p>2</p> <p>8</p>	-	<p>Done and ongoing. The NAP, NCLP, C.182, C.138, and SI 121 reproduced and distributed to all the CCLCS.</p> <p>Done and ongoing. NAP and NCLP reproduced and distributed to partners, DCLC and CCLCs</p> <p>DCLC and CCLCs members trained in July 2014. Other training done for DCLC and CCLCs by Hossana Mapalo, JCM & ANPPCAN.</p> <p>SI 121 adopted in 2014 and advocacy work started with partners, CCLCs, MLSS and DCLC.</p> <p>Done and ongoing. Adopted SI 121 shared with partners, MLSS DCLC and CCLCs. Translation of the Employment of Young Persons and Children Act to local languages is in progress.</p>

Outputs	Indicators	Planned	Achieved	Comments
				Information not available
Output 3.2: Implementers and enforcers of legal and policy frameworks have increased skills to implement the National Action Plan on child labour (ILO)	-Number of Law enforcement officials trained on CL issues regarding existing laws and policies	16		<p>Done. ILO trained the following: MLSS (2), Social Welfare (5), Police (2), Judiciary (1) Agricultural Officer (1) Council (1) Education(4)</p> <p>Support provided to MLSS for further training of law enforcers in Kaoma and Nkeyema.</p> <ul style="list-style-type: none"> • Reproduced copies of NAP and NCLP shared. • Support to implementation of MLSS concept in June 2014 <p>• Underway through ZCTU, ZFE & MLSS</p> <p>• Underway through ILO and 3 social partners</p> <ul style="list-style-type: none"> • Done. Joint field activities towards IDGC 2014. Done with UNICEF, WFP, UNFPA and UNESCO • Child labour mainstreamed onto UNDAF • Advocacy visit to ARISE by UNDP Resident Coordinator in Zambia in May 2014.
	-Number of initiatives to provide training and technical support to CLU, Workers' and Employers' organization, DLO & DCLC to implement the NAP.	2		
	-Number of initiatives supported to review existing CL policies for Workers' and Employer' organization	2		
	- Number of capacity building initiatives supported towards advocacy and mainstreaming of CL issues in the policies and programs of MLSS, Workers' and Employers' organizations	3		
	- Number of joint coordination initiatives with other UN agencies and development partners to advocate mainstreaming of CL concerns in agriculture policies and plans	1		

Annex VI – Results of the questionnaire

APPLIED TO THE STAKEHOLDERS

Ahead are presented the results of the marks given by the Project stakeholders in the questionnaire applied by the evaluation team. 34 stakeholders representing the ARISE partners, ILO constituents, IPs, District Offices, DCLC members and 2 CCLC were invited to express their views by scoring their degree of agreement/disagreement (from 1 to 5) with a series of statements extracted and/or adapted from the evaluation questions in the Terms of Reference.

The results are largely self-explanatory. Clearly it shows that the respondents value the performance of Project in relation to the various criteria very positively, in line with what has been presented in the evaluation reports. It can be seen that in most cases the average score awarded is above 4, over a maximum of 5. In all cases, the average scores are above 3 so technically there is no area seen by the stakeholders as a failure. There are statements, however, where some discrepancies were registered, up to 1 point of standard deviation. A few questionnaires showed marks that were generally critical.

This has been a self-assessment exercise which may of course be subject to some bias, but in any case reveals two things: (i) In the first place that the different stakeholders are globally satisfied with the Project (ii) Secondly that there are some areas in which, even if the Project passes the test, its performance is not considered outstanding. This is especially the case with the implementation processes.

Ahead the table with the results is presented:

Questions	Mean	Standard var
1. Relevance and design of the Project.		
1.1 The ARISE program responded to the real needs of the beneficiaries and stakeholders	4,0	0,80
1.2 The Project has been able to identify the main constraints and opportunities of the surrounding environment and accommodated them in the design	3,8	0,73
1.3 The Project has connected with other local initiatives and fit within existing strategies to combat CL.	3,8	0,97
1.4 Project design has been flexible enough to allow adaptation to specific geographical contexts and/or new emerging circumstances	3,4	1,07
1.5 The Project has been effective and applied the right criteria in the identification of the target groups and communities	4,1	0,65
2 – Achievements / Impact		
2.1 The Project has succeeded in identifying and engaging rural children in formal education vocational training and entrepreneurship	4,0	0,73
2.2 ARISE program has raised awareness at grassroots level against the Worst Forms of Child Labour and communities have been empowered to plan, initiate, and implement actions on their own	4,5	0,47
2.3 The Project has helped in building networks between organizations and government agencies working to address child labour on the national, district and local/community levels	4,4	0,36
2.4 The programme has developed strategies and tools to improve the generation of data and knowledge about CL in the communities	3,7	0,74
2.5 The programme has helped local institutions and people to have better understanding of Child Labour in the tobacco sector	4,3	0,65
2.6 The Project has mobilized local institutions/structures against Child Labour and helped them to improve their capabilities	3,9	0,77
2.7 In general, the services provided by the direct actions have been adequate in terms of	3,1	0,85

Questions	Mean	Standard var
quality, scope, time, etc.		
3 - Implementing process		
3.1 The co-ordination and interaction with local programs and institutions has been satisfactory	3,5	1,28
3.2 The implementation approach has been adaptive and flexible, enabling the Project team to overcome the unexpected obstacles without hindering the effectiveness of the Project.	3,1	1,08
3.3 The co-ordination mechanisms between partners have been effective and there are visible examples of complementation.	3,4	1,01
4 – Sustainability		
4.1 The program has developed tools and methodologies that can be subsequently incorporated into other programs	3,9	0,70
4.2 The program has been able to mobilize and/or leverage national, district funding or support	3,0	1,14
4.3 There are reasonable expectations that local institutions could incorporate some program components into their action plans	3,6	0,83
4.4 Changes in socio-cultural patterns are likely to expand their effects among target groups	3,8	0,95
4.5 The program has produced valuable elements for the elimination of Child Labour and has high likelihood of being scaled up.	4,1	0,50

Annex VII: List of document consulted

- Final ARISE Zambia PRODOC Jan 2014
- Project Factsheet - ARISE_ILO - June 2015
- TPR_Nov 2012_OCT 2013_En
- TCPR_ARISE_ZAM_2013
- TPR ZAM Jan-Dec 2014 - 26 March 2015
- Rapid Assessment CL on Tobacco Growing Communities – Kaoma - Zambia
- Final Draft Labour Market and Entrepreneurship Assessment in Nkeyema & Kaoma
- ARISE Zambia ILO Quarterly Progress Report Jan-Mar 2015
- 5 APSOS Documents (DAAP, JCM, Hossana Mapalo, YWCA, ZFE)
- Project Concept Note Ministry of Labour and Social Security (MLSS)
- Arise Zambia Project SPIF Workshop report
- Zambia CLMS training report.
- Statutory Instrument (SI 121) on hazardous labour - Zambia 2013
- National Action Plan for the elimination of the WFCL (2010 – 2015)
- Various Technical Progress Reports from Implementing Partners

Annex VIII List of participants in the stakeholders workshop

Meeting Reduction in the WFCL in Tobacco Growing Communities in Zambia (ARISE)
PARTICIPANTS' CONTACT DETAILS- Final Project Evaluation - 23 July 2015- Held at Cosmic Lodge Lusaka

No.	Name	Organization	Gender (F/ M)
1	Miriam M. Mwiinga	Young Women's Christian Association (YWCA)	F
2	Victor Peleka	WINROCK	M
3	Robin Makayi	Ministry of Agriculture and Livestock	M
4	Barbara Bikoko	Development Aid from People to People (DAPP)	F
5	Joseph Kaindama	Ministry of Labour and Social Security (MLSS)	
6	David Ponga	Jesus Cares Ministries	M
7	Simunji	CCLC - Kambwize	M
8	Litiya Matakala	JTI	M
9	Alick M. Bihinda	C. F	M
10.	Rueben Kaumbwa	Ministry Youth & Sport Kaoma	M
11.	Kennedy Nyambe	MOESVTEE Kaoma	M
12.	Nyambe Mukamba	CCLC Munkuye A	M
13.	Reginah – Biemba	CCLC Kamuni	F
14.	Mayonde Vincent	CCLC TBZ – South	M
15.	Emelda N. Sichone	Ministry of Labour & Social Security(MLSS)	F
16.	Daisy Banda	JTI	F
17.	Christine Nanyangwe	WINROCK	F
18.	Patrick Mwape	Hosanna Mapalo	M
19.	Patrick Munthanga	Hosanna Mapalo	M
20.	Fewdays Lwando	ILO ARISE - Kaoma	M
21.	Njekwa C. Lubasi	Ministry of Agriculture and Livestock	M
22.	Alexio Musindo	ILO	M
23.	Fridah Muleka Luhila	Office of the President	F
24.	Nawa Muuzu Mulopo	MCDMCH – Community Development Dept	F
25.	Nakweti Mboma	Ministry of Education - Nkeyema	F
26.	Mukatimui Indopu Sitali	YWCA - Kaoma	F
27	Annie Mwitumwa Mufaya	Ministry of Labour and Social Security (MLSS)	F
28.	Edith Lwandandama	CCLC Mulalila	F
29.	Margaret Katai	Jesus Cares Ministries (JCM)	F
30.	Robert Chiseke Taundi	OOP Kaoma , DC	M
31.	Dorothy Mulenga	Zambia Congress of Trade Unions (ZCTU)	F
32	Mukatimui Chabala	ILO – ARISE	F
33	Rose K. Lutele	ILO ARISE	F
34	Musole	District Administrator	M
35.	Mwiinga Malambo	ILO ARISE	M

