



# Independent Final Evaluation

## CWCLP: Egypt

*Combating Worst Forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities*



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World Food Programme

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**Cooperative Agreement Number:** IL-21196-10-75-K

**Financing Agency:** U.S. Department of Labor

**Dates of Project Implementation:** 31 Dec 2010 - 31 Dec 2014

**Evaluation Fieldwork Dates:** September 15 - 26, 2014

**Total Project Funds from USDOL:** US \$9,500,000



*Sistemas, Familia y Sociedad*  
*Consultores Asociados*

## TABLE OF CONTENTS

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TABLE OF CONTENTS.....	i
ACRONYMS AND TERMS .....	ii
EXECUTIVE SUMMARY .....	iii
1. INTRODUCTION AND PROJECT DESCRIPTION .....	1
2. EVALUATION OBJECTIVES AND METHODOLOGY.....	3
3. EVALUATION FINDINGS .....	10
3.1. RELEVANCE.....	10
3.2 EFFECTIVENESS.....	14
3.3 COORDINATION AND SUSTAINABILITY.....	28
4. CONCLUSIONS.....	37
5. LESSONS LEARNED AND GOOD PRACTICES .....	40
6. RECOMMENDATIONS .....	42

## LIST OF ANNEXES

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ANNEX 1: Quantitative Overview of Project Progress.....	46
ANNEX 2: Evaluation Terms of Reference .....	49
ANNEX 3: Evaluation Methodology Matrix and Data Sources .....	70
ANNEX 4: List of Interviews, Meetings and Site Visits .....	75
ANNEX 5: List of Documents Reviewed.....	78
ANNEX 6: Example of Geographical Locations Map in Menya .....	79
ANNEX 7: Data Collection Instrument used with Children.....	80
ANNEX 8: Data Collection Instrument used with Mothers .....	84

## ACRONYMS AND TERMS

Acronym	Definition
ABT	Agro Business Training
AppGC	Apprenticeship Grading Contracts
CAOA	Central Agency of Organization and Administration
CAPMAS	Central Agency for Public Mobilization and Statistics
CDA	Community Development Association
CCLP	Combating Exploitative Child Labor Through Education in Egypt Project
CEOSS	Coptic Evangelical Organization for Social Services
CL	Child Labor
CLMS	Child Labor Monitoring System
CPC	Child Protection Committee
CS	Community School
CWCLP	Combating Worst Forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt
DBMS	Direct Beneficiary Monitoring System
FS	Formal School
GAT	Get Ahead Training (for the mothers in the project)
HCL	Hazardous Child Labor
IGA	Income Generating Activity
ILAB	USDOL Bureau of International Labor Affairs
ILO	International Labour Organization
ILO-IPEC	ILO International Programme on the Elimination of Child Labour
IO	Immediate Objective
M&E	Monitoring & Evaluation
MoE	Ministry of Education
MoMM	Ministry of Manpower and Migration
MoSS	Ministry of Social Solidarity
NAP	National Action Plan
NGO	Non-Governmental Organization (an umbrella of CDAs in this project)
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
OJT	On-the-Job Training (for the working children in CWCLP project)
OSH	Occupational Safety and Health
PMU	Project Management Unit
RME	Research, Monitoring and Evaluation
SFS	<i>Sistemas, Familias y Sociedad – Consultores Asociados</i>
SMSC	Skills Monitoring Score Card / pamphlet
TDH	Terre Des Homme (the umbrella NGO in Assiut)
THR	Take Home Rations
TOR	Terms of Reference
TPR	Technical Progress Report
UN	United Nations
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WFP	World Food Programme
WISE	ILO Work Improvements in Small Enterprises Programme

## EXECUTIVE SUMMARY

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In 2010, the US Department of Labor (USDOL) awarded a four-year Cooperative Agreement, worth US\$ 9.5 million, to the World Food Programme (WFP) to combat exploitative child labor in Egypt through a project called Combating Worst Forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt (CWCLP). The project aimed to provide 16,000 children with direct educational services in order to reduce their vulnerability to child labor (CL), including preventing 8,000 children at risk from entering the worst forms of child labor (WFCL) in agriculture and providing 3,000 children over the age of 14 with apprenticeship opportunities. In addition, the project sought to provide 5,000 households with livelihood services. WFP worked in partnership with the International Labour Organization (ILO) and United Nations Children's Fund (UNICEF) to address child labor in agriculture in five Egyptian governorates: Assiut, Menya, Sohag, Fayoum and Sharqia.

This is a final evaluation of that project carried out by an independent consultant. The evaluation included a review and assessment of all activities carried out under the USDOL cooperative agreement with WFP. All activities that have been implemented from project launch through the time of evaluation fieldwork were considered. The evaluation assessed the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project proposal. This is a qualitative evaluation and its findings reflect trends and issues pertaining to the project sites visited during fieldwork.<sup>1</sup> The evaluation used both qualitative and quantitative data collection methods. Fieldwork was qualitative and participatory in nature. Information regarding the outcomes and outputs of the project were collected from project staff, stakeholders and beneficiaries (teachers, parents and children) through field visits, individual interviews and focus group discussions. Sample findings were discussed with nongovernmental organization (NGO) staff in each governorate using the win-win approach. This approach concentrates on positive aspects and overcoming negative aspects by using simple statements which reflect positive way of thinking. Quantitative data, which complemented the use of qualitative analysis, was drawn from project documents including the Technical Progress Reports (TPR), midterm evaluation, impact evaluation, and other reports to the extent available.

## Evaluation Findings

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### Relevance

CWCLP developed a comprehensive, holistic approach to combating child labor in agriculture by providing educational and livelihood services as well as Take Home Rations (THR), an incentive

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<sup>1</sup> Five resources of qualitative evaluation contribute to the findings and the point of view of the evaluator: (a) Field visits and its findings which are restricted to the sample; (b) The official documents submitted by different sources; (c) Deep discussion, formal and informal, held with the heads of the three partner UN organizations; (d) The evaluator's experiences which lead the interpretation of the facts; and (e) Theoretical heritage in the domain under study.

for families to enroll their children in appropriate education services. Parallel to these strategies, the project put effort into raising awareness and building institutional capacity to guarantee sustainability.

The most positive feature of the project design was addressing the agricultural sector, which had been resistant to intervention because of cultural restrictions. The project focused on the poorest governorates and those with the highest rates of child labor in the agricultural sector. It also relied on strong NGOs in each governorate as an umbrella for the grassroots associations. The latter had a deep reach in local communities and particularly in target villages.

However, the project adopted some assumptions which did not seem to prove accurate, mainly: (a) the agricultural sector turned out not to be more reachable than the informal industrial sector, and (b) poverty was not the only the root cause behind child labor in agriculture.

## Effectiveness

According to the fieldwork results, the living situation of most beneficiaries has improved compared to what it was before participation in the project. The project's impact extended beyond this to improve the general economic and social level of the small hamlets and villages in the governorates included in the project. In the evaluator's estimation, according to results in the field it can be said that the project has achieved the desired results at a rate of 75% on the whole. The remaining 25% can be attributed to composite reasons, including the political situation in the country and instability which reigned for a period of one and a half to two years.

Umbrella NGOs and field staff demonstrated a depth of awareness and understanding regarding the problem of child labor and hazardous work in agriculture, as well as in other manufacturing and urban sectors. However, not all of the grassroots associations had the same level of awareness or adherence to clear criteria used to determine the target group and set a list of priorities for the child and mother.

The innovative methods employed by civil society associations to attract target groups were very efficient and used various means and approaches that were suited to the local culture. Nonetheless, these innovations sometimes led to a watered down version of the concept of exploitation in some cases and within some intervention strategies.

**Withdrawal from Child Labor:** Complete withdrawal of children from agricultural work in rural areas and within families' duties was not achieved. From the evaluator's point of view, this would be unrealistic due to the beliefs and acceptance of this in Egyptian culture, especially in rural, marginalized areas. However, the project was successful in decreasing the number of hours children spent working and in replacing working hours with schooling hours.<sup>2</sup> The

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<sup>2</sup> This is consistent with Output 1.3: Capacity of Ministry of Manpower and Migration (MoMM), Ministry of Social Solidarity (MoSS) and other relevant social partners to improve the learning conditions and workplaces of 3,000 children engaged in exploitative conditions. Please refer to **Annex 1**.

project also tailored its interventions to the specific needs of boys and girls and gave priority to girls' education.<sup>3</sup>

The evaluation has not found that any child over the age of 15 was withdrawn from intolerable or hazardous work. Partial withdrawal of children under the age of 15, by providing them with non-formal educational opportunities, proved successful in guaranteeing the child's right to education, diminishing hours spent on farm work, and raising awareness among the children and their families about risks and hazards in the agricultural sector.

**Educational Interventions:** Community Schools (CS) were well established and teachers were dedicating effort to dealing with this difficult category of children. The board trustees in these schools were also working as child protection committee (CPC) members at the same time.

Efforts to prevent children from dropping out of Formal Schools (FS) were carried out by NGOs, but many factors impeded the project's ability and creativity to enhance the educational level of the children in these schools. This led some umbrella NGOs in Menya and Assiut to build interventions within FS on the rights-based approach, which proved to have significant impact.

**Awareness Raising Interventions:** Stakeholders at all levels of project intervention experienced a change in attitude, understanding and awareness about the consequences of hazardous work by children in agriculture. All of the mothers met in these governorates during fieldwork were more convinced about the importance of education for their children, experienced more confidence in themselves and their ability to improve their family's living conditions, were less likely to push their children to work and were more likely to encourage them to attend school regularly. Nevertheless, there is still a lot of work needed to change the cultural conception prevalent in some sectors that children are "property of the family" and that families have the right to decide as they please regarding a child's situation.

**Livelihoods Interventions:** The results of the livelihood component showed that project strategies were efficient. A variety of trainings were carried out which provided many enriching experiences for mothers. The living conditions of mothers in Assiut, Menya, Sohag and Fayoum governorates have improved as a result of the project's livelihoods component. Thus, this component is a good candidate for expanding its scope into other small, poor remote villages and/or those villages with deteriorated basic services.

While the trainings provided by the project improved the general life skills, awareness level and negotiation skills of the working children, they could not be considered as a vocational training linked to any specific trade or as part of "a non-formal apprenticeship system." Similarly, the Apprenticeship Grading Contract (AppGC) reviewed during the evaluation did not express the various components and mechanisms needed for assessing the gradation of skills improvement over the years during which a child works for an employer.

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<sup>3</sup> The majority of the community school attendees are girls who work for their families at home and in the surrounding very small piece of farm land. The project interpreted the rights-based approach for school children. During the meeting with the evaluators, boys and girls in each category had general interest to defend and speak out about specific gender issues.

The THR intervention was both a means and an end for small and extremely poor villages in Fayoum, Sohag, Menya and Assiut. It was a successful method for negotiating with the family and for attracting mothers to participate in the livelihood component. It was also important in providing material support and social assistance for the family until either the mother could find a way to improve her income or until families in extreme poverty could be referred to the Ministry of Social Solidarity (MoSS).

**Policy Interventions:** The CPC and other innovative legal interventions created by the umbrella NGOs had critical importance, including: transforming the conviction among families regarding child protection; improving awareness and understanding among government officials; and transforming children's awareness and skills to protect their rights. There is a current debate over whether the CPCs should be part of the National Council for Motherhood and Childhood or part of the MoSS. This can be considered evidence of the change in officials' attitudes and their increased understanding about the importance of this issue.

**Project Monitoring and Research:** Some limitations were noticed in the project's information system which affected all aspects, from the beginning of its procedures and during all project phases. These include: the fragmentation of the information system between the three main stakeholders; a lack of simple, general criteria for identifying project beneficiaries; and a lack of geographical positioning maps to coordinate the distribution of project interventions.<sup>4</sup> Finally, the TPR also gave priority to reporting on the main quantitative direct targets which are children and mothers. This type of reporting underestimates the set of indirect or qualitative components included under expected outcomes in the logical framework.

The system for monitoring and reporting on child labor status and the project's direct beneficiaries was seamlessly designed so that it was accurately received at local level and interpreted at central level. It was also sufficiently clear about when and what type of services children received as well as the reason for continuing or ending a service for a child or mother. However, there was an absence of a linkage between the child's information and the mother's information in the system. As a result the project was unable to access data specifically on families or mothers.

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<sup>4</sup> Mapping the intervention components gives a brief summary of the project locations and clarifies the surrounding natural constraints and/or opportunities. The geographical positioning map is a planning tool which has many uses. For example, the distribution of FS in rural and/or urban areas could be seen with regard to many variables such as the services the government wants to offer, the population under 6 years old in a specific governorate, how far the school is from the main road, whether the school is in a village near the capital and/or other services like hospitals, etc.

In the CWCLP project, three big NGOs (in Sohag, Menya and Assiut) used maps to illustrate the position of the intervention components within each district and its villages. The NGOs used symbols to identify each intervention component, which in turn facilitated viewing the comprehensiveness of the services offered in each location. The evaluation found that some villages and/or districts carried out all project components in a particular location, while other villages had CS and livelihood components, still others had FS, and only a third had OJT. Please refer to the example of a Menya map in **Annex 6**.

The Baseline Study carried out in the beginning of the project contained many inaccuracies and was not valid for guidance.<sup>5</sup> The Rapid Assessment study was extremely useful but complicated. The associations which participated in it, such as Terre Des Homme (TDH), benefited from it. The CWCLP Impact Evaluation, conducted in August 2013, confirmed the exploitative nature of labor performed by girls in rural families and the extent to which they benefited from the project. It also established the relationship between community education and the usefulness of the THR as a tool for negotiating and dealing with mothers and guaranteeing that the neediest among them participated in the project's livelihood component.

## Coordination and Sustainability

In order to achieve the CWCLP objectives, the Steering Committee and institutional support structure was established at the central level and divided project components according to the role and mission of each partner organization. WFP provided institutional support for partner associations and encouraged ministries from the related sectors to pay attention to issues which affect child labor. UNICEF was responsible for advocacy, networking with the Ministry of Education (MoE), providing technical support to MoE and NGOs regarding the implementation of the CWCLP education component, media relations, establishing CPCs and supporting their efficiency. In addition, it was responsible for disseminating successful and pilot educational experiences and research. The ILO was responsible for the livelihoods component and working with children above 14 years of age.

It is the position of this evaluation that coordination is the cornerstone to reach sustainability in this project. However, comprising the Steering Committee of the WFP, ILO, and UNICEF was not quite enough to coordinate and guarantee the sustainable impact needed to support policy formulation and the revision of legislation on the child labor issue. The delay of the National Action Plan (NAP) until the end of the project (September 2014) deprived other United Nations (UN) stakeholders from exchanging experiences and the Ministry of Manpower and Migration (MoMM) from participating in developing the Skills Monitoring Score Card (SMSC) and related pamphlet.

Coordination at the governorate, district, and village level aimed at reducing child labor, especially the worst forms, by providing direct educational services and addressing root causes of child labor by promoting sustainable livelihoods among target households. These were accomplished through: directly providing children with services and educational opportunities; supplying mothers of targeted children with livelihood services and awareness raising; and mobilizing all available resources to improve the quality and quantity of educational opportunities. Contrary to the efforts at the central level, effective and efficient coordination at the local level built on community-based CDA initiatives and the positive coordination carried out by the umbrella NGOs. This led to positive impact and guarantees its sustainability.

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<sup>5</sup> This was stated by all NGOs, whose main observations were that: (a) some children who were stated to be admitted were not found in the place of residence cited; (b) some children's names were incorrect when the NGO or community development association (CDA) tried to register him/her in the project; (c) many children were categorized as illegal in this study, but they were not so based upon the criteria stipulated by the WFP Project Management Unit; and (d) all NGOs and CDAs commented that the study was inaccurate.

The WFP-PMU built its sustainability matrix upon the achievement of NGOs and government, the institutional and absorption capacities of all stakeholders and the current context and situation in the country. The procedures suggested supporting a strong partnership with ministers in order to leverage their resources after the project phase-out. NGOs are capable to sustain impact during and after phase-out and many services will be continued once the project funding has ended.

## Key Recommendations

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### **A. Recommendations for a sustainable phase-out of the CWCLP project:**

- There is a need to secure the stability of community schools in order to assure sustainability of the impact on targeted children. **(Grantee)**
- ILO should continue efforts with the MoMM; the AppGC, SMSC and non-formal training component for working children above 15 years old requires some revision. **(Grantee)**
- The THR and livelihood components need to be expanded and proliferated due to their powerful effects. **(Donor)**
- Priority should be given to unifying sources of information on child labor and to sharing experiences between local and international entities regarding the criteria for identifying project beneficiaries. **(Donor and Grantee)**
- Financial support to CPCs is needed in order to continue its institutionalization and guarantee the impact of needed cultural change. **(Donor)**

### **B. Recommendations for future child labor projects in Egypt or similar environments:**

- Governorates, villages and beneficiaries should be targeted based on correct compound criteria that are simple, general and consistently applied between agencies. **(Donor and Grantee)**
- Attention should be paid to the MoSS role. A memorandum of understanding and much effort to cooperate with this ministry is recommended. **(Donor and Grantee)**
- Male heads of households should be included in livelihoods training because the unemployment of fathers and the seasonal nature of urban work is one of the factors leading to child labor in the family. **(Donor and Grantee)**
- The combination between different types of intervention is preferable in general, and the combination between the Rights approach with children who combine education and work is of great importance especially at the local level. **(Donor)**
- The information systems of projects with many components should be linked to each other. **(Grantee)**
- Geographical positioning maps should be used to coordinate project components. **(Donor and Grantee)**
- Agricultural institutions should play a bigger role in projects' targeting of the agriculture sector. **(Donor and Grantee)**

## 1. INTRODUCTION AND PROJECT DESCRIPTION<sup>6</sup>

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Child labor remains a widespread phenomenon in Egypt, though estimates vary widely depending on the survey and the age range included in the data. Egyptian children may be employed in hazardous work that exposes them to physical and psychological abuse that is harmful to their health and safety. In the agricultural sector, children may work long hours in extreme temperatures and their tasks may involve using dangerous machinery and tools, spraying hazardous pesticides, inhaling gas fumes or dust, bending for long periods or carrying heavy loads. Some children are engaged in domestic work where they may experience long work hours, restrictions on movement, nonpayment of wages, or physical, emotional or sexual exploitation by their employers. There is also some evidence that children may also work in fishing, limestone quarrying, brick production and construction. Poverty and lack of education are root causes for child labor, exacerbated by an unregulated informal economy, inadequate social protection measures, and poor quality education systems.

On December 31, 2010, the World Food Programme (WFP) received a four-year Cooperative Agreement, worth US\$ 9.5 million, from the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) in order to implement a project called Combating Worst Forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt (CWCLP). The purpose of this project was to combat child labor (CL) in Egypt, with special attention to the worst forms of child labor (WFCL) in agriculture, by supporting the review of child labor policy and legislation and by promoting sustainable livelihoods and educational opportunities for children. WFP was awarded the project through a competitive bid process and implemented the program in partnership with the International Labor Organization (ILO) and United Nations Children's Fund (UNICEF).

CWCLP built on the previous USDOL-funded project entitled Combating Exploitative Child Labor through Education in Egypt (CCLP), implemented by the same three organizations, which provided educational opportunities for children, particularly girls. CWCLP sought to increase the access and quality of education for 16,000 children and address the root causes of child labor by promoting sustainable livelihoods for households and increasing beneficiaries' access to national social protection programs. The project aimed to prevent 8,000 children at risk from entering the worst forms of child labor in agriculture and to provide 3,000 children over the age of 14 with apprenticeship opportunities. In addition, the project sought to provide 5,000 households with livelihood services. The project focused on five Egyptian governorates: Assiut, Menya, Sohag, Fayoum, and Sharqia.

CWCLP utilized an integrated approach that included educational services (combined with take-home food rations for students) and livelihood services. Formal, vocational and non-formal educational services were designed to provide at-risk youth with viable educational alternatives to child labor. Livelihood services linked households with financial services, as well as training

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<sup>6</sup> Please refer to the logical framework in **Annex 2: Terms of Reference (TOR)** which summarizes the project's procedures.

and technical assistance to implement livelihood projects. Additional project components focused on awareness-raising and increasing the capacity of national and governorate level organizations (governmental and non-governmental) to address child labor.

The project had five immediate objectives (IO) as follows:

**Immediate Objective 1:** Reducing child labor, especially the worst forms, by providing direct educational services and addressing root causes of child labor, promoting sustainable livelihoods of target households;

**Immediate Objective 2:** Promoting policies on child labor, supporting the review and revision of legislation on child labor, promoting education and sustainable livelihood and strengthening the capacity of national institutions to combat child labor and address its root causes;

**Immediate Objective 3:** Raising awareness on child labor and its root causes, and the importance of education for all children to mobilize a wide array of actors to improve and expand education;

**Immediate Objective 4:** Research, evaluation and the collection of reliable data on child labor through baseline surveys, its root causes and effective strategies, policies and good practices to improve livelihoods of rural households and combat child labor supported; and

**Immediate Objective 5:** Exit/Hand over strategy and plan established and implemented and implementation experiences, success stories and lessons learned documented and disseminated.

The project's lifetime was marked by political instability and during the period of implementation, two revolutions led to the removal of two different presidents. Despite continuous upheaval and changes in the political landscape after 2011, the project continued to implement activities. In February 2013, CWCLP underwent an interim evaluation and an impact evaluation was conducted in March 2013.

In September 2014, an independent evaluator conducted fieldwork for the final evaluation of the CWCLP project. Through interviews with project staff, stakeholders and beneficiaries, the evaluator sought to answer questions regarding the project's relevance to the context of child labor in Egypt, its effectiveness in implementing activities, the coordination between partners and stakeholders, and the sustainability of project interventions. This report contains a description of the final evaluation's methodology, findings, conclusions, and recommendations.

## 2. EVALUATION OBJECTIVES AND METHODOLOGY

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### 2.1 Purpose and Scope

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This final evaluation provides OCFT, WFP, ILO and UNICEF, as well as other stakeholders working to combat child labor more broadly, with an assessment of the project's experience in implementation and its effects on project beneficiaries. The evaluation findings, conclusions, lessons learned and recommendations will serve to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects in Egypt and elsewhere as appropriate.

The purpose of the final evaluation was to: (a) Assess the relevance of the project to the cultural, economic, and political contexts in which it operates; (b) Assess whether the program has been implemented in accordance with the project design; (c) Determine whether the project has met its objectives and identify the challenges encountered in doing so; (d) Assess the project's ability to accurately track indicators in accordance with USDOL's reporting requirements; (e) Describe the effects of the project, especially on the lives of beneficiary families; (f) Identify the main lessons learned from the project; and (g) Assess whether project activities can be sustainable at the local and national level and among implementing organizations.

The scope of this evaluation included a review and assessment of all activities carried out under the USDOL Cooperative Agreement with WFP, including all activities that were implemented from project launch through time of evaluation fieldwork. The evaluation addressed issues of project design, implementation, management, lessons learned, and replicability and provided recommendations for current and future projects.

Specific questions that the evaluation sought to answer were listed in the evaluation Terms of Reference (TOR), organized by four topical areas: Relevance, Effectiveness, Coordination and Sustainability. The evaluation findings are likewise organized according to these four areas. The questions are listed below and the full TOR can be found in **Annex 2**.

#### Relevance

1. How appropriate were the project's design, strategies, and organizational structure to deal with child work in agriculture in rural areas of Egypt?
2. How have recent political instability and the economic slowdown in Egypt affected project implementation?
3. What was the reach of project services within the targeted governorates, districts and main villages? In the targeted villages, how far into the villages and hamlets did the project actually reach? If possible, it would be helpful to have a visual representation showing the reach of project services.

#### Effectiveness

4. Please assess the overall results of this project. Are the beneficiaries' lives better now than they were at the beginning of the project? Is there a significant reduction in the

number of child laborers and children in hazardous labor among the project's target population? Has household vulnerability to the use of child labor been reduced?

5. Did the project meet its objectives and targets? Please provide a table highlighting the project's quantitative achievements in comparison to original targets (see Annex 1). The question above should be addressed separately for the following interventions and issues related to the CWCLP project:
  - Formal and Non-formal Education (formal school, community school, girls' classes, apprenticeship);
  - Vocational training for children (how successful were vocationally trained children in passing from agriculture to other sectors and do these sectors represent a risk to the child?);
  - Reintegration to school of child laborers in hazardous and exploitative occupations in the agricultural sector;
  - Retention and remedial systems for children who have dropped out or are at risk of dropping out of school;
  - Education and educational camp aimed to guide mothers and raise awareness;
  - Material support in kind to children's schooling and the extent of children's integration and stability at school after the family has stopped receiving material aid in kind;
  - Vocational training for mothers;
  - Technical support and assistance for establishing income generation activities (IGAs) and/or microenterprises;
  - Micro-loans and technical support to provide sustainability for the businesses established by mothers and general improvement of income; and
  - The ability of mothers to generate income and improve living standards without resorting to pressuring girls to do household chores to make up for mother's absence from home due to work.
6. Please address separately the following qualitative questions regarding the interventions above.
  - Why did some components/activities not meet their targets?
  - Were there any distinctive differences in project results depending on the season, agricultural phase, location of communities or any other major factor?
  - Please appraise the effectiveness of the interventions seeking to diminish exploitative and hazardous child labor through formal, non-formal and apprenticeship educational services delivered to children.
  - Was the apprenticeship scheme implemented as designed?
  - Please review the effectiveness of the intervention, "Take Home Rations (THR)." Were there any unexpected positive or negative effects or results of this

intervention?

- Please provide insight on the project's ability to reach overall livelihood targets. Which interventions were particularly effective or not effective, and why? How were any delays handled? Did the project reassess and change strategies for any interventions not producing results?
  - Related to the livelihoods strategies, what were the most available internships? What were the most popular internships? Were people able to obtain work in the same area after completing an internship?
7. By the end of the project, is there any evidence that improvements in livelihood opportunities helped households reduce their children's participation in labor?
  8. After project implementation, are target stakeholders (representatives of institutions and communities) more aware about the exploitative character of child labor?
  9. Were changes in children's labor status registered in a consistent manner throughout the year? Was the monitoring and reporting system effective in reflecting the achievements and challenges faced by the project?
  10. Overall, how did the impact evaluation conducted at the start of the project affect the project during its duration? Were there lingering effects of the impact evaluation after it was completed?

### Coordination

11. Please provide evidence of capacity building initiatives aimed to local institutional structures in order to achieve the five immediate objectives. Why were these important and to what extent were they effective?
12. What were each key partner's (WFP, ILO and UNICEF) contributions and challenges regarding project implementation? Did the partnership arrangement contribute to an efficient and effective implementation of the project?
13. Please describe specific examples of how the project supported the ILO's efforts on building the National Steering Committee for combating child labor. What was the approximate share of effort on behalf of the project versus the effort of ILO staff? What information was shared? Was information shared about beneficiaries or interventions? Were any other details shared, or is the evaluator able to provide more details?
14. During this evaluation and field visits, to what extent was the evaluator aware that beneficiaries received other internationally supported services? If so, what kinds of services?

### Sustainability

15. How does the grantee's exit strategy contribute to the sustainability of project results? Is it being implemented as intended? How do government agencies and community-based institutions participate in the exit strategy? Are there services that will be continued once the project funding has ended?

16. Is there clear evidence of improvement in the capacity of government agencies (Ministry of Manpower and Migration [MoMM], Ministry of Education [MoE], etc.) to address child labor, particularly in the rural sector?
17. What are the stakeholder suggestions to achieve sustainability, to provide alternatives for some of the project components (such as THR, apprenticeships) and/or to leverage resources for the National Action Plan (NAP) to Combat Worst Forms of Child Labor?

## 2.2 Evaluation Approach and Limitations

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All data collection tools, interviews, and meetings adhered to the following principles:

- A. Methods of data collection and stakeholder perspectives were triangulated for as many as possible of the evaluation questions.
- B. Efforts were made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO International Program on the Elimination of Child Labor's (ILO-IPEC) guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children: ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
- C. Gender and cultural sensitivity was integrated in the evaluation approach.
- D. Although a consistent approach was followed in each project site to ensure grounds for a good qualitative analysis, the evaluation incorporated a degree of flexibility to maintain a sense of ownership among the stakeholders and beneficiaries.

The evaluation mission observed utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, the implementing partner staff persons were not present during interviews. However, implementing partner staff accompanied the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

Fieldwork for the evaluation lasted two weeks and the evaluation team did not have enough time to visit all project sites. As a result, the evaluator was unable to take all sites into consideration when formulating the findings. All efforts were made to ensure that a representative sample of sites were visited, including some that have performed well and some that have experienced challenges.

This evaluation is not a formal impact assessment. Findings were based on information collected from background documents and interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings is determined by the integrity of information provided to the evaluator from these sources and the ability of the latter to triangulate this information.

Furthermore, the ability of the evaluator to determine efficiency was limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

## 2.3 Data Collection Methodology

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Dr. Mona Saad was responsible for conducting the evaluation and was supported in the data collection process by two assistant evaluators: Mr. Mahmoud Mohamed Fathy Abd El Latif and Dr. Mary Eshak Sedrak. Dr. Saad was responsible for: (a) developing the methodology in consultation with project staff and *Sistemas, Familias y Sociedad* (SFS), the firm contracted by USDOL to manage the evaluation; (b) directly conducting interviews and facilitating other data collection processes; (c) analyzing the information gathered from the evaluation process; (d) presenting feedback on the initial evaluation findings at the national stakeholder meeting; and (e) preparing the evaluation report.

The evaluation used both qualitative and quantitative data collection methods. Fieldwork was qualitative and participatory in nature. Information regarding the outcomes and outputs of the project was collected from project staff, stakeholders and beneficiaries (teachers, parents and children) through field visits, individual interviews and focus group discussions. Please refer to **Annex 4** for the list of interviews, meetings and site visits. Sample findings were discussed with non-governmental organization (NGO) staff in each governorate using the win-win approach. This approach concentrates on positive aspects and overcoming negative aspects by using simple statements which reflect positive ways of thinking.<sup>7</sup> Quantitative data, which complemented the use of qualitative analysis, was drawn from project documents including the Technical Progress Reports (TPR), interim evaluation, impact evaluation, and other reports to the extent available. **Annex 5** lists the documents and references used in this evaluation.

Data was triangulated by comparing information collected in the field with an examination of various documents, especially those pertaining to target groups including children, mothers and heads of households. Data was also cross-checked with reports and research conducted by neutral entities such as ICF International. The evaluation team made use of the data and references provided by local government and partner associations.

At the conclusion of fieldwork, a stakeholder meeting took place on October 1, 2014. At this workshop the evaluator presented initial evaluation findings and gathered feedback from a wide range of stakeholders, including the implementing partners and other interested parties. The evaluator presented the major preliminary findings and emerging issues, solicited recommendations, and obtained clarification or additional information from stakeholders. The presentation concentrated on good practices identified at the time of the evaluation, lessons learned and remaining gaps as identified by all stakeholders.

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<sup>7</sup> Examples of these statements include: What would you like to do to improve the way you document children's progress during the project? Do you have suggestions or did you use any particular model which would improve the documentation? Some of the NGOs supplied the evaluation team with models of documentation. Please refer to Perspectivity Organization at: <http://perspectivity.org/index.php/category/news>. The Canadian Fund also uses this term in trainings for NGOs.

## Tools and Data Sources

A question matrix, which outlines the expected data source for each evaluation question listed in the TOR, was developed before fieldwork commenced. This matrix is found in **Annex 3**. Synergies, coordination and cross cutting themes were analyzed after studying the specific results of the intervention components on target groups. Following the development of the question matrix, the evaluator conducted telephone interviews with USDOL staff and held an informal meeting with WFP Project Management Unit (WFP-PMU) in Cairo. The purpose of these interviews was to gather information about the project prior to the field visits and develop a clearer understanding of the main success and challenges of the project.

Sources of organizational information gathered during fieldwork were official and came from the upper levels of the responsible agencies such as WFP, ILO and the Ministry of Manpower and Migration (MoMM). The evaluator also gathered information from different administrative levels, including governorates and umbrella organizations in each governorate. With the assistance of Bothaina El Deeb's study, the evaluator designed two questionnaires for use in focus groups with children and mothers (please refer, respectively, to **Annex 7** and **Annex 8**). These tools measured the effects of project activities and revealed attitudes toward hazardous child labor (HCL).

The sample of communities included in the field research was selected by using the following criteria:

1. The sample included communities targeted by the program which had a high population density, meaning:
  - A high proportion of children, and therefore an increase in their supply in the workforce, and/or
  - A high demand for agricultural products and living staples which leads to an increase in the cost of living burden for families and fuels the demand for child labor.
2. The sample considered the geographical distribution of villages and hamlets so that the selection included both a village that is close to the governorate capital and one that is far from the capital.
3. Selection also made reference to the various indicators included in Bothaina El Deeb's study regarding living conditions and types of agricultural work performed by children in the five governorates served by the program.
4. Selection included villages which have been successful and others which have not been successful in order to explore the strengths of the project as well as the weaknesses or obstacles in implementation.

The sample included community development associations (CDA), through the umbrella NGOs, and their employees in each governorate. NGO and CDA samples included those who have worked directly in the field with target groups (children, mothers, communities where awareness raising campaigns have been held). A minimum of three employees were interviewed from each umbrella organization, as well as three field workers from each local

capacity building organization. This included one field worker who was responsible for recruiting and following up on children and another who was responsible for discussing with the mothers. Both were responsible for the Take Home Rations (THR) component by keeping updated records on the children and asking mothers and/or fathers to sign papers certifying that their children received the project intervention.<sup>8</sup>

One or two members from the child protection committees (CPC) in each governorate were also interviewed, as well as formal and informal local leaders in the governorates and selected villages. Community schools (CS), formal government schools (FS) and some agricultural factories were also visited during the evaluation fieldwork and discussions were held with all of the team members of the NGOs and CDAs.

Project beneficiaries interviewed during the evaluation were selected according to the following criteria:

1. The sample reflected the diversity of target children (children working in agriculture, children vulnerable to entering the agricultural work force, and children deprived of education and working at home, especially females)
2. The sample was representative of the various program components and intervention strategies (including: children from the different target groups referred to above; the parents of children who work in agriculture; housewives with children in school who have received aid in kind [THR]; female heads of low income households with difficult living conditions who received training to set up IGAs or have received micro-loans; and communities where awareness raising [AR] camps have been held).
3. The sample for children included six from each village with a ratio of 2:2:2, so that two children were from FS, two from CS and two from apprenticeship programs.
4. The sample included five mothers from each village with a ratio of 1:1:1:1:1, so that one mother had received skills training, one mother had received support for her own microenterprise, one mother had been supported through micro-loans, one mother had children in CS who received THR and one mother had children in FS who received THR.
5. The sample also included three teachers from each governorate with a ratio of 1:1:1, so that one teacher was from FS, another was from CS and the third was from a vocational training facility.

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<sup>8</sup> Take Home Rations was cross-checked by Dr. Mahmoud and Dr. Mary by selecting two to three mothers and their children in the same village to be interviewed.

## 3. EVALUATION FINDINGS

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### 3.1. RELEVANCE

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#### 3.1.1 Appropriateness of the Project Design

CWCLP is considered an extension of the CCLP project, which was concerned with combating child labor in the urban sector. The results of this previous project showed the need for intervention in the agricultural sector, which includes the overwhelming majority of child labor including a particularly vulnerable category of girls who work in the agricultural sector. This is the category for which the criteria or specifications for intervention were most applicable, in addition to addressing the issue of gender. This project built on the institutional strengths and experience gained in the previous project.

Moreover, the project benefited from the results of studies conducted by the Central Agency for Public Mobilization and Statistics (CAPMAS) as well as other recent studies which show the concentration of poverty in four governorates: Fayoum, Menya, Assiut and Sohag. The studies also showed that in Sharqia 25% of the children that are of appropriate age for basic education also work. Thus, the studies show that Upper Egypt was an appropriate geographical priority because of dire poverty as well as the extent to which girls work for their families and are deprived access to education, whereas boys are given priority. The project action strategy integrated the intervention components for the child, family and employer.

In addition to the aforementioned priorities, the WFP proposal was based on a set of axioms which were: that poverty is the root cause of child labor in agriculture, that integrating the project components will approach the target group from all sides to create lasting change in the lives of the participants, and that deep intervention in the life of the family will result in reduced child labor in agriculture. The project addresses each of these components in various project interventions, including: providing food rations; protecting children from dropping out of formal and informal education; providing care, education and/or training for children working in agriculture; raising awareness among children and mothers regarding the dangers of agricultural work; and providing training and awareness raising activities for agricultural facility owners regarding occupational health and safety. Thus the project sought to reduce child labor by targeting children and their mothers and to support sustainability by providing deep intervention to the lives of families among the poorest and most in need of assistance.

Accordingly, the project provided integrated components and expanded horizontally into the villages which are most in need, while simultaneously deepening vertical relations with groups who have joined the project. These characteristics will be the cornerstones of achieving sustainability.

The intervention strategy established by the current CWCLP project benefitted from the experience gained by all of the international and local partners, including ministries, umbrella NGOs and grassroots associations. It built on the experiences gained regarding methods for accessing the target groups and committing to timeframes set out in work plans. The intervention strategy also sought to overcome the most important challenges faced by the

previous project, the most significant of which include the small size of the facilities involved in agricultural manufacturing, business owners' evasion of registration and taxes, and the scattered and mobile nature of labor between various informal workshops in the marginalized centers of towns, which is reflected in the difficulty of providing withdrawal and prevention for child laborers.

### *Positives*

- A. The project addressed the agricultural sector in Egypt, which for many years has been resistant to intervention because of cultural restrictions and lack of political will.
- B. The project focused on the poorest governorates and those with the highest rates of child labor in the agricultural sector.
- C. WFP was guided by studies carried out by well-established entities in the field.
- D. Project components were well integrated.
- E. Intervention strategies built on the wealth of previous experience and on the elements of sustainability in all institutional formations.
- F. Strong NGOs in each governorate functioned as an umbrella for the grassroots associations. The latter had a deep reach within local communities, and particularly in target villages. This collaboration maximized the strengths of both types of entity.
- G. The project made use of strong relationships with MoMM and some sectors in the MoE, which assured responsiveness from leaders.
- H. The project was able to overcome the challenges on the ground to a high extent. This occurred at a rate of 95% in the areas that were visited during the evaluation, which likely applies to all project villages as the same logic and procedures were used in each area. This was especially evident in the components geared toward improving livelihoods, educating the community, attempting to educate girls and diminishing the number of hours they spent doing rural house work, which can include very demanding tasks for most of the day and severely restrict children's rights and freedom to carry out educational or recreational activities.

### *Potential Areas for Improvement*

- A. The agricultural sector is not more reachable than the informal industrial sector. The agricultural sector is not concentrated, which makes it difficult to capture large numbers. Rather, it is characterized by extreme fragmentation due to the size of families in rural Egypt. Similarly, employment in the agricultural sector is not stable and shifts seasonally with the sowing and harvesting seasons. For this reason, the ILO changed its course several times.<sup>9</sup> To address this, NGOs have developed methods to attract large numbers of agricultural employees. However, some of these methods had indirect

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<sup>9</sup> This is discussed further in **Section 3.2.3, part 7**

effects on the concept of rights and the relationship between employee and employer.<sup>10</sup>

- B. The project operated under the assumption that poverty was the sole root cause that put children at risk of working full time in hazardous exploitative conditions<sup>11</sup> and that employment in agriculture has affected the nature of the target groups, especially those in formal education. This took place despite the fact that the studies carried out by some partner organizations (Terre Des Hommes [TDH] the umbrella NGO in Assiut, for example) show other reasons for child labor in agriculture. However, these reasons were not taken into account and poverty was considered to constitute more than 60% of the cause for child labor. Thus poverty became the first criterion for targeting children, especially with regard to protection. This was reflected in the sample of evaluation respondents: a proportion of children interviewed were not qualified for intervention and a proportion of mothers were enrolled in the project while their children were not qualified. This implies a relative faltering of priorities because there were other mothers who seemed to be more deserving of intervention because their children worked or were more vulnerable (including mothers of girls who received Apprenticeship Grading Contracts [AppGC]).
- C. With regard to exploitation, the project had the assumption that it would be possible to sign apprenticeship contracts with a child who works for their family. This approach was responsive to the Egyptian cultural context, where a negative attitude toward labor conflict is prevalent and may be correct for the short term. However, policies are required to bring change and support the ability to demand that employers fulfill their responsibilities toward their employees. For example, during the evaluator's field visit to Fayoum governorate it was noticed that children who received apprenticeship contracts and on-the-job training (OJT) were unable to negotiate with their poor families for better wages or a reduction of work hours.<sup>12</sup> Similar incidences occurred with regard to children's ability to sign apprenticeship contracts with day labor contractors, even if they were family members.
- D. Some concepts were watered down in their application, rather than implementing alternatives used by projects in Egypt or other countries.<sup>13</sup> The most significant of these concepts was that of protection: a child was considered to have been protected when they met any range of criteria, including establishing academic stability for the child in

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<sup>10</sup> This is discussed further in **Section 3.2**

<sup>11</sup> Many references point to poverty, a poor education system, and cultural effects as the three major factors behind child labor in Egypt. The Buthina El-Deeb Rapid Assessment from 2011 noticed cultural factors in children's responses, such as: "I hate schooling," "my mother is not convinced that education is for girls," "I want to work to have money in my hands," "I need my girls to support me," and "if they learn they will leave work on the farms." Awareness raising and negotiating with families is conducted because of this factor.

<sup>12</sup> For example, in a sample in Fayoum governorate (CDA in Sanhour village, Senouras district) there were fifteen male beneficiary children between 13-16 years old who worked for their families from 7 or 8am to 10pm without salaries. Some of these families had received loans for their microenterprise. Generally speaking, children who work for their relatives, such as parents, uncles, etc., are not covered by labor law.

<sup>13</sup> The evaluation will return to this point in detail because it concerns the numbers reported under each intervention for children.

basic education, enrolling the child in a nursery, or signing apprenticeship contracts with the working child. Additionally, the concept of withdrawal, meaning that the child has been withdrawn from agricultural work and placed in education, was one-sided in its application. It was limited to redirecting children under the age of 14 to FS or CS and did not include redirecting children between the ages of 14 and 18 to other safe occupations, either in the agricultural sector or in the food industry sector.<sup>14</sup>

According to many local and international studies, the causes of child labor in Egypt are: poverty, the poor efficiency of the educational system, the lack of alternatives for poor illiterate families, and cultural factors associated with some urban professions (such as working in waste disposal and sugar cane juicing).

Cultural factors affect the agricultural sector particularly because farmers believe that some tasks depend on the small hands of girls, including harvesting jasmine, gathering cotton and picking out worms, since children do not have to bend down like adults. This increases adult unemployment because employers prefer child labor. There is also an absence of syndicates which can address these issues because of legal constraints.

All these factors should have been taken into consideration in the project design. The extent that these factors existed in one family could have been studied in order to create a proper intervention strategy for children and mothers who received livelihoods support.<sup>15</sup>

These concerns do not take away from the strength of the project and its design but are lessons learned for future application and project expansion if so desired.

### **3.1.2 Effects of the Recent Political Instability and Economic Slowdown**

The events of January 2011 and the subsequent political instability affected all governorates as well as the rate of implementing project components (except for AppGC and informal education because implementation was delayed for these two components primarily due to the ILO's strategy and executive policy). The continuous change in the presidency and/or council of ministers and governors resulted in a delay in signing contracts with official entities and a delay in their implementation of some of the necessary procedures.

Among the most important positive aspects in this regard is that despite the political events since January 2011, the umbrella NGOs in some governorates were able to achieve their targets within the planned timeframe because of their strong relationships with officials and their well-established status in the governorates. Some governorates even exceeded their quantitative targets, such as in the case of community schools, the rights-focused components for school children, trainings for targeted children on how to participate in monitoring committees to implement solutions to various problems, and the support given to decentralization through

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<sup>14</sup> This is discussed further in **Section 3.2**

<sup>15</sup> One of the important notes here is that the livelihood component only targeted women, in spite of the fact that unemployment among fathers and in the local community as a whole contributes to child labor. This is why projects in India, Indonesia and Pakistan worked hard to replace child work with unemployed adults.

issuing the Child Protection Bill in 65 schools. The achievement of specific project outputs has been detailed in **Annex 1**.

However, the events following January 2011 until June 2013 decreased stability, leading to:

- A. Some grassroots associations were forced upon the umbrella NGOs. This affected the results in Itsa district in Fayoum and the sample from some FS in Sohag.
- B. A fear of negatively impacting development mechanisms in Egypt led to the logic of ensuring that employers are satisfied and an inability to penalize or apply laws to them. This inhibits the use of a carrot and stick policy to offer incentives on the one hand and penalties on the other.
- C. Sectarian conflict during these events affected some of the governorates, most importantly Menya.

There was a noticeable rise in the amount of child labor and employment in the streets of inner cities, main villages and in larger cities such as Cairo, Alexandria and Giza.

## 3.2 EFFECTIVENESS

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### 3.2.1 Overall Impact toward Project Goal

According to fieldwork results, it can be said that the living situation of most beneficiaries has improved compared to what it was before participation in the project. The mothers who benefited from interventions have increased their capacity to develop their means of livelihoods and the stability of their income. Their children's vulnerability to working for others in return for wages, or taking on extra work in their own households, has decreased.

According to the evaluator's opinion and estimation, the project has achieved the desired results at a rate of 75% on the whole. The remaining 25% can be attributed to composite reasons, including the political situation in the country and the instability which reigned for a period of one and a half to two years. The evaluator estimates that general chaos, including political and social upheaval, reduced the effectiveness of 15% of all project outputs. Some governorates were still able to exceed their targets in certain components despite this general chaos, including those directed to CS children and trainings provided to mothers who started their own microenterprises. The evaluation team estimates that in the remaining 10%, failure to achieve results was due to the one-sided nature of the indicators used to measure interventions for protecting government school children, specifically at risk children, as well as a lack of good correlation between data on mothers and children at the central level and in all governorates except for Menya.

Based on field observations, it is possible to assert that in four governorates (Fayoum, Menya, Assiut and Sohag) there was a remarkable extension of impact beyond the direct project activities. Visible effects were seen in the small villages, facilities and food manufacturing areas where the project worked. In Menya, Assiut and Sohag, well established associations allowed

projects to support each other, which also reinforced the reputation of the umbrella NGOs and affiliated grassroots associations. All of this increases the likelihood of sustainability.

However, complete withdrawal of children from agricultural labor in rural areas and within household chores was not translated into a specific IO or reflected in the separate indicators/categories of child laborers. The categories of children targeted by the project were as follows:<sup>16</sup>

- Children under 14 years old who had been prevented from working in agriculture or at home had the opportunity to enter CS because they were considered to be at risk;
- Children under 14 years old who were engaged in labor inside their homes all day (mainly females) had the opportunity to enter CS;
- Children under 14 years old who worked on their household's land and were unpaid by their families had the opportunity to enter CS; and
- Children above 14 or 15 years old who worked in the agricultural sector, either on the land or in agricultural-related manufacturing, were eligible for vocational training (non-formal educational opportunities).

The evaluator used these categories to assess the project's effectiveness regarding child labor as follows.

### 3.2.2 Effectiveness in Achieving Immediate Objectives and Expected Outputs

Based on a review of all project documents, including TPRs, it can be said that the project is meeting or exceeding its quantitative targets along with the added value which accompanied the implementation of some of the IO. There were no components or activities that did not achieve their targets but some components were more successful than others. The project's effects on the intended beneficiaries are described below and ranked according to the degree and type of improvement experienced.

**Girls who worked for their families in rural areas** performing demanding tasks for most of the day, a fact which severely restricted their freedom to carry out educational and recreational activities, have experienced an improvement in their situation. Schooling hours have replaced working hours for girls in community schools of all types. Mothers want a better future for their children and do not wish to force them to do things they were forced to do as children. These beneficiaries also received educational opportunities with better resources and potential than formal government schools because of other project interventions (such as furnishing the classrooms and providing educational aids and tools for active learning), the low density of classrooms which accommodate between 15 and 25 students, and the presence of two facilitators in the classroom to address individual differences and multiple grade levels present in one classroom.

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<sup>16</sup> The interim evaluation also stressed that children admitted to the project were still working in agricultural tasks.

**Boys who converted from agricultural work for their families** to all types of community schools also experienced an improvement in their situation. Schooling hours in CS have replaced working hours for boys who have been converted from full-time to part-time agricultural work which is safer and poses fewer dangers.<sup>17</sup> This was supported by allowing flexibility in attendance; children could do some house work or easy farming work for their families in the middle of the school day and then return to class.

The living conditions of all **mothers in Assiut, Menya, Sohag and Fayoum governorates** have improved as a result of the project's livelihoods component. The general economic and social level of the small hamlets and villages in these governorates has improved. All of the mothers met during fieldwork in these governorates were more convinced of the importance of education for their children, experienced more confidence in themselves and their ability to improve their family's living conditions, were less likely to push their children to work and were more likely to encourage them to attend school regularly.

As stated by the CWCLP-PMU, the criteria for mother's eligibility were: (a) that the mother was in good health, and (b) that the mother showed proof of her ability to pay back the loan. However, according to the results of the sample, there were discrepancies in the degree to which mothers were qualified for interventions due to the extent to which their sons or daughters joined the project:

- 100% of mothers that had children attending CS and who were living in hamlets with very poor basic services experienced these results. The achievement of this target has exceeded the sample to affect the villages as a whole.
- The degree to which mothers of children in FS were qualified for intervention ranged between 50% in Sharqia and 31% in Fayoum. The reason for this was a poor assessment of child eligibility and the dependence on a single criterion – namely whether the father owned agricultural land – which may or may not be linked to poverty. Selection was often based on poverty but not extreme poverty, as in some cases in Fayoum, Menya and Assiut. Some families included in the project had no desire to withdraw their children from education; rather they were already convinced of the importance of education (thus the children were not at risk of dropping out).
- There were discrepancies between governorates in whether sufficient attention was given to mothers of children over 15 years old who worked in agriculture. Field visits showed intensive work with this category in Sanhour district in Fayoum. This category was more worthy of receiving intervention than mothers of children who regularly attended government schools, had no desire to leave education and were not driven by circumstances to work even during summer months, such as some in Sharqia and Menya. However, in Menya the team was well aware that the former group is more of a priority for intervention. Due to ending relations with the ILO, there was not sufficient intervention with this category.

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<sup>17</sup> This result confirms the findings of the impact evaluation conducted by ICF in August 2013 as well as the interim evaluation report issued in February 2013.

- Finally, it was difficult to reach male children who combined FS with work during the school year and summer. This is because the THR intervention did not compensate for the daily wage of the child or seasonal labor migration between agricultural plots and tasks, which is something that the project did not deal with at the end of 2012.<sup>18</sup>

The level of understanding and awareness among **government school children** who joined the project has changed for the better in Menya and Assiut. This is a result of the rights-based approach followed by the Coptic Evangelical Organization for Social Services (CEOSS) and TDH, whose training for children included practical experiences, helped children develop skills to negotiate for their rights, and increased children's awareness of the problems in their surrounding community and schools.

**All of the children met during the evaluation who had received OJT** experienced a shift in their level of awareness which has impacted their daily lives and the way they deal with employers. However, this did not apply to the children who received OJT and worked with or for their families.

Children who had been withdrawn from hazardous agricultural work and returned to FS did not appear in any of the random samples included in the evaluation field visits. As a result there was no discussion with a representative of this category. Based on other project reports, it is estimated that this number is probably limited.

Sohag Community Development Association for Women's and Children's Improvement, the umbrella NGO in Sohag governorate, worked hard toward changing **cultural norms among families that needed intervention**. Husbands were invited to attend so that they could be convinced that it was important for their wives to join the intervention component. This constitutes a cultural change with a deep impact in the targeted villages.

**Children over the age of 15** did not experience withdrawal from difficult agricultural work to safer work, whether in the agricultural sector or in agricultural manufacturing facilities. The majority of children interviewed in the sample who had AppGC did not understand the value of the contract in providing them with rights, nor its importance in case of a work related injury.<sup>19</sup>

The apprenticeship training contracts reviewed during the evaluation did not reflect the gradual increase in skills or the professional development that children experience during apprenticeship, despite the fact that this is one of the reasons these contracts were created (in addition to protecting children's rights and guaranteeing their safety at the workplace).

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<sup>18</sup> This was a comment from a WFP-PMU member to explain why the project stopped working with FS. In addition, the NGOs in Sohag and Menya stated that a child can earn 70 EGP in peak agricultural seasons and can work two shifts. Accordingly, the THR would not by any means be a good tool for approaching the households and compensating for the child's work until an alternative source of income is found for the mothers/family.

<sup>19</sup> For this reason, the MoMM official in Menya mentioned the importance of not confusing child labor in the agricultural sector with that of the agricultural manufacturing sector because they are two entirely different sectors.

**Children who received training in agricultural skills** did not receive classical training for promoting their craft in agricultural tasks. The OJT training, despite its extreme importance and usefulness in daily life, was not a professional training for skills development that would expand children's future horizons, especially for male children after they finish military service and embark on their mature adult lives. The benefit of this non-formal training was diminished because some children were illiterate and the majority was semi-illiterate.

The evaluation team was not able to verify the usefulness of the trainings for **employers in agriculture or owners of agricultural manufacturing facilities**, except in Sharqia where the training did not follow the ILO's Work Improvements in Small Enterprises Programme (WISE) method. In the other governorates, the team was able to verify the existence of some occupational health and safety regulations. TDH in Assiut put emphasis on carrying out the WISE training with the natural leadership of the area, as well as with board directors of cooperatives that signed apprenticeship contracts for children working in agriculture.

#### *Other Important Notes related to Achieving Objectives*

The innovative methods employed by civil society associations to attract target groups were very efficient and used various means and approaches suited to the local culture.<sup>20</sup> Nevertheless, these innovations sometimes led to a watered down version of the concept of exploitation in some cases and within some intervention strategies. The most important example of this was the signing of an apprenticeship contract with an agricultural association instead of an agricultural entrepreneur who gathers children working in agriculture in a daily market system.

The high target numbers, the different categories of children<sup>21</sup> and the rich intervention components played a big role in contributing to a classic tension between quantity and quality in the project's daily procedures. A moderate proportion of the tension between quantity and quality was a result of losing more than a year and a half after the events that followed January 2011. However a significant proportion was also due to:

- a. The "at-risk" indicator lacked clarity and the concept of protection was ambiguous; and
- b. The procedures followed by the ILO, mainly with regard to: the shift children made from working in the "seasonal" agricultural sector to agricultural product factories; the late implementation of the ILO's intervention components; and the design of Skills Monitoring Score Cards (SMSC).

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<sup>20</sup> Examples of the different methods include reaching out to agricultural associations and admitting children in order to let them sign the AppGC agricultural manufacturing factory owners, day labor contractors, school principals and boards of trustees and social counselors as well as natural village leadership.

<sup>21</sup> The categories and classifications of children were not clear for CDAs (such as defining "children at risk" by including specific factors or circumstances that would be considered risks, or listing the various activities that would constitute "hazardous work").

### 3.2.3 Qualitative Achievement toward the Project's Immediate Objectives

#### *1) Reducing Exploitative and Hazardous Child Labor through Quality Formal and Non-formal Educational Services*

The formal and informal educational opportunities offered to children under 14 who were removed from agricultural work cannot be addressed at the same time as professional training opportunities offered to children older than 14 or 15 who worked in the agricultural sector, since these two types of services and target groups are very different.

It was noticed from field visits that community education had good potential. However, the overall effect on children's learning and skills can be considered moderate as a whole.<sup>22</sup> Many factors played a role in this outcome, including challenges in hiring coordinators at the schools. It was also affected by the rigidity of government job placement, which was a result of decisions made by the MoE in the following areas: the difficulty in monitoring and follow up; the MoE's insistence that in-service training only be provided from their ranks or from the approved ranks of a specialized entity (National Academy of Professional Training for Teachers); and the administrative transfer of the schools to become entirely under the supervision of the MoE.<sup>23</sup> Important consequences of this were the relatively low wages received by the monitors and the lack of sufficient compensation for transportation costs associated with conducting this difficult task in the heart of the countryside and its secondary hamlets.

The professional training opportunities offered to children working in agriculture or agricultural manufacturing facilities will be discussed below.

#### *2) Improving Exploitative and Hazardous Conditions for Working Children through Apprenticeship Services and Occupational Safety & Health (OSH) Procedures*

The evaluation has not found that any child over the age of 15 was withdrawn from intolerable or hazardous work. In fact, the ILO saw the AppGC as the main oversight tool to supervise, train and protect children from difficult work. While there is some truth in this, there is no guarantee of oversight which became clear from the sample in Sharqia for example (a child who injured his eye during work). In Fayoum, a representative of the MoMM in the directorate mentioned that he is still burdened by the death of a boy who had a refrigerator fall on him at work, and that he has been mired in legal battles around this case for two years.

Besides the ILO's role in capacity building, developing the innovative on-the-job learning curriculum, and designing occupational profiles for obtaining occupational licenses, the effort put into this project by the ILO mainly involved finding a relationship and an association

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<sup>22</sup> This observation is based on empirical information: in each class visited by the evaluator, she let the children write their name, asked about the class they were in, dictated to them and gave a simple grammar quiz and an oral and written math quiz to all students. The assistant evaluator, Mr. Mahmoud, did the same thing in the classes he visited.

<sup>23</sup> While these decisions may seem unfair, they have certain wisdom since the land owner only donates the usage rights for six years, after which the building returns to its owner. In this case, the hired facilitators would become a burden on the state because they are located in a specific village and cannot easily move to other villages. This would create instability and pressure at the general level in terms of the geographical distribution of human resources in the community education sector.

between the AppGC and the SMSC which were designed based on a matrix of scope and sequence. In this way, work inspectors could follow up with a child at the work place and note the extent of compliance with OSH regulations along with the extent to which the child with the AppGC is developing their skills. This protects children's rights and guarantees their professional development rather than relying on the whims of the employers (who often impede the child's professional development in order to guarantee subservience). The experts at MoMM believe that the duration of the apprenticeship contracts in general should range between 2 to 3 years, meaning from age 15-16 to age 17-18, so that no apprenticeship contracts are signed which go against the labor laws ratified by the Egyptian government. Their view is also that boys under the age of 15 who work in agriculture are not qualified for apprenticeship contracts or SMSC; however, they can instead agree to protection and care contracts based on the principles ratified by the Ministry of Social Solidarity (MoSS). This makes sense because children often begin assisting their families with farm work at five years old, making it unlikely that a work inspector could follow up on the improvement in skills, which the child usually understands better than the agricultural inspector anyway.

The SMSC, which document a child's improvement in skills, are suitable for many types of work especially in the field of agricultural manufacturing or industry. However, some of the scorecards require modification because they are either unrealistic for some professions, such as farming work in the fields, or because children have been employed in dangerous professions such as bakeries and quarries where it is not acceptable to continue appeasing employers and families. There is also a need to synchronize the time period of the scorecards with the apprenticeship contracts, according the particulars of the profession and the degree to which it requires a complexity and richness in skills.

ILO project documents dating back to 2007 made it clear that a large part of the organization's efforts have been focused on coming to an agreement with MoMM on the content and duration of the AppGC, as well as designing the SMSCs for boys in apprenticeship training. These included 17 different types of scorecards for different professions. The ILO also focused effort on WISE and OJT trainings. While the trainings improved the general life skills, awareness level and negotiation skills of the working child, these cannot be considered as a specialized vocational training linked to any specific trade or as being part of "a non-formal apprenticeship system."

Similarly, the AppGC reviewed during the evaluation did not express the various components and mechanisms for assessing the gradation of skills improvement over the years during which the child works for an employer. The link between the AppGC and SMSC for each child should be improved.

### *3) Reducing Poverty through the Livelihoods Component*

As mentioned earlier, the project considered poverty to be the root cause of child labor and the livelihoods component was designed accordingly for mothers of children working in hazardous and exploitative conditions. The results of the livelihood component showed that project strategies were efficient. A diversity of trainings was carried out, which provided many enriching experiences for mothers. In addition, discussions with mothers showed that they understood marketplace competition and that they would like either to complement each

other's work by creating group-based small enterprises or cooperatives, or to move away from competition through diversifying their businesses at the small local level. Associations followed up with most mothers who began agribusiness and animal husbandry through the use of loans or self-financing (using transportation allowances from the trainings). This follow-up included guidance, establishing practical skills and providing useful information. Thus, this component is a good candidate for expanding its scope into other small, poor villages which are remote and/or those villages with deteriorated basic services.

The lending policy was ideal because it began with small installments, accounted for an expansion in the scope of beneficiaries and did not constitute a large burden to pay off. This component is also expandable and applicable with the same successful mechanisms.

The livelihoods component included a diversity of trainings which built on one another. There were two main types of training formats: Get Ahead Training (GAT) and Agro-Business Training (ABT). The two were different in that ABT was difficult for illiterate women while the GAT was simpler and applicable even among illiterate women. All women in the sample confirmed this result. Despite this, some of the umbrella NGOs tried to combine the two formats when applying methods and tools suitable for an illiterate trainee. Following this was the Skills Training for women, which provided training on creating investments from limited resources such as soap, or developing existing environmental crafts such as wooden cages. Finally, Guidance Trainings were concerned with monitoring businesses that worked with animal products.<sup>24</sup>

It was noticed during field visits that the entrepreneurial characteristics of the mothers was an impact of this intervention component. Women in the sample confirmed that they benefited from learning about the basics of selling and the importance that businesses in one geographical location either complement each other or diversify in order to limit competition and market stagnation. These are all advanced skills.

Women mostly invested in poultry, along with some goats and other livestock, for income generation activities. Selling birds was not considered suitable work for women. A woman in rural and remote villages of Upper Egypt does not typically want to be considered to be working for an employer, nor to be considered "a worker" - which would be seen as shameful - rather she sells what she produces in her home, including birds, milk and dairy products. Thus the project approach was adaptive to Egyptian cultural beliefs. In some governorates, such as Fayoum, women invested in available environmental resources, such as palm, and in making fishing nets and cages. This diversity and suitability of the environmental resources reflects the success of this component and its strategies.

At the end of the project, only four of the 117 mothers interviewed were pressuring their daughters to stay at home and do house work in order to compensate for the mother's absence from home due to time spent in the market, which did not contradict their conviction about the importance of girls' education. The rest of the mothers expressed that they did not need to do this because of the way they organized their time with the help of their husband and all of their male and female children.

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<sup>24</sup> Locato Citato.

However, among the sample of male children who work with their families, it is expected that their parents do not believe in the importance of *not* making their children work. This was discussed further at the headquarters of Dar El Hanan association in Senouras District in Fayoum.

The majority of mothers who received the livelihoods intervention expressed during discussions that they did not wish to push their children to work and that they were convinced of the child's right to education. Moreover it was seen that the mother's ability to provide an income and financial stability would make up for the child's labor or the father's unemployment due to sickness or the seasonal nature of work and market conditions.

The chaos and instability that followed January 2011, along with the resulting rise in poverty, tenuous security situation and widespread social tension, may have led to an increase in the number of street children in big cities and governorate capitals. In light of and despite all this, there was a reduction in the amount of child labor among those families which benefited from the project's livelihoods component. This means that the results of this intervention were that much more dramatic because the component took place at an unfortunate time and in unfavorable conditions.

#### *4) Providing Material Support and Social Assistance through the Take Home Rations Intervention*

The THR intervention was both a means and an end for small and extremely poor villages in Fayoum, Sohag, Menya and Assiut. It was a successful method for negotiating with the family and for attracting mothers to participate in the livelihood component. It was also important as a type of material support and social assistance for the family until either the mother could find a way to improve her income or until families in extreme poverty that could not improve their income were referred to MoSS to receive a fixed pension. This logic points to the importance of replicating the THR intervention with a focus on implementing with: the poorest villages; female breadwinners whose children work for wages outside the home or as seasonal agricultural laborers; mothers of children who combine education and work; and facilities which are child-labor intensive.

Many challenges faced all of the umbrella NGOs and grassroots associations concerning the distribution of the THR. One important challenge was that the inhabitants of villages, especially among poor villages, requested that the scope of the rations be expanded.

The events of January 2011 and sectarian conflict in Menya created anxiety and fear around the safety of the food rations and the ability to deliver them to the targeted recipients. However, the CEOSS took a prudent approach to ensure the safety and proper distribution of THR, which allowed them to overcome the dangers of it being tampered with or taken.

There were no negative aspects to this component. In some cases, food rations were distributed among children in government schools, children who do not work, and children who were not vulnerable to dropping out of school in the extremely poor villages of Fayoum and the selected villages in Menya, Assiut and Sohag. However, this was not a negative action since one of WFP's primary goals is to combat hunger and provide material support and social assistance for the poorest families.

### *5) Improving Child Protection through Child Rights Awareness and Institutional Capacity Initiatives*

The Child Protection Committees (CPC) and other innovative legal interventions created by the umbrella NGOs had critical importance, especially with regard to:

- a. Transforming the conviction among families that their child belongs to them alone and that they have the right to do whatever they please with him or her. In this aspect, the effectiveness and long-term effect of the CPCs was stronger than the awareness raising campaign;
- b. Improving the awareness and understanding of government officials in caring for the child's best interest. This includes officials at the Ministry of Justice, MoSS, MoE and even MoMM. The CPCs also helped expand officials' understanding about the conflict of interest that sometimes occurs between the child's wellbeing and the interests of their employer and/or family, especially given that some employers are part of the child's extended family, such as uncles; and
- c. Transforming the awareness and understanding of children and providing them with opportunities to practice various methods of protecting their best interests.

There is a current debate over whether the CPCs should be part of the National Council for Motherhood and Childhood or part of MoSS. This can be considered evidence of the change in officials' attitudes and their increased understanding about the importance of this new sector.

Some leading officials at the Ministry of Interior Affairs experienced changes in their convictions in Assiut. The Head of Security there is a member of a protection committee for the Abnoub district. He is working on a comprehensive vision to include CPCs in the interrogation of children in juvenile detention facilities.

The CPCs began working with the communities using a charity-based approach, such as catering to the need of some children for specialized eye surgery. Those responsible for the committees believe that this was a necessary step to attract people and that those who join the committee will gradually understand the nature of the group and perform their legal and rights-related duties.

In hamlets and villages served by the project, a positive merger took place between the school Board of Directors and the CPCs. These two became a unified entity to serve school children, children in the project and ultimately children in the hamlet as a whole.

### *6) Effectiveness of Awareness Raising*

Field visits to umbrella NGOs and extensive discussions with staff demonstrated their sophisticated awareness and understanding about the problem of child labor and hazardous work in agriculture as well as in other manufacturing and urban sectors. This depth of awareness exceeds determining the phenomenon's prevalence and its effects on children and the community, and extends to a rich experience in various methods for addressing the problem

and understanding the official and unofficial resources for improving a child's situation and achieving their best interest.

However, as mentioned earlier, not all of the grassroots associations had the same level of awareness or adherence to clear criteria for determining the target group and setting the list of priorities for the child and mother.

- In dealing with agricultural labor, priority was given to large farms which heavily use machines, pesticides and chemical fertilizers, as opposed to labor in small strips of land surrounding the family home which are no larger than 2 carats or 350 square meters. If a girl who worked for her family on their small agricultural border joined the project, then her file stated that she was eligible because she did housework for her family and was deprived of her basic right to education.
- In dealing with agricultural manufacturing facilities, priority was given to those working in conditions where heavy dust was created by chicken feathers, as opposed to those working in peanut peeling.

These priorities were not clear to the CDAs and some NGOs.<sup>25</sup> This was because there were no lists provided to the associations in clear simple formats.

The natural leaders in the villages and hamlets, as well as parents and children, all expressed during the evaluation that they experienced a noticeable change in their awareness about the dangers of agricultural work. They discussed the differences between agricultural work in the past, when the child would help out the family, and agricultural work now, as well as the dangers resulting from the use of machines, pesticides and chemical fertilizers.

### *7) Consistency and Persistence of the Project Activities*

There were no differences in the project's activities depending on the agricultural seasons. This resulted from a number of factors, the most important of which were:

- A. Community schools were flexible enough so that children could help in some seasonal agricultural tasks without compromising their school attendance or weekly schooling hours. They could also conduct the tasks without being involved in dangerous work such as pesticide exposure.
- B. The ILO refused to deal with seasonal agricultural labor due to retention difficulties, since these workers move between farms according to where they are needed. After peak times, children who combine work and education return to their formal schools while others find work in the informal sector such as in workshops or as street vendors. This category of children has not been addressed by the project and it is in fact more challenging than the category of children who work full time in agriculture.
- C. Seasonal work does not mean that there is no need for labor. The agricultural sector

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<sup>25</sup> This conclusion is also confirmed by the interim evaluation conducted by Nahla Hassan.

requires “labor trapped in the sector,” or a storage of labor to use at peak sowing and harvesting times and during times of pest control. The timings differ depending on the farmer’s crop configuration. According to the opinion of consultant Dr. Mohamed Al Fateh, this issue has been addressed. With all respect and appreciation for his opinion, he may not have been aware of some of the assumptions held by experienced entities and individuals in this sector.

### 3.2.4 Effectiveness in Identifying and Tracking Beneficiaries

Some limitations were noticed in the project’s information system which affected all aspects of the project, including the beginning of its procedures and during all its phases. These are as follows:

- A. The fragmentation of the information system between the three main stakeholders (WFP, UNICEF and ILO) affected the synergy, good coordination and exchange of experiences between them.<sup>26</sup>
- B. There was a lack of simple, general criteria that could be used to identify children and mothers for inclusion in the project. Mainly this would involve assessing the total size of the population in the targeted villages and the percentage of children within each village, then applying these criteria at the district and the governorate level. The lack of simple, general criteria was found in four governorates but the umbrella NGO in Assiut (TDH) employed it efficiently.
- C. The lack of both simple, general criteria and geographical position maps at the central level reflects, to some degree, losing the needed connection between the child, the family and the mother. All NGOs developed separate ways to attract children and mothers, rather than starting with the child and subsequently reaching the family and mother. Consequently, the separation between the two main target groups (children and mothers) and lack of central maps caused a lack of coordination where some villages received one project component while others received two. However, geographical positioning maps of the project components were used by the umbrella NGOs in Sohag, Assiut and Menya.<sup>27</sup>
- D. The categories of child laborers to be included under IO 1 lacked clear definition based on: (a) their real status such as whether they were conducting agricultural work, doing

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<sup>26</sup> There was no data about how many families were in the project (i.e. how many families had one child, how many families had two or three children). This simple kind of count did not exist at the central level. It existed only at the NGO in Menya (CEOSS). The unified system encompasses many gaps. There was no specification of the actual status of child (e.g. is the child in school only or in work only; does the child combine education and work; when or at what time; what grade is the child in; the year the child left school; the child’s actual level of educational achievement [e.g. can s/he read and write?]; parent’s names; number of siblings and their occupational or educational state; type of intervention proposed by the NGO), no description of the developmental impact and no comments from the child explaining how much he/she sees it as important to be admitted to the project.

<sup>27</sup> The maps used in the aforementioned governorates signified the project components through the use of symbols identified in the map key for each component. See **Annex 6** for an illustration of Menya governorate.

household chores or were in at-risk conditions, (b) their age, and (c) the type of educational intervention being carried out, taking into consideration that education and apprenticeship opportunities cannot be combined into one category.

- E. The need to reflect the general goal of “withdrawal” within an IO in the logical framework and to suggest criteria for measuring it as a separate component.

In accordance with what has been mentioned above, a linkage was absent in the project files between the child’s information and the mother’s information. Children’s files included information on the mothers, but there were no files specifically for families or mothers in each village. As a result, the project was unable to access data specifically on families or mothers. An ideal system would be to have three files in each CDA: one for the child which includes the name of the parents and siblings, another for the families within the village and districts, and a third for mothers that were targeted for further intervention. The third file could contain the name and status of her children (e.g. specifying how many children she has, whether the children are enrolled in school and/or work, the kind of work, the father’s work and whether is he employed or unemployed). This would enable further analysis of the families in the project. For example, knowing the number of children in a family would help determine the amount of food rations.

Field visits showed that CEOSS, the umbrella NGO in Menya, developed its own Excel based system which linked data for children and mothers. This was a very good procedure at the governorate level, but complete files, in the hands of the CDAs, are also necessary.

On the other hand, the semi-annual TPR gave priority to reporting on the main quantitative direct targets which are children and mothers. This type of reporting underestimates the set of indirect components included under expected outcomes in the logical framework, keeping in consideration that some of these outcomes are time consuming.<sup>28</sup> Including a symbol in the periodic reports to indicate when each activity, objective or output was completed or anticipated would present a clearer and more realistic picture of the efforts expended.

WFP produced an annex entitled “Community Initiatives and Efforts to Withdraw and/or Protect Children from Dangerous Work, 2012-2014” which was extremely important and should have been included in the reports because it contained information that addressed the core of the outputs. The contents of this annex could be classified by output and progress could be documented using a system of symbols.

### 3.2.5 Effectiveness in Monitoring Child Labor Status

After reviewing a sample of children’s files and registers of service recipients for each component at the umbrella NGOs and grassroots associations, and comparing these documents with the parallel central system used by WFP, it is possible to say that the monitoring and reporting system was:

- a. Seamlessly designed so that data was received at the central level in a uniform format from all civil and grassroots associations, leaving no room for multiple interpretations;

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<sup>28</sup> The WFP-PMU did however express that they found the TPRs to be useful as a reporting and planning tool.

- b. Sufficiently and precisely clear regarding the type of service received by the child and when they received it in terms of project years; and
- c. Clear regarding the reason for continuing or ending a service for the child or mother.

However, as mentioned above, a linkage was absent between the child's information and mother's information in the system. This interlinking would provide rich information for designing interventions and improving sustainability.<sup>29</sup>

Finally, the USDOL education common indicators could have been improved by disaggregating the children who were at risk from those who were engaged in agriculture work. This would allow for analyzing the differences between each group. In addition, the term "provided vocational services" was vague because an apprenticeship contract is not a vocational training.

### 3.2.6 Effectiveness of Project Research

The Baseline Study conducted at the beginning of the project contained many inaccuracies and was not valid for guiding the project. For example, some of the target children's names were incorrect; in fact some of them did not actually exist. The names of some hamlets were also incorrect. Furthermore, many children identified as requiring intervention were not actually in need.<sup>30</sup>

The Rapid Assessment Study was extremely useful but complicated.<sup>31</sup> The associations which participated in it, such as TDH, benefited from it. However, in Fayoum the organization is new to the area and the staff expressed that the study was difficult to understand and needed simplification. Other governorates where the organizations were well established such as CEOSS in Menya, or where the organization had many active projects on the ground such as in Sohag, did not receive the full version of the Rapid Assessment Study but were able to carry out their own surveys and needs assessments. They were also able to formulate fruitful criteria that were close to reality in order to select and follow up on children in the project. The representative of MoMM did not receive a copy until September 2014.

The CWCLP Impact Evaluation, conducted in August 2013, confirmed the exploitative nature of labor performed by girls in rural families and the extent to which they benefited from the project. It also established the relationship between community education and the usefulness of the THR in negotiating and dealing with mothers as a tool to guarantee that the neediest among them participated in the project's livelihoods component.

The most important lessons learned in this area were:

- A. The need to simplify complex studies and train grassroots associations on the concept of prioritizing categories. Also, as previously mentioned, when a child joins the project,

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<sup>29</sup> Please see **Section 3.2.4** for further information on the M&E system.

<sup>30</sup> This is also discussed in the interim evaluation report.

<sup>31</sup> The analytical approach and complex results of this study would be more appropriate for research at the PhD level.

more than one reason for their registration should be recorded so that the full picture becomes clear. Grassroots associations should also create a list to define the dangers of agricultural work in a way that is palatable to Egyptian culture. This means focusing on the most important dangers, such as exposure to sharp machinery and tools as well as injuries that can result from working with pesticides.

- B. It is important for the monitoring teams to use the concept of random sampling and make surprise field visits approximately every three months, because deep field follow up better reveals the problems of practical application.

### 3.3 COORDINATION AND SUSTAINABILITY

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It is the position of this evaluation that coordination is the cornerstone to reaching effective sustainability in this project. In order to clarify the connection between coordination and sustainability, further discussion will be based on the relationship between strategies and immediate objectives as outlined in the introduction section of this report.

Coordination and sustainability can be illustrated on two levels: the first is the central level between the UN organizations, and the second is at the local (governorate/district) level. These are described below.

#### 3.3.1 Coordination at the Central Level

Coordination at the central level aimed at:

- A. Promoting policies on child labor, supporting the review and revision of legislation on this issue, promoting education and sustainable livelihoods, and strengthening the capacity of national institutions to combat child labor and address its root causes (IO 2). This was assumed to be achieved by supporting legislative change related to education, manpower, human resources and childhood, in addition to specific regulation and procedures seeking to empower marginalized women in poor areas.
- B. Establishing a strategy and National Action Plan (NAP) to expand and replicate the successful project mechanisms and benefit from the lessons learned (both positive and negative). The NAP also documents and examines the potential of expanding to the national level.

The USDOL-funded project strategy was designed by the three UN agencies: ILO, UNICEF and WFP. It combined decades of operational and management experience in Egypt with in-country technical expertise in education, food insecurity and vulnerability, child labor, children's rights and protection, safety nets, and capacity building. The project strategy was based upon complementing the roles of the three UN agencies, with each agency working per its mandate and expertise to combat the multi-faceted phenomenon of child labor. The project slogan in one communication campaign reflected the spirit of the ongoing partnership: "hand in hand, because our country's future is in our children's education." This led to the achievement of project objectives.

In order to achieve the CWCLP objectives, the project established an institutional structure comprising the WFP, ILO and UNICEF (the Steering Committee) to support each component. The WFP provided rigorous and effective management and developed a strong institutional structure based upon its experience in the previous project. This division of project components also reflected the role and mission of each organization and resulted in many positive results as well as some drawbacks. The most important drawback was that when differences of opinion occurred, the lead organization was not the decision maker.

In the division of components, the WFP focused on combating hunger and poverty. The ILO monitored worker's rights and established optimum negotiation settings between the tripartite members of the labor force: the worker, the employer and the syndicate (which in this case was substituted by the child's parents who protect the child's best interest). In addition to this, the ILO's experience in combating child labor at the global level through the IPEC program qualified them to provide assistance and consultation to the concerned entities, especially MoMM, in developing and improving policies to combat hazardous child labor. As for UNICEF, its mission is to promote the child's best interest and conduct appropriate studies to determine justice in the distribution of basic services, with a focus on showcasing successful experiences in education and urging decision makers to adopt and expand their application.

Based on this, the combination of the three principal entities was optimum for creating the desired overlap and complexity of each objective and expected outcomes. Similarly, each organization paid sufficient attention to its component in the various governorates, with emphasis placed on training the teams at the umbrella NGOs, monitoring implementation and amending its strategies to try to limit difficulties.

The **WFP** was effective and influential in achieving indirect goals with regard to institutional support for partner associations (NGOs). They also experienced success in directly and indirectly encouraging ministries from the related sectors (MoE, MoMM and MoSS) to pay attention to issues which affect child labor.

Discussions with government officials at MoMM and MoE showed that:

- Cooperation since 2007 between MoMM, ILO and WFP led to the creation of the Steering Committee, which was renewed in 2014 to become a special department at the Ministry's central level for the inspection of child labor. This department issues monthly statistics. Continuing the current cooperation will support the adoption of the NAP and its joint activities, mainly the design and implementation of the AppGC and linking it to SMSC, as well as implementing WISE, OJT and OSH.
- In the coming period, the MoE will issue a number of decisions related to alternative educational opportunities, expanding reading skills and literacy training in basic education, and supporting civil associations focused on reducing school dropout. It is likely that these efforts are the resonance of pressure applied by WFP and UNICEF to the Ministry and the creation of programs by WFP, which targeted marginalized and

underrepresented groups in education and primary care who are deprived of these rights as a result of poverty and hunger.<sup>32</sup>

It is worth mentioning that WFP-PMU was taking corrective actions based on results in the field and requests from the Ministry and NGOs. WFP, as the contracting agency, facilitated the implementation of the project's various components.

**UNICEF** was responsible for: advocacy; networking with the MoE; providing technical support to parallel non-formal and basic education initiatives; providing technical and management assistance on the standardized specifications for items to be purchased by WFP; conducting media relations; establishing CPCs; and supporting their efficiency. In addition, it was responsible for disseminating successful and pilot educational experiences and research pertaining to social equality, the distribution of educational opportunities and the dropout phenomenon.<sup>33</sup> It also created a database for CPCs, but this was not completed.

While WFP provided furnishings and equipment to community schools of all types, UNICEF was responsible for providing initial training to inspectors on the pillars of education and the variety of academic levels, along with other important techniques to improve the level and quality of education in the schools. However, UNICEF saw its role as being limited to developing models and explaining their mechanisms in the best way possible. It then left the models to the concerned entities for adoption and implementation. At this point, the burden of mainstreaming and supervising community schools falls on MoE since this is the state's responsibility to its citizens.

The **ILO** was in charge of developing a NAP, which is now achieved – though late due to political instability. It included consultations with key partners and ministries and regional and national workshops. It contracted a consultant to review the child labor-related legislation in Egypt.

The ILO conducted training on child labor in agriculture at the MoMM training center in September 2013. Labor inspectors from Sharqia, Fayoum, Cairo and Beni Suef, attended the training in order to maximize the benefit. The labor inspectors from Assiut and Sohag were unable to attend due to the security situation and the lack of available transportation at the time the training was conducted. Another round of the same training was proposed for November 2014 in order to include the remaining governorates.

The ILO was also responsible for the World Day Against Child Labor celebrations, which took place in the five governorates where the project is operating.<sup>34</sup>

Therefore, the ILO was responsible for two components:

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<sup>32</sup> The draft MoE Strategic Plan for 2014-2030 is available in Arabic on the internet. It includes all the efforts to expand CS into needed communities and its important role in rural marginalized areas.

<sup>33</sup> UNICEF dealt with all national entities that have relations and long experiences in this field such as MOE, CAPMAS, Central Agency of Organization and Administration (CAOA), and other institutions that participated in the Rapid Assessment - CL Egypt, 2011.

<sup>34</sup> With the support of WFP in Menya, the celebration may have occurred in the five governorates.

- A. The livelihoods component, which was proceeding according to plan and producing very positive results in the field; and
- B. Another component which dealt with children above 14 years of age. This component had four main procedures for achieving the expected IO, outcomes and impact:
  - Withdrawing children from hazardous occupations in agriculture;
  - Improving conditions of child workers in agriculture (OSH);
  - Guaranteeing the minimum rights of child workers in agriculture by raising awareness on the importance of signing AppGC and supplying different tools such as SMSC, OJT and WISE, which included procedures for protecting and caring for children; and
  - Guaranteeing the cooperation and approval of MoMM in seeking the best interest of child workers in Egypt, while at the same time seeking to increase the minimum age of child work in hazardous occupations.<sup>35</sup>

From the information gathered in the field, it was noted that interventions occurred in two phases. The first phase concerned the target “to withdraw children from hazardous occupations in agriculture,” which occurred after July 2012. The second one concerned giving permit to NGOs to “admit children from factories of agricultural products,” which occurred in June 2013.

ILO’s main achievement with children *above* 14 years old was supporting NGOs to raise awareness on the importance of signing AppGC and applying the SMSC, OJT and WISE interventions. However, these were implemented later than the work plan in the WFP proposal. Differing perspectives in regulating issues related to working children contributed to a gap in understanding between WFP and ILO.

It was noticed that ILO was mired in research and delayed direct application in the field until February 2013. According to MOMM staff, some of the AppGC were within professions from which children are legally banned according to Egyptian law and regulations.

The evaluator found most of these arguments to be valid, especially regarding many of the issues that were explained in the report.

It became clear from field visits that there was a significant delay (until May 2014) in delivering trainings for working children. Furthermore, the whole governorate of Menya was deprived of ILO service components (livelihoods and OJT) even though the dispute between CEOSS and ILO only focused on determining the nature of the target group for apprenticeship contracts. This put a well-established development NGO into an embarrassing situation and caused them to lose their credibility with families they had already registered as beneficiaries for the livelihood

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<sup>35</sup> ILO’s main achievements can be seen in the NAP draft.

improvement component. CEOSS addressed this issue by finding other internal sources of funding for those mothers from grassroots associations.

Even with the dispute over the duration of the apprenticeship contract, the ILO was keen to deal with reality, which can be very complicated and confusing when government policy forbade this kind of dangerous work and an irrevocable convention was signed (The Convention on Prohibition of Hazardous Work for Children). This difference in opinion, in addition to the differences over the SMSC, was understandable in light of the positive results which took place in the field, most importantly the WISE and OJT trainings.

Despite the fact that the evaluation team was unable to speak with any members of agricultural associations who received employers' trainings (WISE), videos of the training sessions for trainers and NGO staff showed this component to be beneficial.

Information sharing was not sufficient between the ILO and the WFP or MOMM. In addition to the delay in implementing direct services for working children along with the complexity of the studies related to targeting and monitoring this group, the lack of information sharing reinforced misunderstandings and its undesirable connotations for MOMM.

Each of the three organizations (WFP, ILO, and UNICEF) adopted their own unique information system. This had both positive and negative consequences. One of the main positives is that each UN organization extracted its criteria from its message, experiences and national identities with which they refer and cooperate. The main negative feature was the dichotomy of criteria despite the importance of consistency in targeting beneficiaries and monitoring improvements.

### **3.3.2 Sustainability at the Central Level**

CWCLP-PMU played a large role in ensuring that capacity building was conducted in order to support sustainability as a main project outcome. These efforts can be summarized as follows:

- A. The CDAs of four governorates are now able to provide sustainable lending services in their communities;
- B. All CDAs in the four governorates own the Lending Methodology Technical & Financial manuals;
- C. All NGOs and CDAs of four governorates own the GAT manual;
- D. Currently, all the NGOs and CDAs of four governorates have high caliber trainers conducting GAT;
- E. CDAs of four governorates were provided with loan capital, which they will use to provide sustainable financial services for the targeted mothers and their husbands after the end of the project; and
- F. Both Sohag and Assiut NGOs coordinated with the government to use the schools and youth centers as places for training mothers.

On the other hand, the discussion in **Section 3.3.1** clarifies that this performance led to insufficient outcomes, especially with regard to sustainability. The delay of the NAP until the end of the project (September 2014) deprived:

- A. Other UN stakeholder organizations from the opportunity to exchange their experiences in order to attain consistency in criteria and information system concerning child labor. This was supposed to be an output of this project, not an objective to be reached by the NAP.<sup>36</sup>
- B. The MoMM from participating in the process of developing the seventeen SMSC.

Comprising the Steering Committee of the WFP, ILO, and UNICEF was not quite sufficient to coordinate and guarantee the sustainable impact needed to support policy formulation and the revision of legislation on the child labor issue.

### 3.3.3 Coordination and Sustainability at the Local Level

Coordination at the governorate, district, and village level aimed at reducing child labor, especially the worst forms, by providing direct educational services and addressing the root causes by promoting sustainable livelihoods for target households. This was accomplished through:

- A. Directly providing children with services and educational opportunities;
- B. Supplying mothers of targeted children with livelihood services and raising awareness about the consequences of child work and its hazards in agriculture; and
- C. Mobilizing all available resources to improve the quality and quantity of educational opportunities and increase the standard of living for the families of working children.

Contrary to the efforts at the central level, effective and efficient coordination at the local level built on the initiatives of community-based CDAs and the positive coordination between the umbrella NGOs. This led to positive impact and guarantees sustainability. The following table illustrates examples:

**Table 3: Local Level Capacity Building and its Relation to IOs**

Immediate Objective	Community-Based Initiatives at Local Level
<b>IO 1</b> Reducing child labor, especially the worst forms, by providing direct educational services and addressing root causes of child labor by promoting sustainable livelihoods of	Communities networked with many other entities to provide additional resources for the project: <b>In Sohag</b> , there was engagement with the directorate of youth and sports in order to create a community class in Awlad Nasr village. There was also collaboration with Save the Children to provide school supplies for community school children. <b>In Menya</b> , ten job opportunities were provided to mothers who had

<sup>36</sup> Exchanging experiences between the UN organizations is cited in the NAP.

Immediate Objective	Community-Based Initiatives at Local Level
target households	<p>benefited from the livelihood component. They were hired as facilitators for literacy classes, workers at the nursery and supervisors at the craft workshops in Saft Abou Gerg, Menbal and Bani Ghani.</p> <p><b>In Fayoum</b>, four cultural scout camps were held for 120 children from the project.</p> <p><b>In Assiut</b>, a summer activity program was implemented with Save the Children for 15 government schools. Also, a legal clinic was established and litigation support was provided for marginalized families in general and the mothers from the project in particular in July 2013. There was also coordination with the South Egypt Cancer Institute to provide treatment for a case that was referred from the project in 2014.</p> <p><b>In Sharqia</b>, a partnership contract was signed between the directorate of manpower and the various health departments in order to provide regular medical examinations for children with apprenticeship contracts, even after the end of the project.</p>
<p><b>IO 2</b></p> <p>Promoting policies on child labor, supporting the review and revision of legislation on child labor, promoting education and sustainable livelihoods and strengthening the capacity of national institutions to combat child labor and address its root causes</p>	<p><b>Assiut</b> governorate was able to decentralize policies and issue the “Child Protection at School Bill” and the Abnoub CPC institutional initiative. The name of the Relations Unit at the directorate of agriculture in Assiut was changed to to the Child Protection Unit.</p> <p><b>In Menya</b>, MoSS established six hotlines for children at the governorate level, establishing elected committees of beneficiaries (FS children in this case)</p> <p><b>In Sohag</b>, there was coordination with Azhari education system with regard to the framework for integrating children into formal education.</p> <p><b>In Fayoum</b>, a cooperation protocol was signed with the Women’s Club in order to display and market the mother’s handicrafts and products. Cooperation protocol was also signed with Qarun natural protectorate, the local palace of culture and the environmental affairs agency in order to provide awareness raising activities to apprenticeship contract children on the 2014 OSH regulations.</p>
<p><b>IO 3</b></p> <p>Raising awareness on child labor and its root causes as well as the importance of education for all children in order to mobilize a wide array of actors to improve and expand education</p>	<p>All NGOs met in Sharqia, Fayoum, Menya, Assiut and Sohag had a wide array of relationships with main representatives of the important ministries related to the project.</p> <p>At the hamlet level of Fayoum, Menya, Assiut and Sohag governorates, the board of trustees in CSs also represented CPCs.</p> <p>NGOs trained and monitored CDAs to improve their capacities and sustain impact.</p>
<p><b>IO 4</b></p> <p>Supporting research, evaluation and the collection of reliable data on child labor, its root causes and effective strategies, as well as policies and good</p>	<p>Four NGOs in four governorates (Fayoum, Menya, Assiut and Sohag) had a complete <u>set of documents</u> regarding these items.</p> <p>The umbrella NGOs in Menya, Assiut and Sohag had invented additional monitoring tools to evaluate implementation in the field. Examples include:</p> <ul style="list-style-type: none"> <li>- Tools for monitoring and guiding CS facilitators; and</li> <li>- Files of children who deserved to be admitted in the project had the same</li> </ul>

Immediate Objective	Community-Based Initiatives at Local Level
practices to improve livelihoods of rural households and combat child labor	serial number as the baseline study but did not correspond to the same child. The children who qualified for CS had to be poor, working in agriculture for long hours without rest, and/or in villages deprived of necessary services.
<b>IO 5</b> Exit/Hand over strategy and plan established and implemented; implementation experiences, success stories and lessons learned documented and disseminated	Four NGOs in four governorates (Fayoum, Menya, Assiut and Sohag) had a complete set of documents regarding these stories and some had already created a very fruitful manual in Arabic (Assiut).

Each NGO in each governorate had its own strategy to ensure the sustainability of achieved outcomes and impact. Accordingly, the WFP-PMU created a sustainability matrix which is sensitive to the contextual factors affecting child labor issues. It also includes important recommendations to handle the phase-out of the project.<sup>37</sup>

### 3.3.4 Main Results of the Sustainability Plan

The WFP-PMU built its sustainability matrix upon the achievements of NGOs and institutional capacity raised during the project. It was implemented as planned. The procedures suggested supporting the strong partnership with ministers in order to leverage their resources after the project phase-out. Examples include:

- A. MoE will expand school feeding during this year;
- B. The MoMM will continue cooperation according to the NAP. It held two workshops in order to discuss its logic framework, objectives, and expected outputs; and
- C. A permanent, operational National Steering Committee on child labor is established which oversees the development and implementation of the NAP.

NGOs are capable of sustaining impact during and after phase-out, as demonstrated above. Many services will continue once the project funding has ended. Examples of sustainable entities and activities include:

- A. CS and its board of trustees, who are also CPC members;
- B. CPCs which are institutionalized at the district level, such as Abnoub district in Assiut;
- C. Committees that defend child rights were created in Menya;

<sup>37</sup> The WFP formulated the sustainability matrix at the end of 2013. The evaluator used some of the proposed recommendations concerning the phase-out procedures.

- D. The hotline service was created in Menya governorate and is supervised by a MoSS staff person, who is also a member of the CPC at the central level and a natural leader in the community;
- E. Supporting sustainability within mother's livelihood interventions is ongoing in Fayoun, Menya, Assiut and Sohag;
- F. CDAs continue to leverage resources and assistance through their relationship with NGOs; and
- G. In Menya and Assiut, supporting culture change within hamlets in order to raise awareness about the hazards of child labor hazards and the protection of children in schools is ongoing.

### **3.3.5 Lessons Learned Regarding Sustainability**

- A. Translating capacity building, coordination and synergy into cross cutting themes in a plan and/or a project is the cornerstone for sustainability.
- B. The Steering Committee as a structure representing the three UN organizations (WFP, ILO, and UNICEF) was not quite sufficient to solve problems when there were different points of view or delays in direct interventions.
- C. Separating the project implementation between the three UN organizations, along with using three information systems, three messages and corresponding goals when coordinating with the same ministries, created a situation that had both positive and negative consequences.

## 4. CONCLUSIONS

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The main strategies, accomplishments and challenges of the CWCLP project can be summarized as follows:

*1) Reducing exploitative child labor, especially the worst forms, through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods for target households.*

Educational services provided to working children *under* 14 years old in remote rural areas succeeded in responding to the urgent and severe need for community schools and livelihoods intervention there.

Educational services provided to female working children *under* 14 years old in rural areas succeeded, as it did not directly challenge the families' culture and traditions.

The complete withdrawal of children from agricultural work in rural areas and within families' duties was not achieved. From the evaluator's point of view, this would be unrealistic due to the beliefs and acceptance of this in Egyptian culture, especially in rural, marginalized areas.

Educational services provided to working children *above* 15 years old did not succeed because most of the children were illiterate, the OJT was short in duration, and there was a lack of professional specialization within the OJT. Delays in implementing field interventions facilitated the adoption of a rapid training system.

The innovative methods used by civil society associations to attract target beneficiaries were very efficient but watered down some important concepts.<sup>38</sup>

The unified system of monitoring also watered down some important concepts when registering children, particularly with regard to the notion of "child has been protected," as per the files of children enrolled as project beneficiaries.<sup>39</sup>

The high target numbers, the various categories of children, and the rich intervention components contributed to a classic tension between quantity and quality with regard to the project's daily procedures.<sup>40</sup>

Poverty is not the only root cause of child labor, as was assumed by the project. The reasons behind child labor include: poverty; the shortcomings of the educational system and its expulsion of those who cannot keep up; and cultural factors.

The project's livelihoods intervention strategy and its components succeeded because it was designed based upon complex criteria, namely the geographic poverty contributing to child

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<sup>38</sup> Please refer to **Section 3.1.1**, Potential Areas for Improvement, point D.

<sup>39</sup> The CDA social workers tick "yes" if a child had been "protected," but there is no description of what "protected" means: Protected from what? The child could be protected from hazardous work, protected from work injuries, protected by having the AppGC, but this is not specified.

<sup>40</sup> Please see **Section 3.2.2**.

labor. The process of targeting beneficiaries profoundly touched the mothers in marginalized rural areas and gave them self-confidence. In addition, the design of the livelihoods component was powerful and considerate to illiterate women.

## *2) Strengthening policies on child labor, education, and sustainable livelihoods for marginalized, poor areas in Egypt*

**Strengthening policies on child labor:** In spite of all the effort put forth by ILO, this component did not sufficiently succeed for many reasons; the most important of these are related to ILO policy. Factors also included whether labor inspectors were in rural or urban sectors. The child labor phenomenon is deeply rooted in the informal sector and effectively addressing it requires sustained efforts and good salaries to compensate for the effort toward such tasks.

The role and cooperation with MoSS was not in its proper place, because this ministry has the responsibility to fight child labor for children under the age of 12 and/or 14 years old. The General Department of Motherhood and Childhood adopted a slogan saying, “the right of the child worker to care and development” after a conference held in Cairo in 1996.<sup>41</sup>

**Strengthening policies on education:** This component succeeded only with regard to non-formal education. Formal schools challenged the innovative ideas directed toward improving the educational level of targeted children admitted to the project. This is due to a conflict of interest and the loss of private lessons that would have occurred if these types of innovations were accepted.

**Strengthening policies to achieve sustainable livelihoods:** This component was very successful. Some NGOs succeeded in referring very poor families and mothers to MoSS in order to access a fixed pension every month because they do not have the capability of running a microenterprise.

## *3) Raising awareness about exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.*

Umbrella NGOs, with their grassroots relation to CDAs and direct beneficiaries in the ground, had great points of strength especially with regard to awareness raising. They also facilitate the mobilization efforts of a wide array of local actors in villages and hamlets. Inventing and encompassing the rights-based approach tools added value to awareness raising interventions.

## *4) Adopting Cross-Cutting Themes throughout all project objectives*

This strategy succeeded due to the strong configuration of intervention components, the experience gained from previous intervention projects and the related institutional structures in the ministries and associations.

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<sup>41</sup> A conference held by the ministry regarding the first project that provided partial care to working children in Ein-AlSera district in Cairo (1996).

### *5) Supporting Research, Monitoring and Evaluation (RME)*

Several factors interfered with the use of RME. Each UN organization had its own information system built on approved, implemented criteria. Furthermore, the many components of the project each had its own information system to facilitate monitoring.

The project could have made more effort to consider feedback from the NGOs; many NGOs said that their experiences and suggestions were not taken into consideration. This remark was also stated in the interim evaluation.

The Baseline Study was conducted by an external company and was used internally rather than being distributed to benefit external national entities, as was the case for the Rapid Assessment. The use of later research had to be built on continuous training, guidance and monitoring in the field, which was not done by the ILO.

### *6) Ensuring long term sustainability by promoting the NAP*

The NAP is in draft form and still under construction. It is within the project's sustainability matrix and is related to the Direct Beneficiary Monitoring System (DBMS) and Child Labor Monitoring System (CLMS).

ILO, as of its mandate, will be ready to provide further support once the project is closed through technical assistance from the ILO Cairo Office and ILO Headquarters. It will seek funds for mobilizing and facilitating the implementation of the NAP and ensuring that this national document serves as a reference for any work done to eliminate child labor and its worst forms in Egypt. Recently, in November 2014, a Red Card campaign was initiated in Cairo to raise awareness and mobilize the population and key actors.

## 5. LESSONS LEARNED AND GOOD PRACTICES

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### 5.1 Lessons Learned

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The project learned the following lessons with regard to implementing direct services:

1. The worst forms of child labor can be targeted regardless of whether the sector is rural or urban. (A graded list of the hazardous work in agriculture, urban and domestic sectors, must be specified in a simple manner.) Thus, intervention projects can target the poorest rural governorates as a whole, specifically Upper Egypt, then target the WFCL within the rural and/or urban sector.
2. It is possible to improve the income of poor families in direct and simple ways even if the head of the family is illiterate.
3. It is possible to provide care for working children, such as in-service trainings and raising their awareness of their rights, provided that the grassroots association is aware of the issues and has a serious conviction about their responsibility toward the best interest of the child.
4. The main factors affecting child labor are: poverty; the shortcomings of the educational system and the expulsion of those who cannot keep up; and cultural factors. These factors are complex and their relative weight differs in each area, district or town according to its urban history, the status of family employment, the type of work the family is involved in, the prevalent patterns of agricultural production and whether the location is a village or smaller hamlet.
5. Based on the preceding issue, there is a need to clarify the definition of the concept "child at risk."
6. Instead of wasting time negotiating with families that are not convinced about the importance of educating their children, the procedure of replacing work hours with school hours is practical and useful.

The most important lessons learned in the area of project research were:

7. It is good to simplify complex studies and to train grassroots associations on the concept of prioritizing categories. Also, when a child joins the project, more than one reason for their registration should be recorded so that the full picture becomes clear. Grassroots associations should also set a list defining the dangers of agricultural work in a way that is palatable to Egyptian culture. This means focusing on the most important dangers, such as exposure to sharp machinery, dangerous tools and work injuries related to pesticides.
8. It is also important for the monitoring teams to use the concept of random sampling and make surprise field visits approximately every three months, because deep field follow up better reveals the problems of practical application.

Lessons learned with regard to sustainability include:

9. Translating capacity building, coordination and synergy into cross cutting themes in a plan and/or a project is the cornerstone for sustainability.
10. The Steering Committee as a structure representing the three UN organizations (WFP, ILO, and UNICEF) was not quite sufficient to solve problems when there were different points of view or delays in direct interventions.
11. Three UN organizations, with three information systems, three messages and corresponding goals when coordinating with the same ministries, created a situation that had both positive and negative consequences.

## 5.2 Good Practices

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The rich experience of this project has demonstrated the possibility of generalizing many of the successful experiences for future projects in Egypt or similar environments. This includes:

1. Targeting governorates based on correct compound criteria (poorest population and highest rate of child labor in one age group);
2. Targeting the worst forms of child labor regardless of whether the sector is rural or urban. To do this, a graded list of the hazardous work in agriculture, urban and domestic sectors must be specified in a simple manner;
3. Projects can target the poorest rural governorates as a whole, specifically Upper Egypt, then target the WFCL within the rural and/or urban sector;
4. The possibility of improving income among poor families in direct and simple ways even if the head of the family is illiterate;
5. The possibility of providing care for the working child, such as in-service trainings and raising their awareness of their rights, provided that the grassroots association is aware of the issues and has a serious conviction about their responsibility toward the best interest of the child; and
6. The importance of including male heads of households in GAT because one of the factors leading to child labor in the family is the unemployment of fathers and the seasonal nature of their work in urban sectors.

## 6. RECOMMENDATIONS

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### 6.1 Recommendations for a Sustainable Phase-Out of the CWCLP Project

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Recommendations for maximizing the project's sustainability are listed below. The party to whom the recommendation is directed is indicated in bold font, whether Donor or Grantee.

1. There is a need to secure the stability of community schools since the facilitators are not hired on a long-term basis, which leads to low levels of motivation among them and a danger that the schools could close after the end of the project. **(Grantee)**

There are two options to address this:

- The MoE should take over the schools and supervise them. This was one of the targets included in the sustainability plan. The Ministry does not mind doing this, but it will not hire teachers on a permanent basis unless the land used for the schools is permanently secured, rather than the land usage rights being donated for a limited time period of six years.
  - Schools should be handed over to one of the more powerful organizations with the capacity to manage them and support the facilitators until the landowners can be convinced to hire them permanently. This seems to be the more likely option.
2. The THR and livelihoods components should be expanded and reproduced due to their powerful effects. They are tools for achieving social justice and supporting the poor and marginalized. This becomes even more urgent in the context of the political, social and economic instability which Egypt has been experiencing since 2010. **(Donor)**
  3. The component related to AppGC, SMSC and non-formal training for working children requires a two sided policy which should be able to deal with official entities and adhere to international standards and conventions. At the same time it should be able to cooperate directly with well-established civil society organizations in order to intervene effectively in protecting and caring for children working in difficult and exploitative conditions. This component also requires some revision so that the concept of gradually improving in apprenticeship skills matches the time period for which the child has the apprenticeship contract. **(Grantee)**
  4. Efforts should be made by development agencies to promote fundamental reform in the Egyptian educational system, as further legislation is not sufficient for addressing the problem of school dropout. This is a large and controversial issue because the standards of social justice are absent from the ministry policies.<sup>42</sup> **(Donor and Grantee)**
  5. First priority should be given to unifying the sources of information about child labor and to

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<sup>42</sup> This is also cited as a suggestion in the Draft NAP.

sharing experiences between local and international entities regarding criteria. A unified system would allow implementation, follow up and development at the same time.<sup>43</sup> **(Donor and Grantee)**

6. Financial support should be put toward continuing institutional efforts in the locations where CPCs were created, in order to shift from a phase of receiving complaints and requests for services to a phase of providing alternatives, in cooperation with MoSS, as well as litigation if required.<sup>44</sup> **(Donor)**

## 6.2 Recommendations for Future Child Labor Projects in Egypt or Similar Environments

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7. In light of sustainability, attention should be given to MoSS because in the past it has adopted a program for the withdrawal and prevention of child labor. In this situation, a working child who dropped out of school and did not wish to return had the option to receive a protection and care contract, with the condition that the employer commits to certain responsibilities which do not exempt him from general social responsibilities. **(Donor and Grantee)**
8. After designing the logical framework and pinpointing the IOs, these should be divided into simple direct objectives in order to facilitate RME procedures. The project's comprehensiveness is one of the main causes of its achievements and the expected sustainability of its impact. **(Donor)**
9. Entities concerned with child labor in the relevant sectors should be involved in project planning by holding intensive workshops to establish a strategic plan and agree on the intervention outcomes. This would allow greater opportunity for sharing experiences between stakeholders such as the MoMM, MoE, MoS, MoSS, ILO, UNICEF and WFP. This would also establish a conviction in the outcome and a specification of responsibilities and roles. Sufficient time should be set aside for this phase, which is time consuming. **(Donor and Grantee)**
10. It is important to cooperate with MoSS due to the department's recent decision to protect, care and develop working children under the age of 12-14 years. Effort should also be put toward networking between social workers in schools and MoSS in order to intervene and negotiate with families for the sake of children's best interest. **(Donor and Grantee)**
11. Criteria for target groups of children should be simple and show the extent to which factors are related and compounded, since the reasons behind child labor are poverty, shortcomings in the educational system, and cultural factors. These three factors are complex and their relative weight differs in each area, district or town according to its urban history, the state of family employment, the type of work the family is involved in, the

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<sup>43</sup> This is also cited as a suggestion in the Draft NAP.

<sup>44</sup> This was suggested during the meeting with UNICEF staff on September 11, 2014.

prevalent patterns of agricultural production and whether the place is a village or smaller hamlet. **(Donor and Grantee)**

12. It is important to start from the strength points achieved by the lead organization. The main strength point for this project is the strong positive relationship to different governmental and non-governmental structures, through all levels from the top of the ministry to the hamlets. It is necessary to replicate this. **(Donor)**
13. Partnering with deeply grassroots NGOs that have a diligent conscientiousness and a history of experience is a necessity for combating child labor, along with working hand in hand with the government representatives at all levels of intervention. **(Donor)**
14. The combination between different types of interventions is preferable in general. Particularly the rights-based approach is of great importance for children who combine education and work, especially at the local level. **(Donor)**
15. Instead of wasting time negotiating with families that are not convinced about the importance of educating their children, the procedure of replacing work hours with school hours is practical and useful. **(Donor)**
16. The information systems used by projects that have many components need to be linked to each other. **(Grantee)**
17. It is important to calculate proportions when targeting villages and measuring the number of children in relation to the total population. Also, projects should calculate the proportion of those served in relation to the number of qualified members in the relevant age group at the village or district level and then aggregate this to the governorate level. **(Donor and Grantee)**
18. It is important to make use of geographical positioning maps for coordinating the project components. **(Donor and Grantee)**
19. The agriculture sector and the social solidarity sector should play a bigger role in future projects. **(Donor and Grantee)**
20. The ILO should fulfill different roles according to the entity with which it is dealing. For example, their role in working with MoMM and at the policy level should be consistent with international conventions and country legislations. A different role should be played in working with NGOs, namely supplying them with tools for child protection and caring for children conducting hazardous work, in cases where it is too difficult to remove them. **(Grantee)**
21. Training provided by umbrella NGOs to grassroots associations (CDAs) about new concepts has to be revised in light of its implications in the field. It should also be expanded to include follow up and professional development after the initial trainings, in order to provide guidance and sufficient experience for trainees to handle difficulties that may arise. **(Grantee)**

22. Male heads of households should be included in livelihoods trainings because the unemployment of fathers and the seasonal nature of urban work is one of the factors leading to child labor in the family. **(Grantee)**

## ANNEX 1: Quantitative Overview of Project Progress

### The General Indicators of the CWCLP Project 2011-2014

#### Relevant Acronyms:

TIC= Total results are cumulative; TIN= total results are non-cumulative

PIC= Partial results, from previous period, are cumulative; PIN= Partial results, from previous period, are non-cumulative

CL= Children engaged in child labor; CAHR= Children at high risk of entering child labor

**Dark grey cells are not applicable to that indicator**

Indicator	Target	Actual
<b>Education Common Indicators</b>		
<b>E.1</b> # of children engaged in or at high-risk of entering child labor provided education or vocational services (per sex and age)	<b>Total: 16,000</b>	<b>Total: 19,558</b>
	<b>CL: 8,000</b>	<b>CL: 7,267</b>
	<b>CAHR: 8,000</b>	<b>CAHR: 12,291</b>
<b>E.2</b> # of children engaged in or at high-risk of entering child labor enrolled in <u>formal</u> education services provided education or vocational services (per sex and age)	<b>8,000</b>	<b>12,657</b>
<b>E.3</b> # of children engaged in or at high-risk of entering child labor enrolled in <u>non-formal</u> education services provided education or vocational services (per sex and age)	<b>5,000</b>	<b>3,159 (CS children)</b>
<b>E.4</b> # of children engaged in or at high-risk of entering child labor enrolled in <u>vocational</u> services (per sex and age)	<b>3,000</b>	<b>3,742 (Apprenticeship)</b>
<b>Livelihoods Common Indicators</b>		
<b>L.1</b> # of households receiving livelihood services	<b>5,000</b>	<b>4,825 (Mothers)</b>
<b>L.2</b> # of adults provided with employment services (per sex)		
<b>L.3</b> # of children of legal working age provided with employment services (other than vocational training) (per sex)		
<b>L.4</b> # of individuals provided with economic strengthening services (per sex)		<b>4,825 (Mothers)</b>
<b>L.5</b> # of individuals provided with services other than employment and economic strengthening (per sex)		
<b>Immediate Objective 1: Child labor especially the worst forms reduced by providing direct educational services and addressing root causes of child labor promoting sustainable livelihoods of target households</b>		
<b>Output 1.1a:</b> Quality education program allowing 8,000 at risk children to attend school	<b>8,000</b>	<b>CAHR: 12,291</b>
<b>Output 1.1b:</b> Quality education program allowing 5,000 child laborers to attend transitional education programs	<b>5,000</b>	<b>3,159 (CS children)</b>
<b>Output 1.2:</b> Partner capacities strengthened to design, develop and implement income generation activities, micro-enterprises and cooperatives for women and households of children at risk	<b># partners</b>	<b>5 partner NGOs at the 5 governorates</b>

Indicator	Target	Actual
<b>Output 1.3:</b> Capacity of MoMM, MOSS and other relevant social partners to improve the learning conditions and workplaces of 3,000 children engaged in exploitative conditions	3,000	3,742 (Apprenticeship)
<b>Output 1.4:</b> Capacity enhanced for MoE and other relevant institutions and civil society organizations at governorate level to plan and deliver quality education for vulnerable groups		Same as Output 3.3
<b>Immediate Objective 2: Support to the revision and implementation of the National Action Plan is provided with a special focus on agriculture and decent work</b>		
<b>Output 2.1:</b> Provide support to the revision and implementation of the National Action Plan, with a special focus on agriculture and decent work		Ongoing
<b>Output 2.2:</b> Support the government in revising the child labor legislation especially on agriculture		Ongoing
<b>Output 2.3:</b> Hazardous Work List revised and the Government supported in the process of its adoption and enactment by law		Ongoing
<b>Output 2.4:</b> Partner capacity to effectively design and implement child labor policies and programs (including child protection committees) strengthened		Ongoing support provided to 20 CPC in the 5 governorates
<b>Output 2.5:</b> Increased capacity of relevant institutions, partners, and stakeholders toward the elimination of hazards in the workplace, with focus on agriculture and decent work		Ongoing
<b>Immediate Objective 3: Households of child laborers and of labor children at risk' awareness of negative consequences of child labor and benefits of education to combat child labor improved</b>		
<b>Output 3.1:</b> Improved awareness among households of child laborers and of children at risk of labor regarding negative consequences of child labor and benefits of education		Ongoing
<b>Output 3.2:</b> Enhanced awareness of communities of relevant legislation, policies and rights on child labor		Ongoing
<b>Output 3.3:</b> By end of project, governorate-level policy makers, local media, religious and community leaders and influential persons mobilized and engaged in awareness-raising interventions in target areas		The lines which follow are Dr. Mona Saad's estimations
1- Representatives of MoMM, MoE, and MoSS at <u>the central level</u> and some important media and human right representatives: 100-150 people 2- At the <u>governorate level</u> the representatives of those formal and informal entities is about 20 to 35 people. 3- At the <u>district level</u> the representatives of those formal and informal entities is about 8 to 15 people. 4- At <u>the village level</u> the representatives of those formal and informal entities is about 3 to 5 people. 5- The total number who were engaged can be estimated by: Number of villages in the project to be multiplied by 5, plus the number of the districts in each governorate to be multiplied by 10, plus the number of governorates to be multiplied by 25, plus 150 persons.		
<b>Immediate Objective 4: Supporting research, evaluation and the collection of reliable data on child labor through baseline surveys, its root causes and effective strategies, policies and good practices to improve livelihoods of rural households and combat child labor</b>		

Indicator	Target	Actual
<b>Output 4.1:</b> Baseline surveys conducted in selected governorates on child labor in agriculture and on good practices and successful policies for child labor elimination		Done by the ILO
<b>Output 4.2:</b> Quantitative surveys conducted in selected governorates		
<b>Output 4.3:</b> Document lessons learned regarding policies, strategies and success factors that have been developed during the project timeframe		Initiatives and lessons learned are documented by all 5 governorates in their initiatives reports
<b>Output 4.4:</b> A Child Labor Monitoring System developed and implemented in the target area and at the national level		Ongoing
<b>Output 4.5:</b> Research, analysis and recommendations developed and disseminated regarding educational and vocational alternatives in rural areas		Weak, not so relevant
<b>Immediate Objective 5: Exit/hand-over strategy and plan established and implemented and implementation experiences, success stories and lessons learned documented and disseminated</b>		
<b>Output 5.1:</b> Exit/handover strategy and plan established and implemented		A sustainability plan is in place and sustainability elements by the 5 governorates are also in place
<b>Output 5.2:</b> Interventions documented in the target areas regarding withdrawal, incentive and inclusion		Done by NGOs
<b>Output 5.3:</b> Regional dissemination workshops conducted		Two workshops were done. A draft NAP is available

## ANNEX 2: Evaluation Terms of Reference

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# TERMS OF REFERENCE

for the

## Independent Final Evaluation

of

## CWCLP

Combating Worst Forms of Child Labor by Reinforcing Policy Response  
and Promoting Sustainable Livelihoods and Educational Opportunities

in

## EGYPT

Cooperative Agreement Number: IL-21196-10-75-K

Financing Agency: U.S. Department of Labor

Grantee Organization: UN World Food Programme

Dates of Project Implementation: 31 December 2010 – 31 December 2014

Type of Evaluation: Independent Final Evaluation

Evaluation Field Work Dates: September 15 - 26, 2014

Preparation Date of TOR: August 2014

Total Project Funds from USDOL Based  
on Cooperative Agreement: US \$9,500,000

Vendor for the Evaluation Contract:



*Sistemas, Familia y Sociedad*  
Consultores Asociados

## ACRONYMS

Acronyms	Definitions
APP	Apprenticeship Programs
AR	Awareness Raising
BLS	Baseline Study
CAPMAS	Central Agency for Public Mobilization and Statistics
CBO	Community-based Organization
CCLP	Combating Exploitative Child Labor Through Education in Egypt Project
CS	Community School
CWCLP	Combating Worst Forms of Child Labor through Education and Livelihood Intervention in Egypt
FS	Formal School
HWL	Hazardous Work List
ILAB	Bureau of International Labor Affairs
ILO	International Labour Organization
IO	Immediate Objective
IPEC	International Programme on the Elimination of Child Labour
MoE	Ministry of Education
MOMM	Ministry of Manpower and Migration
MOSS	Ministry of Social Solidarity
NGO	Non-governmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
SWOT	Strengths, Weaknesses, Opportunities, and Threats
THR	Take Home Ration
TOR	Terms of References
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WFP	World Food Programme

## I. BACKGROUND AND JUSTIFICATION

### USDOL - OCFT

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 91 countries around the world. The majority of these projects provide direct services to children and families to decrease the prevalence of child labor. These projects often target specific sectors of child labor and geographical areas. USDOL also funds separate research and capacity projects to build the knowledge base on child labor as well as the capacity of governments to address the issue. The primary approach of USDOL-funded projects that provide direct beneficiary interventions is to decrease the prevalence of exploitive child labor through increased access to education, improved livelihoods of vulnerable families, raised awareness of the dangers of child labor and benefits of education, and increased institutional capacity to address the issue.

In FY2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The funds available to ILAB may be used to administer or operate international labor activities, bilateral and multilateral technical assistance, and microfinance programs, by or through contracts, grants, sub grants and other arrangements.

### Project Context<sup>45</sup>

Child labor remains a widespread phenomenon in Egypt, though estimates vary widely depending on the age range and survey. In 2010, the National Child Labor Survey in Egypt found that 1.6 million children, or 9.3%, were engaged in child labor.<sup>46</sup> It is possible that actual figures may be as high as 5.5 million children.<sup>47</sup> Approximately 12% of Egyptian households contain working children, who comprise 7% of the total Egyptian labor force. Child labor in Egypt is primarily a rural phenomenon; more than 40% of

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<sup>45</sup> Unless otherwise specified, information is adapted from USDOL-ILAB 2012 *Findings on the Worst Forms of Child Labor: Egypt*. Accessed on 8/1/14 at: <http://www.dol.gov/ilab/reports/child-labor/Egypt.htm>

<sup>46</sup> ILO, *Working Children in Egypt: Results of the 2010 National Child Labour Survey*. Accessed on 8/1/14 at [http://www.ilo.org/ipecc/Informationresources/WCMS\\_IPEC\\_PUB\\_21017/lang--en/index.htm](http://www.ilo.org/ipecc/Informationresources/WCMS_IPEC_PUB_21017/lang--en/index.htm)

<sup>47</sup> WFP, *Technical Proposal: CWCLP Project*.

children in rural areas work, invariably in agriculture, contrasted with 16% of urban children. According to the national survey conducted by the National Council for Childhood and Motherhood, 64% of working children are in agricultural plantations, 14% are in professions, 12% in trade, 9% in household service, and 2% in industry.<sup>48</sup> An estimated one quarter of the leather tanning workforce consists of children between the ages of 4 and 15. More than 70% of employed children combine economic activity with school attendance.<sup>49</sup>

Egyptian children involved in the worst forms of child labor (WFCL) are employed in hazardous work that exposes them to physical and psychological abuse that is harmful to their health and safety. In the agricultural sector, children may work long hours in extreme temperatures and their tasks may involve using dangerous machinery and tools, spraying hazardous pesticides, inhaling gas fumes or dust, bending for long periods or carrying heavy loads. Some children are engaged in domestic work where they may experience long work hours, restrictions on movement, nonpayment of wages, or physical, emotional or sexual exploitation by their employers. There is some evidence that children may also work in fishing, limestone quarrying, brick production and construction.

Poverty and lack of education are root causes for child labor, exacerbated by an unregulated informal economy, inadequate social protection measures, and poor quality education systems. The 2010 National Survey found that the most important factors affecting child labor are parental education, parental absence, household wealth, household ownership of agricultural land, farm animals, and non-farm enterprises, and the household experiencing an economic shock such as illness or loss of employment. Many factory owners prefer children, whom they can exploit by paying one quarter to one third the wages an adult would garner.

The project's lifetime was marked by political instability and the project witnessed two revolutions leading to the removal of two different presidents. In 2011, mass demonstrations forced former president Hosni Mubarak to step down, followed by the reshuffling of unstable transitional ministerial cabinets on average every six months. In mid-2012 Mohamed Morsi, a former leader of the Muslim Brotherhood, became the first democratically elected president of Egypt, but only one year after his appointment nation-wide demonstrations started requesting him to step down and he was removed by military forces. After another complete cabinet reshuffle in early 2014, former military chief Abdel Fattah el-Sisi was elected president in May 2014.

These political transitions since the 2011 revolution, heightened by a subsequent economic crisis and frequent violent uprisings, have caused Egypt to be a difficult operating environment for efforts to combat the worst forms of child labor. Since 2011, an increasing number of children are on the streets, where they may be involved in begging, peddling, shoe shining, collecting garbage and carrying goods. These children are particularly at risk for commercial sexual exploitation, trafficking, or becoming paid fighters in the violent political clashes. Due to political transition, the MOMM committee that coordinates efforts to combat WFCL and develop a National Action Plan was dormant since 2011.

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<sup>48</sup> ILO *Technical Proposal: CWCLP Project*

<sup>49</sup> ILO *Working Children in Egypt: Results of the 2010 National Child Labour Survey*.

Egypt has ratified both ILO Conventions 138 and 182. The minimum age for employment in Egypt is 15, except for seasonal employment and apprenticeship for children over 12 years old. There are 44 specific hazardous occupations that the Ministry of Manpower and Migration (MOMM) prohibits for children under 18, but this list does not include some dangerous tasks in agriculture and domestic service. The Child Law and Penal Code criminalizes some of the worst forms of child labor (WFCL), including child trafficking, sexual exploitation and pornography, and provides compulsory and free education for children ages 6 to 15. Yet the cost of school fees, supplies and uniforms are still prohibitive for some families. In the early months of 2014 the Egyptian government signed a €90 million cooperative agreement with the European Union to enhance children's access to education, especially girls, and fight child labor in the poorest areas of Egypt.<sup>50</sup>

The National Council for Childhood and Motherhood coordinates a protection program for monitoring children at risk of exploitative labor. Child protection committees are also organized at the governorate level, but there is no mechanism for enforcing protection for children working on private or noncommercial farms, in unregistered businesses or in private homes as domestic workers. In early 2014 the Secretary General started re-activating the Child Protection Committees and highlighting its importance at the national level.

### The CWCLP Project

On December 31, 2010, the World Food Programme (WFP) received a four year Cooperative Agreement worth US \$9.5 million from USDOL to implement a project called Combating Worst Forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt (CWCLP). The purpose of the Cooperative Agreement was to combat child labor by increasing children's access to quality education as a means of withdrawing and preventing them from exploitative labor, promoting sustainable livelihoods for their households, and increasing beneficiaries' access to national social protection programs that help households overcome dependence on children working to meet basic needs in Egypt. WFP was awarded the project through a competitive bid process and implemented the program in partnership with the International Labor Organization (ILO) and United Nations Children's Fund (UNICEF).

CWCLP builds on the previous USDOL-funded project Combating Exploitative Child Labor through Education in Egypt (CCLP), implemented by the same three organizations, which provided educational opportunities for children, particularly girls. CWCLP's development objective is to address the root causes of child labor, with special attention to WFCL in agriculture, by supporting strong child labor policy and legislation and promoting sustainable livelihoods and educational opportunities for 16,000 children in five Egyptian governorates: Assiut, Menya, Sohag, Fayoum, and Sharqiyah.

CWCLP utilizes an integrated approach that includes educational services (combined with take-home food rations for students) and livelihood services. Formal, vocational and non-formal educational services are designed to provide at-risk youth with viable educational alternatives to child labor. Livelihood services link households with financial services, as well as training and technical assistance to implement

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<sup>50</sup> WFP, *April 2014 TPR*

livelihood projects. Additional project components focus on awareness-raising and increasing the capacity of national and governorate level organizations (governmental and non-governmental) to address child labor.

The project has five immediate objectives (IO), as follows:

**IO 1:** Child labor especially the worst forms reduced by providing direct educational services and addressing root causes of child labor promoting sustainable livelihoods of target households;

**IO 2:** Policies on child labor, supporting the review and revision of legislation on child labor, promoting education and sustainable livelihood and the capacity of national institutions to combat child labor and address its root causes strengthened;

**IO 3:** Awareness of child labor and its root causes, and the importance of education for all children to mobilize a wide array of actors to improve and expand education raised;

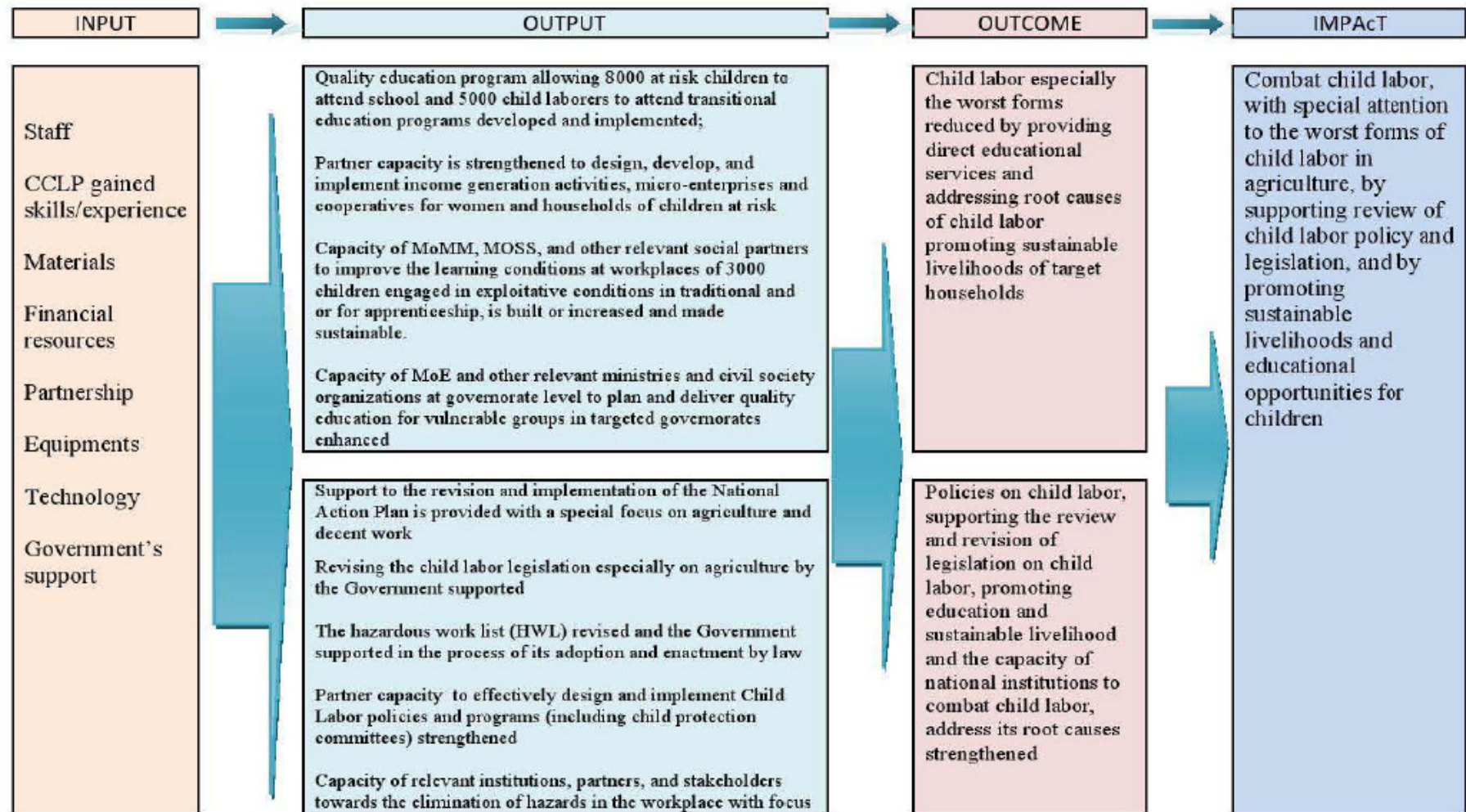
**IO 4:** Research, evaluation and the collection of reliable data on child labor through baseline surveys, its root causes and effective strategies, policies and good practices to improve livelihoods of rural households and combat child labor supported; and

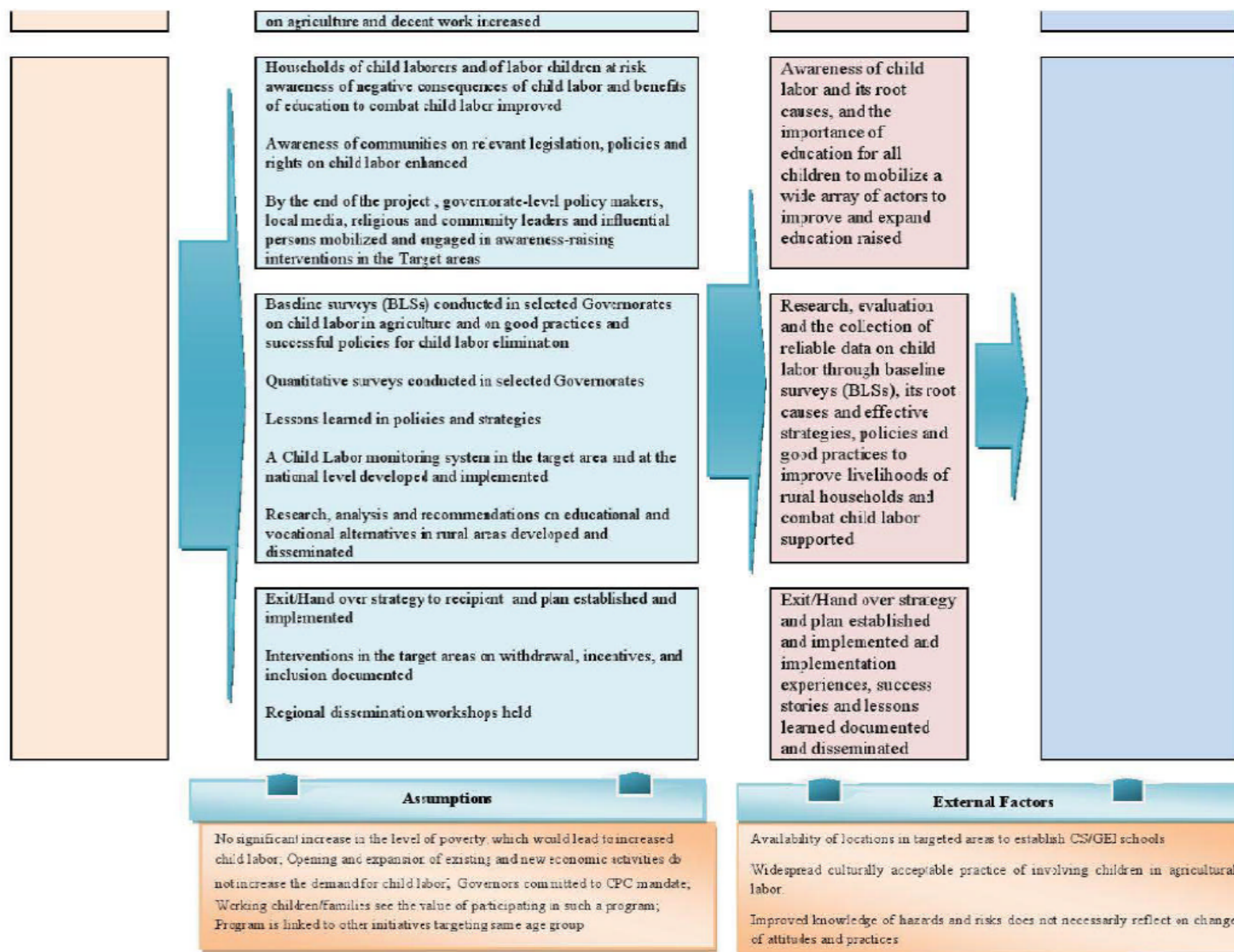
**IO 5:** Exit/Hand over strategy and plan established and implemented and implementation experiences, success stories and lessons learned documented and disseminated.

Despite continuous upheaval and changes in the political landscape after 2011, the project continued to implement activities. CWCLP underwent an impact evaluation in March 2013 which found significant evidence that the project contributed to a positive impact on school outcomes, including enrolment and attendance, as well as a significant reduction in children's work activities.

Below is a graphic of the project's logic model:

**Figure 1: CWCLP Logic Model**





## II. PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the CWCLP project was conducted in February 2013.

### Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with WFP. All activities that have been implemented from project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of *project design, implementation, management, lessons learned, and replicability* and provide recommendations for current and future projects. The evaluation report will focus these issues around the areas of project relevance, effectiveness, efficiency, impact and sustainability. Relevant questions, as determined by USDOL and the project, are listed below on page 8. The evaluator may also identify further points of importance during the mission that should be included in the analysis as appropriate.

### Final Evaluation Purpose

The purpose of the final evaluation is to:

1. Assess the relevance of the project to the cultural, economic, and political contexts in which it operates;
2. Assess whether the program has been implemented in accordance with the project design;
3. Determine whether the project has met its objectives and identify the challenges encountered in doing so;
4. Assess the project's ability to accurately track indicators in accordance with USDOL's reporting requirements;
5. Describe the effects of the project, especially on the lives of beneficiary families;
6. Identify the main lessons learned from the project; and
7. Assess whether project activities can be sustainable at the local and national level and among implementing organizations.

The evaluation should provide recommendations for enhancing the sustainability of the project during its phase-out. This includes an assessment of whether CWCLP has taken steps to ensure its approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. The evaluation should also identify emerging lessons learned, potential good practices, and models of intervention that will serve to inform future child labor projects and policies in Egypt and similar environments elsewhere, as appropriate. Recommendations should focus around lessons learned and promising practices from which future projects can glean when developing their strategies toward combating exploitive child labor.

## Intended Users

This final evaluation should provide OCFT, WFP, ILO and UNICEF, as well as other stakeholders working to combat child labor more broadly, with an assessment of the project's experience in implementation and its effects on project beneficiaries. The evaluation findings, conclusions, lessons learned and recommendations will serve to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects in Egypt and elsewhere as appropriate. The final report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

## Evaluation Questions

Specific questions that the evaluation should seek to answer are found below, organized by four topical areas: Relevance, Effectiveness, Coordination and Sustainability. Evaluators may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL.

### Relevance

18. How appropriate were the project's design, strategies, and organizational structure to deal with child work in agriculture in rural areas of Egypt?
19. How have recent political instability and the economic slowdown in Egypt affected project implementation?
20. What was the reach of project services within the targeted governorates, districts, and main villages? In the targeted villages how far into the villages and hamlets did the project actually reach? If possible, it would be helpful to have a visual representation showing the reach of project services.

### Effectiveness

21. Please assess the overall results of this project. Are the beneficiaries' lives better now than they were at the beginning of the project? Is there a significant reduction in the number of child laborers and children in hazardous labor among the project's target population? Has household vulnerability to the use of child labor been reduced?
22. Did the project meet its objectives and targets? Please provide a table highlighting the project's **quantitative achievements** in comparison to original targets. The question above should be addressed separately for the following interventions and issues related to the CWLCP project:
  - Formal and non-formal Education (FS, CS, Girls Classes GCs, APP)
  - Vocational training for children. How successful was, for vocationally trained children, passing from agriculture to other sectors and do these other sectors represent a risk to the child?
  - Reintegration to school of child laborers in hazardous and exploitative occupations in the agricultural sector

- Retention and remedial systems for children who have dropped out or are at risk of dropping out of school
- Education and educational camp aimed to guide mothers and raising awareness
- Material support in kind to children's schooling. The extent of children's integration and stability at school after the family has stopped receiving material aid in kind
- Vocational training for mothers
- Technical support and assistance for establishing IGAs and/or microenterprises
- Micro-loans and technical support to provide sustainability for the businesses established by mothers and general improvement of income
- The ability of mothers to generate income and improve living standards without resorting to pressuring girls to do household chores to make up for mothers' absence from home due to work.

23. Please address separately the following qualitative questions regarding the interventions above.

- Why did some components/activities not meet their targets?
- Were there any distinctive differences in project results depending on the season, agricultural phase, location of communities or any other major factor?
- Please appraise the effectiveness of the interventions seeking to diminish exploitative and hazardous child labor through formal, non-formal and apprenticeship educational services delivered to children.
- Was the apprenticeship scheme implemented as designed?
- Please review the effectiveness of the intervention, "Take Home Rations (THR)". Were there any unexpected positive or negative effects or results of this intervention?
- Please provide insight on the project's ability to reach overall livelihood targets. Which interventions were particularly effective or not effective, and why? How were any delays handled? Did the project reassess and change strategies for any interventions not producing results?
- Related to the livelihoods strategies, what were the most available internships? What were the most popular internships? Were people able to obtain work in the same area after completing an internship?

24. By the end of the project, is there any evidence that improvements in livelihoods opportunities helped households reduce their children's participation in labor?

25. After project implementation, are target stakeholders (representatives of institutions and communities) more aware about the exploitative character of child labor?

26. Were changes in children's labor status registered in a consistent manner throughout the year? Was the monitoring and reporting system effective in reflecting the achievements and challenges faced by the project?

27. Overall, how did the Impact Evaluation conducted in the start of the project effect the project for the duration of the project? Were there lingering effects of the Impact Evaluation after it was completed?

### Coordination

28. Please provide evidence of capacity building initiatives aimed to local institutional structures in order to achieve the five intermediate objectives. Why were these important and how far were they effective?
29. What were each key partner's (WFP, ILO, UNICEF) contributions and challenges regarding project implementation? Did the partnership arrangement contribute to an efficient and effective implementation of the project?
30. Please describe specific examples of how the project supported the ILO's efforts on building the National Steering Committee for combating child labor. What was the approximate share of effort on behalf of the project vs. the effort of ILO staff? What information was shared? Was information shared about beneficiaries, or interventions? Were any other details shared, or is the evaluator able to provide more details?
31. During this evaluation and field visits, to what extent was the evaluator aware that beneficiaries received other internationally supported services? If so, what kinds of services?

### Sustainability

32. How does the grantee's exit strategy contribute to the sustainability of project results? Is it being implemented as intended? How do government agencies and community-based institutions participate in the exit strategy? Are there services that will be continued once the project funding has ended?
33. Is there clear evidence of improvement in the capacity of government agencies (MOMM, MoE, etc.) to address child labor, particularly in the rural sector?
34. What are the stakeholder suggestions to achieve sustainability, and to provide alternatives to some of the project components like (THR- APP) and/ or leveraging resources for NP to Combat Worst Form of Child Labor?

## **III. EVALUATION METHODOLOGY AND TIMEFRAME**

### A. Approach

It is important to stress that the evaluation is intended to learn from the past and study how efforts can be further improved in future or on-going similar projects. Specifically, this means that the evaluation will determine what should be avoided, what can be improved, and what can be added so that the elimination of the worst forms of child labor can be more effectively achieved.

The evaluation fieldwork will be qualitative and participatory in nature. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis.

The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from project documents including the Technical Progress Reports (TPRs), midterm evaluation, impact evaluation, and other reports to the extent that it is available. As appropriate and available, the Comprehensive Monitoring and Evaluation Data should be used to triangulate the findings for the evaluation. As an annex, the report will also include a table showing an overview of the project progress by listing indicators, targets and achievements to date (please see example of template for this table in Annex 1 of this TOR). For those indicators where the project is experiencing challenges, a brief analysis will be included in the results.

The following principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Although a consistent approach will be followed in each project site to ensure grounds for a good qualitative analysis, the evaluation will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries. Additional questions may be posed that are not included in the TOR, while ensuring that key information requirements are met.

## **B. Final Evaluation Team**

Dr. Mona Saad will be responsible for conducting the evaluation. Dr. Saad will be supported in the data collection process by two assistant evaluators: Mr. Mahmoud Mohamed Fathy Abd El Latif and Mrs. Mary Eshak Sedrak.

One member of the project staff may travel with the evaluator and her assistants to make introductions to stakeholders. However, this person will not be involved in the evaluation process and will not attend the evaluators' meetings with beneficiaries and stakeholders.

Dr. Saad will be responsible for: developing the methodology in consultation with SFS and the project staff; directly conducting interviews and facilitating other data collection processes; analyzing the information gathered from the evaluation process; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting; and preparing the evaluation report.

## **C. Data Collection Methodology**

### **Data collection methods:**

The independent evaluator reads all of the documents with which they have been provided.

An open-ended questionnaire is designed for interviews with children and mothers with the assistance of Bothaina El Deeb's study and taking into account the use of child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children in WFCL and the UNICEF Principles for Ethical Reporting on Children.

Data is collected from various official sources, most importantly those involved in the implementation of the program.

This data is cross-checked with reports written and research conducted by neutral entities such as ICF. Use is also made of the data and references provided by local government and partner associations.

The process of triangulating the findings takes place, taking into account the project team, field research, and NGOs.

Data is collected on the impact and output of the project through field visits, individual interviews and focus group discussions with members of the selected groups.

#### **Criteria for selection of data sources:**

Sources of information should be official and should come from the upper levels of the responsible agencies such as the World Food Program, the International Labor Organization, the Ministry of Manpower and the Ministry of Social Solidarity.

Information should come from different administrative levels so that official data is obtained from governorates and from umbrella organizations in each governorate.

Information should address the program components and intervention strategies.

Information and data collected should be compared with reality through interviews and examining various documents especially those pertaining to target groups including children, mothers and heads of households.

Reports that are obtained should include quantitative and qualitative descriptions of direct and indirect project outputs.

#### **Criteria for selection of communities:**

The communities targeted by the program should have a high population density, meaning:

- A high proportion of children, and therefore an increase in their supply in the workforce
- High demand for agricultural products and living staples which includes an increase in the cost of living burden for families which increases the demand for child labor

The sample should take into consideration the geographical distribution of villages and hamlets so that selection includes both a village that is close to the governorate capital and one that is far from the capital.

Selection should also be made in reference to Bothaina El Deeb's study on the five governorates served by the program which includes various indicators of living conditions and of the types of work taken on by children in the agricultural sector.

Selection should include villages which have been successful and others which have not been successful in order to explore the strengths of the project as well as the weaknesses or obstacles in implementation.

#### **Criteria for selection of beneficiaries:**

The sample should be diverse in order to reflect the diversity of targeted children (children working in agriculture- children vulnerable to entering the agricultural work force- children deprived of education and working at home, especially females).

The sample should be representative of the components of the program and its intervention strategies (including children from the different target groups referred to above, the parents of children who work in agriculture, housewives with children in school who have received aid in kind (THR), low income female heads of household with difficult living conditions who have received training and set up IGAs or have received micro-loans, communities where awareness raising camps have been held.

The sample should include non-governmental organizations (through the umbrella NGO) and their employees in each governorate.

The sample should include formal and informal local leaders in the governorates and in the selected villages in each governorate.

#### **Criteria for sampling of interviewees and beneficiaries:**

The number of interviewees should allow for conducting group discussions within reasonable time frames. The sample should be selected according to the criteria mentioned above.

It is important that the NGO and CBO samples include those who have worked directly in the field with target groups (children, mothers, communities where awareness raising campaigns have been held).

The proposed sample for children is 6 from each village with a ratio of 2:2:2, so that 2 children are from a formal school (FS), 2 from a community school (CS) and 2 from apprenticeship programs (APP).

The proposed sample for mothers is 5 from each village with a ratio of 1:1:1:1:1, so that it includes one mother who has received skills training, one mother who has received support for her own microenterprise, one mother who has been supported through micro-loans, one mother of community school children who has received THR and one mother of formal school children who has received THR.

The proposed sample for teachers is 3 from each governorate with a ratio of 1:1:1, so that one teacher is from a formal school, another is from a community school and the third is from a vocational training facility.

One or two members from the child protection committees in each governorate should be interviewed.

From each umbrella organization, 3 employees should be interviewed. Also for each local capacity building organization 3 field workers should be interviewed, so that the sample includes one field worker who was responsible for recruitment and follow up of the child, another who was responsible for THR and a third who was responsible for improving the skills and income of the mother.

The following table summarizes the data collection work to be carried out in the five target Governorates.

**Table 1: Distribution of villages to be visited and stakeholders and beneficiaries to be interviewed in each Governorate**

Governorate	# of Villages	Sequence of Stakeholders' Meetings in Each Governorate	Stakeholders In each Governorate and the Sample of Beneficiaries
Sharqia	2	1. Government officials from the governorate 2. Umbrella NGO members and members of child protection committees (one or more persons)	<b>Sharqiya</b> Children (2x6)=12 Mothers (2x5)= 10 Teachers=3 Longitudinal panel of case studies (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school) Civil Society Organizations 3+ (2x3)= 9 One or two members from child protection committees
Assiut	3	3. Teachers 4. Child Protection Community members (one or 2) 5. Questioning Capacity building organizations in selected villages	<b>Assiut</b> Children (3x6) = 18 (in two phases) Mothers (3x5) = 15 Teachers = 3 Longitudinal panel of case studies (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school) Civil Society Organizations = 3+(3x3) = 12 One or two members from child protection committees
Sohag	2	6. Detailed Samples: Workshops of:- - Children, - mother - teachers through civil society organizations in each visited village	<b>Sohag</b> Children (2x6) = 12 Mothers (2x5) = 10 Teachers = 3 Longitudinal panel of case studies (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school) Civil Society Organizations = 3+(2x3) = 9 One or two members from child protection committees.
Fayoum	3	7. Follow up with individual cases that have been selected from CBO files so that 2 male and 2 female children are selected	<b>Fayoum</b> Children (3x6 )=18 (in two phases) Mothers (3x5) = 15 Teachers = 3 Longitudinal panel of case studies (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school) Civil Society Organizations = 3+(3x3) = 12 One or two members from child protection committees

Governorate	# of Villages	Sequence of Stakeholders' Meetings in Each Governorate	Stakeholders In each Governorate and the Sample of Beneficiaries
Menya	4		<p><b>Menya</b></p> <p>Children (4x6) = 24 (in two phases)</p> <p>Mothers (4x5) = 20</p> <p>Teachers = 3</p> <p>Longitudinal panel of case studies (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</p> <p>Civil Society Organizations = 3+(4x3) = 15</p> <p>One or two members from child protection committees</p>

#### Milestones related to data collection include:

##### 1. Document Review

Pre-field visit preparation includes a review of relevant documents. During fieldwork, documentation will be verified with project management staff to ensure the most recent versions are used. Additional documents may also be collected. Documents for review may include:

- Project document and revisions
- Cooperative Agreement
- Baseline and endline survey reports
- Technical Progress Reports
- Work plans
- Correspondence related to Technical Progress Reports
- Management Procedures and Guidelines
- Impact Evaluation
- Research or other reports undertaken, and
- Project database and files (including children files and school records if available) as appropriate.

##### 2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from which the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how she is going to allocate her time in the field. It will also help the evaluator to ensure that she is exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from. The question matrix shall be forwarded by the evaluator to SFS before start of field work.

##### 3. Interviews with stakeholders

Interviews will be held with as many project stakeholders as possible. Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that conversation will be held with:

- OCFT Project Manager and M&E staff responsible for this project, *to be held prior to the*

#### *commencement of field work*

- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations
- Project Management Unit, including Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Central Government Ministry Officials (including but not limited to Ministry of Labor, Ministry of Education, Ministry of Social Solidarity Affairs, National Child Labor Committee and Technical Committee of Child Labor) and Local Government Officials who have been involved in or are knowledgeable about the project
- ILO child labor officials or former officials
- Community leaders, members, and volunteers
- Education personnel including school teachers, assistants, school directors
- Project beneficiaries (children withdrawn and prevented from labor and their parents)
- Parents and families that received food rations
- Households involved in the L.1 livelihood activities
- International NGOs and multilateral agencies working in the area, including the ILO-IPEC project
- Others, e.g. child protection and/or education organizations, committees and experts in the area
- U.S. Embassy staff member, *prior to the commencement of field work*

#### **4. Field Visits**

The evaluator will visit a selection of project sites as per table 1 above. The final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites receiving the various project interventions. During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

#### **D. Ethical Considerations and Confidentiality**

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

#### **E. Stakeholders Meeting**

The stakeholder workshop will take place on September 30, 2014. This meeting will be conducted by the evaluator to provide feedback on initial evaluation results. It will bring together a wide range of stakeholders, including the implementing partners and other interested parties. The agenda of the meeting will be determined by the evaluator in consultation with project staff. The list of participants

to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork. The exact program for the workshop will be decided jointly with the senior project staff during the first week of the evaluation.

The stakeholder workshop will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The presentation will concentrate on good practices identified at the time of the evaluation, lessons learned and remaining gaps as identified by all the stakeholders. The role of the evaluator is to analyze and represent the viewpoints of the various individuals and documents consulted. The evaluator will use her experience from similar evaluations to share and enrich understanding of the information gathered during the evaluation. The presentation in the workshop will be constructive in format and will not dwell on personal or small project details.

#### F. Limitations

Fieldwork for the evaluation will last two weeks and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating the findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources and the ability of the latter to triangulate this information.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

#### G. Timetable

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

<b>Task</b>	<b>2014 Date(s)</b>
Draft TOR sent to DOL and Grantee	Fri, Aug 8
Input received from DOL and Grantee on TOR	Wed, Aug 13
List of Stakeholders/Interviewees provided by Evaluator for Grantee feedback	Mon, Aug 18
Methodology received from Evaluator	Mon, Aug 18
Logistics Call	Wed, Aug 20
TOR finalized	Fri, Aug 25
Field Itinerary finalized	Fri, Aug 25
Question Matrix provided by Evaluator to SFS	Fri, Aug 27
DOL Interview Call	Mon, Aug 28
Contract signed by Evaluator	Fri, Aug 29
Fieldwork (includes two days of interviews with stakeholders in Cairo prior to visiting communities + 11 days of work in the governorates)	Sept 10-29

Task	2014 Date(s)
Stakeholders' Meeting	Tue, Sept 30
Debrief Call with DOL	Fri, Oct 3
Draft Report to SFS for quality review	Mon, Oct 13
Draft Report to DOL for 48 hour review and approval for release	Fri, Oct 17
Draft Report sent out to DOL and Grantee for comments	Tues, Oct 21
Comments due from DOL and Grantee to SFS	Tues, Nov 4
Revised Report from Evaluator to SFS for quality review	Mon, Nov 10
Revised Report sent to DOL	Wed, Nov 12
Approval from DOL to finalize report	Wed, Nov 19
Final report sent to COTR, grantee and stakeholders	Wed, Dec 3

## IV. EXPECTED OUTPUTS/DELIVERABLES

Within one week of the evaluator's return from fieldwork, a debrief call will be held to provide USDOL with preliminary findings and solicit feedback if necessary.

Ten working days following the evaluator's return from fieldwork, a first draft evaluation report will be submitted to SFS. **All reports, including drafts, will be written in English.** The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary - providing a brief overview of sections VI-VIII of the report, including three key recommendations
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Evaluation Findings, organized by Relevance, Effectiveness, Coordination and Sustainability, and including:
  - Findings – Answers to evaluation questions
  - Conclusions – Interpretation of the facts
- VII. Lessons Learned and Good Practices
- VIII. Conclusions and Recommendations
  - Main Conclusions – including identifying the main project strategies and contextual factors that appear to have played a role in project results
  - Recommendations for a sustainable phase-out of the CWCLP project
  - Recommendations for future child labor projects in Egypt or similar environments
- IX. Annexes, including but not limited to:
  - A. An overview of project progress (see template in Annex 1 below)
  - B. TOR
  - C. Question Matrix
  - D. List of documents reviewed
  - E. List of interviews, meetings and site visits
  - F. Stakeholder workshop agenda and participants

The draft report will first be sent to SFS for a quality review. At this time, the evaluator may be asked for more information in order to ensure the report's coherence, quality, and sufficiency in answering all TOR questions. The report will then be released to OCFT for a 48 hour review, which serves to identify potentially sensitive information and/or inaccuracies before it is sent out for full review. OCFT, WFP, ILO, and UNICEF will participate in the full two week review. The evaluator will consolidate and incorporate comments from reviewers into the final report as appropriate, and will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by OCFT in terms of whether or not the report meets the conditions of the TOR.

## V. EVALUATION MANAGEMENT AND SUPPORT

SFS has contracted Dr. Mona Saad to conduct this evaluation. At the start of her career, Dr. Saad gained 10 years of experience working as a teacher at primary, secondary and vocational levels, and as a social worker with children in poor urban areas of Cairo and Giza. She has also worked as an agricultural engineer for the Ministry of Agriculture and as an Executive Director for a child labor project focused on pedagogical policy and educational activities in Egypt. For the last 25 years she has been working as a researcher at the National Center for Educational Research and Development in Cairo. Since 1998 she has served as General Director of the Center for the Child Worker and His Local Community and as a member of the Ecumenical Committee for Literacy Programme. She has published four papers related to critical theory and text analysis in education policies and pedagogy.

Dr. Saad will work with OCFT, SFS and relevant staff from WFP, ILO and UNICEF to evaluate this project. Dr. Saad's work will be supported by two assistant evaluators: Mr. Mahmoud Mohamed Fathy Abd El Latif and Mrs. Mary Eshak Sedrak

SFS will provide logistical and administrative support to the evaluator and her team, so that all travel arrangements are carried out on time (e.g. providing per diem, lodging and travel costs as needed) and any materials needed to provide all deliverables. SFS will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

## ANNEX 3: Evaluation Methodology Matrix and Data Sources

Prepared August 2014

Question #	Items and/or Category of the information	Sources and Administrative hierarchical level providing it
<b>Q 0</b> Revising Priorities And targeting process at the central and local levels	<b>General indicators about:-</b> <ul style="list-style-type: none"> <li>- The size of population in each targeted governorate</li> <li>- The proportion of the population under 18 years of age in each governorate and its districts to examine youthfulness of the population.</li> </ul>	Information Centers at the level of:- <ul style="list-style-type: none"> <li>- The Governorate</li> <li>- The main village</li> </ul>
	<b>General indicators about:</b> poverty, child labor in agriculture, drop –put percentages in each targeted governorate, districts, villages and hamlets.	1. Information Centers at the level of:- The Governorate The main village 2. Previous reports of independent evaluators: Base line Study (ICF) Rapid Assessment Study of Bothaina El-Deeb. 3. Available in depth comments and standards obtained from NGOs and CBOs particularly in the villages
	<b>General indicators about:</b> Percentages of children dropout between governorates	UNCEF – MOE Central Agency for Organization and Administration
	<ul style="list-style-type: none"> <li>- The availability of lists of hazardous occupations in agriculture at different administration levels</li> <li>- The awareness of hazards and exploitative priorities between the team work of the targeted stakeholders at different administration levels</li> </ul>	WFP, ILO, MOMM,MOALR NGOs in districts , CBOs in villages and Hamlets
<b>Relevance</b>		
<b>Q 1</b>	Appropriateness of the project's design and strategies Appropriateness of the project's organizational structure to deal with child work in agriculture in rural areas of Egypt.	<ul style="list-style-type: none"> <li>- Revising and brain storming during the first stakeholders meeting at the central level (day 11&amp;12)</li> <li>- Discussing this item with stakeholders meeting at the governorate level</li> </ul>
<b>Q 2</b>	Recent political instability and the economic slowdown in Egypt affected project implementation?	<ul style="list-style-type: none"> <li>- Discussing this item with stakeholders meeting at the governorate level</li> <li>- Discussing this item with NGOs &amp; CBOs</li> </ul>
<b>Note:</b> The responses obtained by the evaluator from group discussions and stakeholders meetings will be compared to available and appropriate reports on this particular element especially follow up and evaluation reports (M&E Monitoring & Evaluation Reports.)		
<b>Q 3</b>	The reach of project services within the targeted governorates, districts, and main villages? In the targeted villages how far into the villages and hamlets did the project actually reach? If possible, it would be helpful to have a visual representation showing the reach of project services	<ul style="list-style-type: none"> <li>- Revising and brain storming during the first stakeholders meeting at the central level (day 11&amp;12)</li> <li>- Discussing this item with stakeholders meeting at the governorate level</li> <li>- Discussing this item with NGOs &amp; CBOs</li> </ul>

Question #	Items and/or Category of the information	Sources and Administrative hierarchical level providing it
<p><u>Note:</u> The responses obtained by the evaluator from group discussions and stakeholders meetings will be compared to available and appropriate reports especially follow up and evaluation reports (M&amp;E Monitoring &amp; Evaluation Reports)</p> <p>Final achievement reports are to be compared to the size of the problem in each governorate and its districts according to the guiding criteria previously referred to above.</p>		
<b>Effectiveness</b>		
<b>Q 4</b>	<p>Assessing the overall results of this project.</p> <ul style="list-style-type: none"> <li>- The beneficiaries' lives</li> <li>- Reduction of number of child laborers and children in hazardous labor among the project's target population</li> <li>- Reduction of household vulnerability to the use of child labor</li> </ul>	<ul style="list-style-type: none"> <li>- Official reports of stakeholders at all levels</li> <li>- Responses of the sample of children and mothers in the villages and the evidences supplied by them which demonstrate improvement</li> <li>- Responses of workers in local organizations (CBOs) which demonstrate improvement</li> <li>- Responses of the sample of members of protection committees (CPCs) and the evidence supplied within them which demonstrates improvement.</li> </ul>
<b>Q 5</b>	<p>Highlighting the project's <b>quantitative achievements</b> in comparison to original targets</p> <p>Addressed separately following interventions:-</p> <ul style="list-style-type: none"> <li>- Formal and non-formal Education (FS, CS, Girls Classes GCs, APP)</li> <li>- Vocational training for children. How successful was, for vocationally trained children, passing from agriculture to other sectors and do these other sectors represent a risk to the child?</li> <li>- Reintegration to school of child laborers in hazardous and exploitative occupations in the agricultural sector</li> <li>- Retention and remedial systems for children who have dropped out or are at risk of dropping out of school</li> <li>- Education and educational camp aimed to guide mothers and raising awareness</li> <li>- Material support in kind to children's schooling. The extent of children's integration and stability at school after the family has stopped receiving material aid in kind</li> <li>- Vocational training for mothers</li> <li>- Technical support and assistance for establishing IGAs and/or microenterprises</li> <li>- Micro-loans and technical support to provide</li> </ul>	<ul style="list-style-type: none"> <li>- Official reports of stakeholders at all levels</li> <li>- Feedback will be given on the quantitative results and the official reports at all administrative levels according to the results of field visits which are comprised of interviews with sample groups in the districts and villages.</li> <li>- Files and longitudinal case studies will be reviewed at the village associations and at the larger umbrella organizations that will be visited.</li> <li>- Copies of files of longitudinal case studies will be obtained</li> <li>- This data will be compared with the mid-term evaluation and the ICF report</li> </ul>

Question #	Items and/or Category of the information	Sources and Administrative hierarchical level providing it
	<p>sustainability for the businesses established by mothers and general improvement of income</p> <ul style="list-style-type: none"> <li>- The ability of mothers to generate income and improve living standards without resorting to pressuring girls to do household chores to make up for mothers' absence from home due to work.</li> <li>- Child Protection Committees usefulness</li> </ul>	
Q 6	<p>Addressing separately the following qualitative questions regarding the interventions above, in addition to paying attention to these items:-</p> <ul style="list-style-type: none"> <li>- Why did some components/activities not meet their targets?</li> <li>- Were there any distinctive differences in project results depending on the season, agricultural phase, location of communities or any other major factor?</li> <li>- Please appraise the effectiveness of the interventions seeking to diminish exploitative and hazardous child labor through formal, non-formal and apprenticeship educational services delivered to children.</li> <li>- Was the apprenticeship scheme implemented as designed?</li> <li>- Please review the effectiveness of the intervention, "Take Home Rations (THR)". Were there any unexpected positive or negative effects or results of this intervention?</li> <li>- Please review the effectiveness of Children Protection Committees (CPCs) in each targeted governorate.</li> <li>- Please provide insight on the project's ability to reach overall livelihood targets. Which interventions were particularly effective or not effective, and why? How were any delays handled? Did the project reassess and change strategies for any interventions not producing results?</li> <li>- Related to the livelihoods strategies, what were the most available internships? What were the most popular internships? Were people able to obtain work in the same area after completing an internship?</li> </ul>	<ul style="list-style-type: none"> <li>- Official reports of stakeholders at all levels</li> <li>- Group discussions with local target stockholders</li> <li>- Group discussions with targeted samples</li> <li>- Individual cases that will be followed up on</li> <li>- NGOs and CBOs records files on qualitative achievements</li> <li>- Comparing findings with the midterm evaluation and Final report of ICF</li> </ul>
Q 7	<p>Evidences that improvements in livelihoods opportunities helped households reduce their children's participation in labor</p>	<ul style="list-style-type: none"> <li>- Group discussions with local target stakeholders</li> <li>- Group discussions with targeted samples</li> <li>- Individual cases that will be followed up on</li> </ul>

Question #	Items and/or Category of the information	Sources and Administrative hierarchical level providing it
		<ul style="list-style-type: none"> <li>- Success Stories gathered from NGOs &amp; CBOs</li> </ul>
Q 8	Target stakeholders (representatives of institutions and communities) are more aware about the exploitative character of child labor	<ul style="list-style-type: none"> <li>- Group discussions with local target stakeholders</li> <li>- Extracting the target stakeholders' priorities of worst forms of child labor in agriculture</li> <li>- Extracting the target stakeholders' point of view about exploitative child work</li> </ul>
Q 9	<ul style="list-style-type: none"> <li>- Were changes in children's labor status registered in a consistent manner throughout the year?</li> <li>- Was the monitoring and reporting system effective in reflecting the achievements and challenges faced by the project?</li> </ul>	<ul style="list-style-type: none"> <li>- Revising CBOs &amp; NGOs recording files and methods of documentation</li> <li>- Revising M &amp; E reporting criteria and reports concerning this item</li> </ul>
Q 10	How did the Impact Evaluation, conducted in the start of the project, effect the project for the duration of the project? Were there lingering effects of the Impact Evaluation after it was completed	<p>This question is handled enough in Q0 concerning "Revising Priorities And targeting process at the central and local levels"</p> <p>I will examine how these criteria affected case studies and follow up efforts.</p> <p>Conclusions will be extracted from reports and discussions</p>
<b>Coordination</b>		
Q 11	Evidence of capacity building initiatives aimed to local institutional structures in order to achieve the five intermediate objectives. Why were these important and how far were they effective	<ul style="list-style-type: none"> <li>- Reports</li> <li>- Meetings with the local target stakeholders</li> </ul>
Q 12	What were each key partner's (WFP, ILO, UNICEF) contributions and challenges regarding project implementation? Did the partnership arrangement contribute to an efficient and effective implementation of the project?	<ul style="list-style-type: none"> <li>- Reports</li> <li>- First stakeholders meeting at the central level (day 11&amp;12)</li> <li>- Meetings with the local target stakeholders at the governorate level</li> </ul>
Q 13	Describe specific examples of how the project supported the ILO's efforts on building the National Steering Committee for combating child labor. What was the approximate share of effort on behalf of the project vs. the effort of ILO staff? What information was shared? Was information shared about beneficiaries, or interventions? Were any other details shared, or is the evaluator able to provide more details?	<ul style="list-style-type: none"> <li>- Reports</li> <li>- First stakeholders meeting at the central level (day 11&amp;12)</li> <li>- Meetings with the local target stakeholders</li> </ul>
Q14	During this evaluation and field visits, to what extent was the evaluator aware that beneficiaries received other internationally supported services? If so, what kinds of services?	<ul style="list-style-type: none"> <li>- Asking the mothers in the samples</li> <li>- Asking the follow up cases</li> <li>- Asking people at coffee shops, local groceries and teachers at public and community schools</li> </ul>

Question #	Items and/or Category of the information	Sources and Administrative hierarchical level providing it
<b>Sustainability</b>		
<b>Q 15</b>	<ul style="list-style-type: none"> <li>- How does the grantee's exit strategy contribute to the sustainability of project results? Is it being implemented as intended?</li> <li>- How do government agencies and community-based institutions participate in the exit strategy?</li> <li>- Are there services that will be continued once the project funding has ended?</li> </ul>	<ul style="list-style-type: none"> <li>- Reports</li> <li>- First stakeholders meeting at the central level (day 11&amp;12)</li> </ul>
<b>Q 16</b>	Is there clear evidence of improvement in the capacity of government agencies (MOMM, MOE, etc.) to address child labor, particularly in the rural sector?	<ul style="list-style-type: none"> <li>- Reports</li> <li>- First stakeholders meeting at the central level (day 11&amp;12)</li> <li>- Comparing field findings with the reports and stakeholders opinions</li> </ul>
<b>Q 17</b>	What are the stakeholder suggestions to achieve sustainability, and to provide alternatives to some of the project components like (THR- APP) and/ or leveraging resources for NP to Combat Worst Form of Child Labor?	<ul style="list-style-type: none"> <li>- First stakeholders meeting at the central level (day 11&amp;12)</li> </ul>

## ANNEX 4: List of Interviews, Meetings and Site Visits

Direct and indirect project components were included in the evaluation analysis. These were categorized as follows:

- **Direct components:** community classes, formal schools, material aid for children in both categories of schools, children who have been transferred to safe occupations and to schools, children who have received vocational trainings and have been transferred to safe occupations, awareness raising camps, different training levels for female heads of households, establishing IGAs and/or microenterprises for targeted mothers, others who have received loans
- **Indirect components:** Supporting and establishing innovative local support patterns, developing and training personnel NGOs in the main villages and their hamlets, obtaining birth certificates for mothers and children

The table below summarizes the number and type of interviewees in each of the governorates included in the evaluation fieldwork.

**Table 1: Breakdown of Interviewees**

Governorate	# Villages	Interviewees	Category Total
Sharqia	2	<ul style="list-style-type: none"> <li>• Children (2x6) = 12</li> <li>• Mothers (2x5) = 10</li> <li>• Teachers = 3</li> <li>• Individual cases that have been traced (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</li> <li>• Civil Society Organizations 3+ (2x3) = 9</li> <li>• One or two members from child protection committees</li> </ul>	<p>Children: 12+18+24+18+12 = 84</p> <p>Mothers: 10+15+20+15+10 = 70</p> <p>Teachers: 3x5 = 15</p>
Fayoum	3	<ul style="list-style-type: none"> <li>• Children (3x6) = 18 (in two phases)</li> <li>• Mothers (3x5) = 15</li> <li>• Teachers = 3</li> <li>• Individual cases that have been traced (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</li> <li>• Civil Society Organizations = 3+(3x3) = 12</li> <li>• One or two members from child protection committees</li> </ul>	<p>Individual cases that have been traced over time: 4x5 = 20</p> <p>NGO field workers: 3x5 = 15</p>
Menya	4	<ul style="list-style-type: none"> <li>• Children (4x6) = 24 (in two phases)</li> <li>• Mothers (4x5) = 20</li> <li>• Teachers = 3</li> <li>• Individual cases that have been traced (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</li> <li>• Civil Society Organizations = 3+(4x3) = 15</li> <li>• One or two members from child protection committees</li> </ul>	<p>CBO field workers: 9+12+15+12+9 = 57</p> <p>CPCs: 1x5 = 5</p>

Governorate	# Villages	Interviewees	Category Total
Assiut	3	<ul style="list-style-type: none"><li>• Children (3x6) = 18 (in two phases)</li><li>• Mothers (3x5) = 15</li><li>• Teachers = 3</li><li>• Individual cases that have been traced (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</li><li>• Civil Society Organizations = 3+(3x3) = 12</li><li>• One or two members from child protection committees</li></ul>	
Sohag	2	<ul style="list-style-type: none"><li>• Children (2x6) = 12</li><li>• Mothers (2x5) = 10</li><li>• Teachers = 3</li><li>• Individual cases that have been traced (Mother of a child in a community school, a mother with her own microenterprise, a child who has been transferred, and a child in a formal school)</li><li>• Civil Society Organizations = 3+ (2x3) = 9</li><li>• One or two members from child protection committees.</li></ul>	
This is in addition to government officials in each governorate			

The following table is briefing the targeted sample and the reached one.

Categories	Targeted #	Reached #	Categories
Target sample of children	105	140	Total children met
Targeted sample of mothers	75	117	Total Mothers met
Target sample of governors representatives	all	45	All Governors representatives were met
Targeted sample of facilitators and children	15	25	Total Facilitators and teachers met
Targeted sample of CPCs	10	16	Total CPCs met
Targeted FS and CS to review	0	9	FS & CS reviewed
Targeted factories to visit	0	7	Factories and industrial areas encompassing small enterprises
<b>Total persons met</b>	<b>250</b>	<b>16</b>	<b>Total institutions seen</b>

The schedule of field visits included:

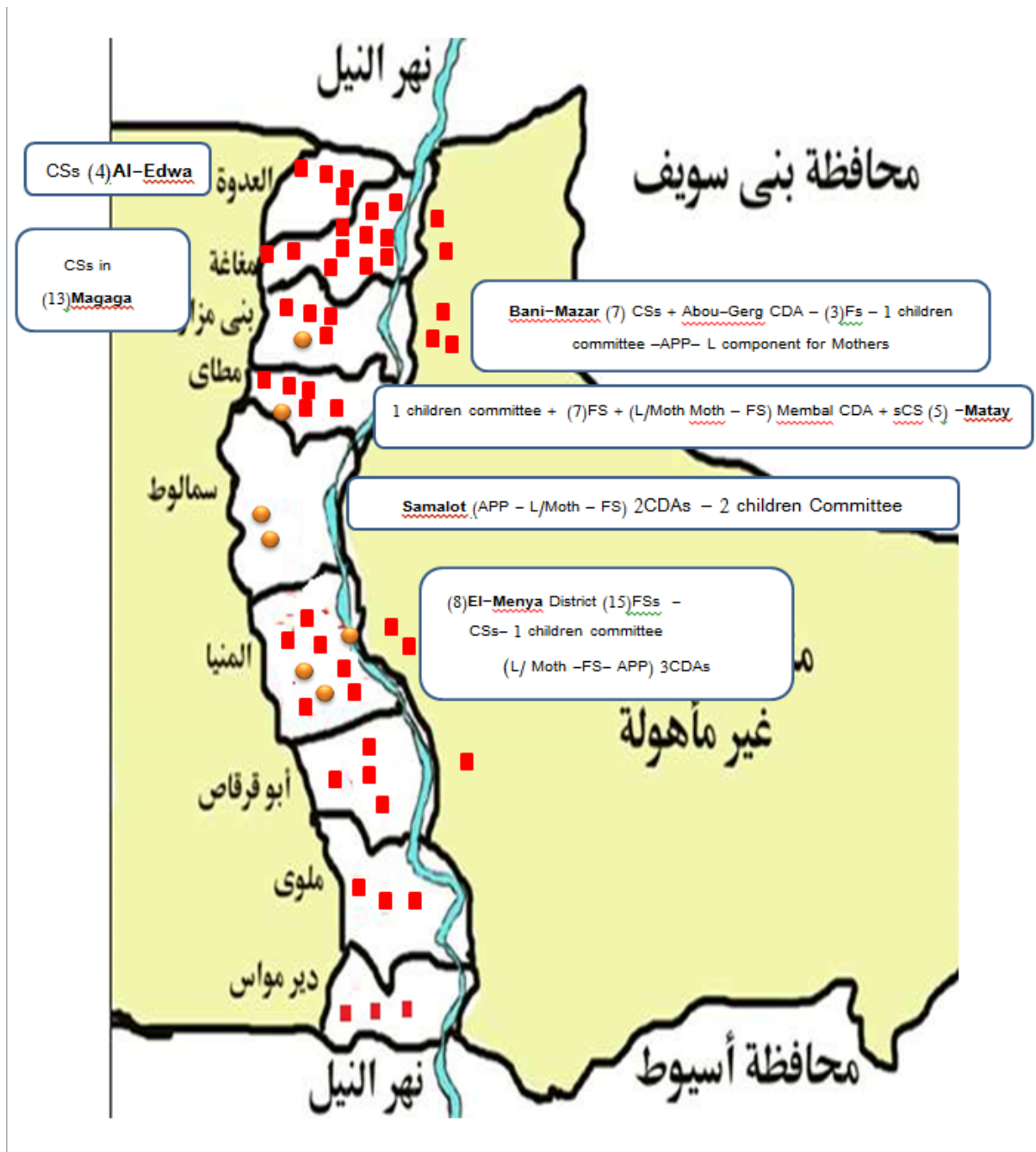
Governorate	# of Villages	Dates and total number of days	Sequence of Stakeholders' meetings in each governorate
Sharqia	2	<p><b>Saturday the 13<sup>th</sup> and Sunday the 14<sup>th</sup></b>  <b>Total: 2 days</b>  Work started late in this governorate and we need time to explore obstacles and remedies</p>	<p>1- Government officials from the governorate</p> <p>2- Umbrella NGO members and members of child protection</p>

Governorate	# of Villages	Dates and total number of days	Sequence of Stakeholders' meetings in each governorate
Sohag	3	<b>Monday the 15<sup>th</sup> and Tuesday the 16<sup>th</sup></b> <b>Total: 2 Days</b> We visited 3 villages and one urban factory area	committees (one or more persons)  3- Teachers  4- Capacity building organizations in selected villages  5- Detailed Samples  6- (Children's workshops, mothers teachers) through civil society organizations in each visited village  7- Follow up with individual cases that have been selected from CBO files so that 2 male and 2 female children are selected
Assiut	6	<b>Wednesday the 17<sup>th</sup>, Thursday the 18<sup>th</sup> and Friday the 19<sup>th</sup></b> <b>Total: 3 Days</b> In Assiut 2 days  Then in Friday the 19 <sup>th</sup> we met in the morning the Umbrella NGO leading staff <b>in Sohag</b> to discuss with them our sample findings, positives and lessons learned.	
Fayoum	4	<b>Sunday the 21<sup>st</sup> and Monday the 22<sup>nd</sup></b> <b>Total: 2 Days</b>	
Menya	5	<b>Tuesday the 23<sup>rd</sup> and Wednesday the 25<sup>th</sup></b> <b>Total: 3 Days</b> We had many contacts and networks here in both formal and informal locations which enables us to study impact and transformation in the wider society.	

## ANNEX 5: List of Documents Reviewed

1	Egypt Impact Evaluation Baseline Report _ FINAL508
2	Executive Summary-Eng- drop out of school - draft - 10-2014
3	Final Overall Work Plan in our proposal
4	RAPID Assessment- CL Egypt 2010
5	Cooperative agreement final signed Egypt
6	CWCLP evaluation Report Review V2 (272) KJ 3.4.13
7	Egypt_Endline_Report_Final_508
8	IE summary Egypt_OMB_final_use (2)
9	TPR CWCLP for the first 6 months, after one and half year and the final one in April2014
10	Justice in access to basic education opportunities in Egypt – UNICEF-Arabic -2011
11	<a href="http://www.hrw.org/legacy/arabic/hr-global/list/tsxt/childeg-5.htm">http://www.hrw.org/legacy/arabic/hr-global/list/tsxt/childeg-5.htm</a> Human Right Watch – a report on Children work in agriculture in Egypt.
12	Egypt - NAP – Draft and Objective – Arabic and English
13	Final Sustainability Matrix - CWCLP -all Comments WFP
14	Final Sustainability Matrix – of all NGOs in the five governorates
15	Stories Worth Telling-WFP
16	All available documents the NGO wanted us to be aware of, some children files, Excel Sheets of THR delivery to mothers, in all governorates, Videos of TOT on OJT in Fayoum CPC data –base in Abnoub.
17	Additional forms of revising and monitoring CS and Project components in Menya – designed by CEOSS team.
18	Child Right Bill of Assiut / implemented in 65 FS there
19	Livelihood component and archivists information folder
20	ILO policy concerning Apprenticeship policies
21	ILO Grading Scorecards (17 <sup>th</sup> one)
22	CPC - TOT meeting during September 2014
23	MoMM Strategy and Achievement concerning combating child Labor since 2007.
24	The National Center for Social and Criminal Research in Cairo with the UNICFE – Dr. Adel Azer works in the period of 1989-1992. He points to two factors causing child labor: poverty and the bad quality of the educational system, he also noted that each area/ location is affected by one factor more than the other for many reasons.
25	ILO, Report of the Director General, Part1, international labor conference ,69 <sup>th</sup> session ,1983office (same logic of the above resource)
26	Enwe, J and et al, Methods of research with street and working children, An annotated bibliography, Stockholm, Rada Barnen, 1977. It criticize the simplification of studying the children's reality, because the child can be in school and work at the same time , he can be working in the street without being homeless. It also criticize the over use of poverty as the main – deep – sole cause of child work.
27	Defense for Children International, International Society for the Prevention of the Child Abuse and Neglect, International Working Group on Child Labor (IWGCL), Working Children: Reconsidering the Debates, Amsterdam, 1998. Same logic of the reference above in addition to raising the question of children in inner cities, cultural factors, and families' exploitation to their children because of cultural norms.

## ANNEX 6: Example of Geographical Locations Map in Menya



## **ANNEX 7: Data Collection Instrument used with Children**

**Name**

**Category of services to which the child belongs**

**First:- Preliminary groundwork questions to assess the extent of the child's conviction of education as a substitute or addition to work and how the project affected his/her convictions**

**1- Choose one of the following:-**

**1-1- I would prefer**

- a. Either school or work-choose one and explain why?
- b. To combine school and work- explain why?
- c. Other-explain why?

**1-2- I would prefer**

- a. Spending summer time playing with my friends
- b. Spending summer time earning money for my own allowance
- c. Spending summer time earning money to be able to pay for private lessons

**1-3- I have no problem keeping regular attendance at school**

**Yes**

**No**

**1-4- I would increase my attendance at school if:-**

- a. There were more flexibility allowing me to combine education and work (interviewer should pay attention here to whether the child belongs to a CS or FGS)
- b. The educational curriculum were useful and functional for life and work
- c. I were taught to learn in a pleasant and interesting way
- d. I were not forced to pay for tutors
- e. I did not have to participate in daily household chores
- f. My father were not unemployed/or my mother had a source of sustaining income
- g. I did not have to contribute to household expenses

**2- The actual situation of the child**

**2-1 I work more in the following seasons of the year**

**Autumn      Winter      Spring      Summer**

This question indirectly tries to assess the extent of the child's labor (heavy labor, long working hours, little pay, family pressure, desire on the part of the child to work regardless of working conditions and extreme heat or cold, long hours of bending down) and whether this depends on the natural season –summer, winter, spring, autumn- or on agricultural season (peak season or recession season) regardless of the time of year.

**2-2- I work because:-**

- a. My mother and father are unemployed
- b. The instability of my parent's income

c. The scarcity of the opportunities for my mother to find a source of income that would be an alternative to my work

**Second: Questions posed to children in group discussion settings and during follow up with cases to reach a deeper understanding of positive impacts of the project:-**

**3- Open-ended answer questions (the following categories are only meant as a guideline)**

**3-1- After participating in this project I felt many changes (general lifestyle changes for the child) such as:**

- a. I have more confidence in myself
- b. I do not feel less than other children who attend school regularly
- c. Schooling has improved the mutual understanding between my family and I
- d. Education/training has improved my chances of getting better job opportunities and having a better future
- e. Education has improved my chances of finding a husband of a higher social standing
- f. Education has improved the opportunities for me to educate my children so that they can have better access to good jobs
- g. I have to do less hours of tiring housework/chores
- h. I have been able to meet other children and make friends
- i. I have to do less hours of paid agricultural work/ or unpaid agricultural work for my family
- j. I had the opportunity to move from an unsafe agricultural sector to another sector that is more safe (please specify)
- k. I had the opportunity to move from work with unstable pay to work with more stable pay
- l. I had the opportunity to move from unskilled, stagnant agricultural labor to another sector that will teach me new and useful skills
- m. Through THR and skills training, my family had the opportunity to change our lifestyle through increasing and better managing our income.
- n. Through training, my mother had the opportunity to improve her skills such as money management, saving, and learning better ways of preparing food.
- o. My mother had the opportunity to receive technical or material support for starting her own business
- p. My mother had the opportunity to receive a micro-loan which helped her to pay off her debt and to continue working and getting sufficient income for the family.

**3-2- The extent to which targeted children received education/training (as a source of upgrading future manpower) that had a clear positive impact on them in terms of learned skills and information about available jobs and the impact on the child's personality**

Necessary information:

Child's Name----- The specific opportunities and interventions that have been offered:

- a. I received non-formal education, CS, GS  
(Yes/No)
- b. I was re-enrolled in FS  
(Yes/No)
- c. I was already enrolled but my attendance in school has increased because my family received material aid which caused them to reconsider withdrawing me from education for the sake of work.  
(Yes/No)

- d. I acquired a Vocational Apprenticeship Contract which provided me with certain benefits such as (an hour's rest, a glass of milk, better pay, gradual increase in professional skills- please specify the steps of this increase)
- e. I moved to work with my family within the household which is better and safer.
- f. I received appropriate and useful transformation training.(Please specify the type of training, and to what extent it was useful)
- g. Was the period of training sufficient (too short/long) and why or why not?
- h. The training I received was administered by one of the following ministries (Manpower, Social Solidarity, Education)

#### **4- Schooling Details**

Type of school

FG (Formal Government School)	KG(Kindergarten)	CS( Community School)	GS( Girls' School)	V- App - C (Vocational Apprenticeship Contract)	APP (Apprenticeship Program)
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#### **2- APP**

Examples of APP training received				
1-	2-	3-	4-	5-
6-	6-	7-	8-	9-
10-	11-	12-	13-	14-
15-	16-	17-	18-	19-
20-	21-	22-	23-	24-

#### **1&2 more details**

Schooling		APP	
1	Hours of schooling per day	1	Hours of APP per day
2	Days of schooling per week	2	Days of APP per week
3	Days of schooling per month	3	Days of schooling per month
4	Total time of schooling I entered in (M/ Y)  I am still in school I dropped out after (years)	4	Total time of Training I started in (D/M/Y)  I am still in training  I stopped training after (Days/Months/Years)
5	Average number of days of absence per month	5	Average number of days of absence per Month
6	Number and frequency of schooling activities / Active Learning (AL)	6	Number and frequency of vocational application activities / Active Learning (AL)

7	Examples of Active Learning (AL) and its benefits for the child	7	Examples of Apprenticeship Program( APP) benefits
8	Examples of obstacles met by the child at school or obstacles which impede learning at the institution to which he/she belongs	8	Examples of obstacles met by the child or obstacles which impede vocational training at the institution to which they belong
9	Other	9	Other

**5- Additional activities the child participated in:**

The follow up reports show evidence that there were additional activities in which some of the children were able to participate, especially in Assiut. What are the activities which the child has participated in and feels proud of?

## ANNEX 8: Data Collection Instrument used with Mothers

**Targeted Mothers = 5000=1/3 of total number of children**  
**Criteria of eligibility**

**Name**

**Category of mothers**

**Mother of a child who** (works in agriculture- has been transferred-has received vocational training/specifying the type of training and what entity it was administered by-has an apprenticeship contract-has returned to formal schooling- has joined a community school- has been transferred to an alternative profession/ specifying type of profession and whether it is located in an urban or rural location)

**Mother of a child who** (is at risk of joining the world of work-is a sibling of working children- is in extreme poverty)

**First: The actual current situation of the mother (socioeconomic)**

Mother of a working child	More than one working child	One working child with at-risk siblings	Number of children in the family
Father (Employed) (Unemployed)		Works for him/herself Works for others Work is unstable Works seasonally	Mother helps her husband by working at home (such as making cheese and butter)
Mother helps out husband by working for others		Mother is independent and is the sole provider	
living situation			
Other			

**Second: Improvements in the family situation due to interventions with the mother**

Categories mothers fall under

(Mark the category the mother belongs to, keeping in mind that each mother may have received more than one type of support)

#	Type	Category	Yes/No
1	<b>Mother</b>	Has been convinced to send her child to school (formal or non-formal)	
2	<b>Mother</b>	A birth certificate was obtained for her daughter/s or son	
3	<b>Mother</b>	Identification papers were produced for her to support her entitlement to a social security pension	
4	<b>Mother</b>	Her choice to educate her children was supported by providing school clothes for them	

5	Mother	Her choice to educate her children was supported by helping enrolling them in formal or non-formal schools	
6	Mother	She was trained in certain skills according to her needs (including literacy training)-please specify (Please mention the skill/s she received training in) ----- ----- -----	
7	Mother	She received training to start her own microenterprise (Please mention the skill/s she received training in) ----- ----- -----	
8	Mother	She received technical support in starting her business or in expanding her current business and improving her income	
9	Mother	She received a micro-loan or revolving loan In order to be able to ----- ----- -----	
10	Mother	She received material support (THR) <b>Because:-</b> (please mention the reasons including how she deals with her child and the conditions of material support) ----- ----- ----- ----- ----- ----- -----	
Note 1)		We want to examine the bonding between mother and child	
Note 2)		We want to examine the extent of the accuracy of the data system pertaining to these mothers at the level of the village association or the main association	

### **Third: Open-ended Discussion**

- Each mother should speak about what improvements occurred due to interventions (the categories of which are made clear above)
- We should seek to clarify the extent of benefit from each new skill in a qualitative manner
- How far are the skills based on literacy training and what is the feasibility of this?
- The extent of the integration of skills in each project and the importance of this
- We should seek to clarify the extent of benefit derived from establishing a microenterprise or IGA
- Using feasibility studies to determine the extent to which projects in the same village or district take off, in order not to flood the market
- Is there diversity in businesses in each geographical area?
- The extent to which women at umbrella NGOs or NGOs in the districts have the ability to add innovations to the market

- Is the home allowance considered an impetus for deepening relationships and an impetus for lifestyle changes?

**Fourth:- Preliminary groundwork questions to assess the extent to which the mother is convinced of education rather than work for her children and how the project has affected her convictions, and to assess the extent of the psychological improvement she experienced that caused her to continue participating in the project or in the direction indicated by the project**

### **1-Choose**

#### **1-1- I would prefer:-**

- That the children's father was permanently employed
- That I did not have to work as an agricultural day laborer
- That I did not have to force any of my children to work
- That the training I received was more practical-specify how and why.
- That the loan I received was bigger
- That I did not have to compete with my neighbor in the same vocation because the market is flooded
- To arrange a marriage for one of my daughters that would help our income
- To make my daughters continue their education so they do not have to face the same fate as I
- To make my daughters continue their education so they can educate their children
- To find a work opportunity for my sons in any sector-agricultural or other, even if only seasonally- to help with our daily living expenses
- To find a work opportunity for my daughters in any sector-agricultural or other, even if only seasonally-to help with the costs of her marriage.
- That my children could have the chance to attend a government school
- That my children could combine education and work so we could have the benefits of both
- To move from this village because earning opportunities here are scarce
- That government education were useful
- That my children liked attending school-specify which type of school.
- That my children could at the same time learn useful information and practical skills
- That the vocational training my son received was more useful-specify why.
- That the length of vocational training my son received was shorter
- That the length of vocational training my son received was longer

#### **1-2- I would push my children's to raise their attendance in school/ APP if:-**

- There were more flexibility so they could combine education and work (pay attention here to they type of school to which the child belongs.
- The educational or training curriculum were useful for work and life
- If my child were learning in an exciting and interesting way
- If I did not have to pay for private lessons
- If my child did not have to participate in daily household chores
- If the father was not a day-wage laborer who works for one day and is unemployed for ten.

#### **1-3- I am proud of my children because they participated in (including but not limited to):**

- They participated in camps and took up leadership positions
- They participated in awareness campaigns at their schools
- They were able to speak eloquently in front of strangers
- They were able to come to an understanding with their employer and obtain a fair wage

**Fifth: Questions to be answered by mothers in group discussions or during follow up with cases to reach a deeper understanding of the extent of the positive impact of the project**

**2- Open-ended answer questions (These are open-ended questions and the following categories are only intended as guidelines for mothers/stakeholders)**

- 2-1- **After participating in this project, I felt many changes, such as** (general lifestyle changes for me and my children):
- a. I have more confidence in myself
  - b. I do not feel less than mothers who can send their children to school
  - c. I do not feel less than other families who can live and breathe normally
  - d. Schooling has improved the mutual understanding between my children and I
  - e. The vocational training I received has made me independent so I am no longer a day laborer controlled by a contractor
  - f. The training I received has improved the stability of my income
  - g. The education/training my children received has provided them with a better vocation with higher social standing
  - h. My children had the opportunity to move from an unsafe agricultural sector to another safer sector (please specify)
  - i. My children had the opportunity to move to work with much more stable pay (please specify)
  - j. My children had the opportunity to move to a profession that will teach them better skills, more so than unskilled, stagnant agricultural labor
  - k. THR accompanied with skills training is better than THR alone
  - l. My family had the chance to change our lifestyle through receiving aid in kind accompanied with developing our skills in managing and increasing income
  - m. THR alone is sufficient
  - n. I had the opportunity to pay off my debts and I will not go to prison for not being able to pay off my debt.

**Sixth- The type of training received by mothers and its quality and comprehensiveness**

**2-2-**

1. To what extent did the mothers receive quality training that was comprehensive and useful and to what extent did they receive support in order to achieve sustainability and stability in improving their income.
2. To what extent were the training and support for achieving income stability interventions sufficient to guarantee the continuity of all that has been achieved for her children through the project.
3. What was the entity responsible for administering the trainings
4. If you have attended more than one training, provided by different entities, what is the entity that provided the better training

**Seventh- Awareness-raising Camps**

1. Have you attended an awareness camp?
2. Was it useful in that it clarified issues for you that you did not previously understand?
3. What else was beneficial for you at the awareness camp?
4. Do you prefer the awareness camp or when the girls from the local association come to personally talk to you and discuss your circumstances calmly?
5. I would have received the girls and talked to them anyway, but when they come with provisions I feel happy and that there is a caring relationship that includes taking and giving.