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**SECOND VERSION
Evaluation Report**

**Independent Final Evaluation Tackling
Child Labour through Education
(TACKLE) project of ILO (2008-2013)**

Volume I: Main Evaluation Report

31 July 2013

MDF Training & Consultancy

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Independent Final Evaluation of Tackling Child Labour through Education (TACKLE) project of ILO (2008-2013)

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Photo on front cover: Visit Evaluation Team to Primary School in Nandi, Fiji (FvG 15-5-2013)

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Preface

31 July, 2013
Ede, the Netherlands
The TACKLE external evaluation team

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Acronyms

AP	Action Programmes
CD	Capacity Development
CL	Child Labour
CLU	Child Labour Unit
CSR	Corporate Social Responsibility
CTA	Chief Technical Advisor
DBMR	Direct Beneficiary Monitoring Report
EC	European Commission
EFA	Education For All
FLO	Fair-trade Labelling Organisation
FKE	Federation of Kenyan Employers
FPE	Free Primary Education
GMR	Global Monitoring Report
ILO	International Labour Organisation
IPEC	International Programme on Elimination of Child Labour
LDC	Least Developed Country
MDG	Millennium Development Goal
MfDR	Management for Development Results
MoE	Ministry of Education
MoL	Ministry of Labour
MoU	Memorandum of Understanding
MLSS	Ministry of Labour and Social Security
MLYS	Ministry of Labour and Youth and Sports
MTR	Mid-Term Review
NAP	National Action Plan
NFE	Non-Formal Education
NGO	Non-Governmental Organisation
PNG	Papua New Guinea
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SSA	Sub-Saharan Africa
SWAP	Sector-wide Approach
TACKLE	Tackling Child Labour Through Education
TECL	Towards the elimination of child labour
ToT	Training of Trainers
TPR	Technical Progress Report
TVET	Technical Vocational Education and Training
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
WDACL	World Day Against Child Labour

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Excerpts from ILO Convention 138

Article 1

Each Member for which this Convention is in force undertakes to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons.

Article 2

1. Each Member which ratifies this Convention shall specify, in a declaration appended to its ratification, a minimum age for admission to employment or work within its territory and on means of transport registered in its territory; no one under that age shall be admitted to employment or work in any occupation.
2. Each Member which has ratified this Convention may subsequently notify the Director-General of the International Labour Office, by further declarations, that it specifies a minimum age higher than that previously specified.
3. The minimum age shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.
4. A member whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years.
5. Each Member which has specified a minimum age of 14 years in pursuance of the provisions of the preceding paragraph shall include in its reports … statement--
   (a) that its reason for doing so subsists; or
   (b) that it renounces its right to avail itself of the provisions in question as from a stated date.

Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years.
2. The types of employment or work shall be determined by national laws or regulations or by the competent authority, after consultation with the organisations of employers and workers concerned, where such exist.
3. National laws or regulations or the competent authority may, after consultation with the organisations of employers and workers concerned, where such exist, authorise employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

Excerpts from ILO Convention 182

Article 1

Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency.

Article 3

For the purposes of this Convention, the term the worst forms of child labour comprises:
   (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
   (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
   (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
   (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
   (a) prevent the engagement of children in the worst forms of child labour;
   (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
   (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
   (d) identify and reach out to children at special risk; and
   (e) take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Executive Summary

Introduction

The Tackling Child Labour through Education (TACKLE) project of the ILO was implemented by its International Programme on the Elimination of Child Labour (IPEC). A final independent evaluation was requested by the ACP secretariat of the EC, the main donor of the TACKLE project. This evaluation covers the entire period of project implementation, from March 1, 2008 until August 31, 2013. The evaluation was conducted by an external evaluation team from MDF Training and Consultancy, the Netherlands, from May to August 2013. The evaluation team consisted of three international consultants and 13 national consultants from Africa, the Caribbean and the Pacific region. This team of 16 consultants conducted country field reviews in all twelve countries where the TACKLE project was implemented. The final evaluation report is delivered in four separate volumes:

Volume I contains the overall and global analysis of the TACKLE project;
Volume II presents the 12 different country reviews;
Volume III contains the reports of the country level TACKLE multi-stakeholder focus group meetings;
Volume IV contains the research methods and instruments used in the evaluation process.

Main features of the TACKLE project 2008-2013

The overall objective of the TACKLE project was to contribute towards poverty reduction in the least developed countries by providing equitable access to basic education and skills development to the most disadvantaged section of the society. The overall objective was translated into four main result areas, under which the TACKLE actions and outputs were delivered. These result areas were:

1. Improved country level child labour and education legal framework exists in project countries through support to its preparation or strengthening it where it already exists;
2. Strengthened institutional capacity leading to improved ability to formulate and implement child labour strategies;
3. Targeted actions to combat child labour designed and implemented to develop effective demonstration models;
4. Enhanced knowledge base and networks on child labour and education through improved advocacy and dissemination of good practices.

In consultation with the ACP secretariat at the European Commission 11 countries were identified to start-up and roll out the tackling child labour actions in this project. Two countries were selected in the Pacific region (Fiji and Papua New Guinea) and in the Caribbean (Guyana and Jamaica). In Africa 7 countries participated: Angola, Kenya, Madagascar, Mali, Sierra Leone, Sudan and Zambia. The work in Sudan included Northern and Southern Sudan; when South Sudan separated from Sudan it became the twelth country in the TACKLE project.

The TACKLE project was funded by the European Commission, and ILO/IPEC provided a small own contribution of 5% of the total project costs. The total project-budget was 16,116,199 Euro for a period of five and a half years (this includes 18 month no-cost extension awarded by the EC in 2011 until 31 August 2013 due to a slow start to the project). By 31 May 2013 a total of 14,893,897 Euro had been spent, which is 92% of the total project budget. With three more months to go until the formal end of the project on August 31, 2013 it can be expected that the budget depletion will be around 100%.

In 2010/2011 a Mid Term Review was conducted by an external evaluation team and discussed in an international conference of tri-partite partners in all TACKLE countries. This review served as an instrument to adapt and fine-tune the TACKLE project in the remaining period of implementation, and recommended the 18 month no-cost extension of the project.

Purpose and scope of this evaluation

The purpose of this evaluation was to review the progress and performance of the project, assess the extent to which the project has achieved its objectives, review the nature and magnitude of constraints and challenges faced during implementation, as well as identify and analyse the factors that affected its implementation and how these factors have contributed to the project's success. This evaluation also assessed how the project has responded to changes that have taken place during the project implementation period. Finally, it identified lessons learned to contribute to the already identified set of good practices and review the sustainability plans and mechanisms that the project has strived to put in place in some of the project countries.

This evaluation also looked at the TACKLE project within the broader context of operations - nationally, regionally and institutionally - in the framework of ILO's strategy. This was done to provide some input to the broader strategic work of the ILO as an institution seeking to influence global discussions on combating child labour through education, including the TACKLE project's contribution to this.

Methodology of this evaluation

The evaluation team used the following methods:
- Meta-analysis of policy and programming documents;
- Result-chain analysis (including the analysis of TACKLE project intervention logic);
- Analysis of country and project implementation documents;
- Collection of data through qualitative and structured interviews;
- Collection of opinions and appreciations of TACKLE stakeholders data through a questionnaire and a survey;
- Focus group meetings and conference to present, discuss and cross-check data;
- Triangulation of data in the process of analysis and synthesis of information in the final evaluation report.

The following steps were followed:
1. Desk study (May – July 2013);
2. Online-Survey to TACKLE supported participants of international training at ITC in Turin (May – July 2013)
3. Interviews with key informants (May – July 2013);
4. 12 country reviews (May-June 2013);
5. First incomplete draft evaluation report (25 June 2013);
6. International TACKLE stakeholders meeting at the ACP secretariat in Brussels (2 and 3 July 2013) for presentation and discussion of preliminary evaluation findings;
7. Second and final draft evaluation report (31 July 2013);
8. Final evaluation report (July 2013);

Key findings about the TACKLE project results and implementation

Among the project's wealth of results, the most important achievements of the TACKLE project are:

Result 1: Legal frameworks:
- In all TACKLE countries, improvements in child labour and children's enrolment and retention in schools have been obtained. All TACKLE countries are adhering to the relevant ILO conventions;
- In most of TACKLE countries Hazardous Work lists have been developed that are important instruments to tackle the worst form of child labour;
- Ministries of Labour and Education have taken a strong ownership of the TACKLE project and show commitment to continue to cooperate in tackling child labour issues.

Result 2: Strengthened institutional capacities:
- A large number of staff members from TACKLE implementing partners have been trained at the ITC in Turin;

- In all TACKLE countries training courses and workshops have been delivered, and in most cases these capacity development activities reached out to all relevant stakeholders, the Ministries of Labour and Education, employers organisations, trade unions and NGOs;
- Specific modules, curricula and methods for educating children in risk-situations have been developed and implemented in most of the TACKLE countries. Schools have also developed and strengthened their mechanisms and tools to monitor school retention of children and to take action when needed.

Result 3: Targeted actions to combat child labour:
- In all TACKLE countries Action Programmes were implemented to target vulnerable children and their families. According to the TACKLE reports of March 2013, 6,707 Children in child-labour benefited from Action Programmes and 10,395 children in vulnerable situations were targeted. Although these numbers of children benefiting from TACKLE Action Programmes can be confirmed in the ILO's DBMR monitoring system, it is difficult to assess if these participating children are effectively and sustainably withdrawn or prevented from child labour;
- The Action Programmes have generated a series of good practices and lessons learned that can be replicated and rolled-out in other contexts. According to ILO/IPEC reporting, this had already occurred 30 times by March 2013.
- The Action Programmes have provided an opportunity for local partners to develop and implement actions. At the start of the TACKLE project the level of capacity of many local partners was rather low, but towards the end a clear progress in capacity development of national partners was observed.

Result 4: Enhanced knowledge base through improved advocacy and dissemination of good practices:
- The TACKLE project has produced brochures and publications on best practices that are widely disseminated at the national and international level;
- The World Day Against Child Labour in most of the TACKLE countries has developed into a very massive and powerful instrument to bring the issue of child labour to attention of the general public;
- Many studies, researches and action researches were realised and have been published and made available to wider audiences.

The 12 countries in which the TACKLE project was implemented are very different in terms of size, regional integration, cultural and socio-demographic characteristics as well as economic characteristics. But in each country the topics of child labour and integration and continued enrolment of children withdrawn or prevented from child labour were identified as an important priority. The TACKLE project achieved ownership and involvement of the Ministry of Labour and Ministry of Education in all the countries, and in most cases it has also managed to involve employers and workers' organisations and NGOs in project steering committees and in implementation of activities.

The level of progress and the results achieved in the TACKLE project vary between the countries due to a number of factors:

- Country performance in TACKLE seems to be directly related to the historic and current in-country presence of ILO. This presence of the ILO had a clear positive influence on the effectiveness and performance of local partners' implementation of the project;
- Situations of (emerging from) conflict and political instability had a clear influence on TACKLE project progress and achievements. In these situations it is clearly more difficult to maintain a good rhythm of activities and also to translate and embed progress achieved at the technical level at the policy level. Government attention in conflict and difficult political situations is focused on other matters;
- The level of capacity of core implementing partners had a great influence on the speed of progress of TACKLE. Low capacities of local partners caused delays in programme formulation and in project development and implementation;

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- The existing experience and practice of tri-partite social dialogue and multi-stakeholder cooperation influenced the scope and reach-out of TACKLE activities in each country.

The evaluators identified three countries which achieved the most progress and results: Fiji, Kenya and Zambia.

A second group of four countries made considerable progress and achieved good results: Madagascar, Guyana and Jamaica and did so in a situation of relative stability, while, impressively, Mali and Sierra Leone managed this in a context of current and recent conflict.

Implementation was more challenging in the four remaining countries - Angola, Papua New Guinea, South Sudan, and Sudan – which were hampered by conflict and post-conflict situations and capacity constraints in emerging local institutions. Although TACKLE achieved results in these countries, the achievements are less pronounced than in the other TACKLE countries.

Key conclusions

This evaluation has developed conclusions at three different levels:

- Conclusions on strategic issues at the level of overall policy and methodology in relation to tackling child labour through education. These are relevant for all direct stakeholders in the TACKLE project, and are presented in section 4.1;
- Conclusions on management and implementation issues related to the TACKLE project, mainly of interest to ILO/IPEC and implementing partners, presented in section 4.2;
- Conclusions on policy, strategy and implementation of the TACKLE project specifically at the country level. These conclusions are particularly relevant for local implementing partners and local stakeholders and ILO/IPEC. They are presented in section 4.3 and further elaborated in the country reports in Volume II of this evaluation report.

In this executive summary only the overall conclusions are summarised:

1. After a slow start, the TACKLE project reached full-steam in implementation and, by the end of March 2013, had produced a vast amount of outputs and achieved many results;

2. Some countries show strong and solid achievements in the TACKLE project, such as Kenya, Zambia andFiji, while some other countries are somewhat lagging behind, such as Angola, Papua New Guinea, South Sudan and Sudan. Four critical factors influenced country performance: the physical presence of the ILO in the country; past or present conflict and political instability; existing levels of local capacity; and existing experience in tri-partite social dialogue and cooperation;

3. Ownership of the TACKLE project at the country level was guaranteed through MoUs with national Government partners. The partnership with Ministries of Education has been particularly innovating: education is currently considered by TACKLE partners critical to combat child labour;

4. A challenge in local participation and ownership lies in meaningful involvement of trade unions, employers and NGOs in the TACKLE project. The project did not achieve full participation of the tri-partite ILO constituency and NGOs in all TACKLE countries;

5. A specific challenge for involving trade unions and employers in TACKLE countries is reaching out to the informal economy, where a lot of child labour occurs. For these social partners it is difficult to reach out to target-groups and achieve a membership-base in the informal sector;

6. Child labour is an urban and rural phenomenon. It is often easier to implement actions, enforce policies and provide services in urban areas. Although TACKLE has included rural and remote areas in the Action Programmes it has faced more difficulties in achieving sustainable results and impact in these places;

7. The TACKLE project has clearly been relevant in all participating countries. The link between Child Labour and local policies was generally recognised by all stakeholder groups. The awareness raising effects on the importance of tackling Child Labour are impressive;

8. The multi-stakeholder nature of the TACKLE project is widely recognised as a strong point of the project. The TACKLE project has had effective Steering Committees in most countries. Multi-stakeholder cooperation on the ground remains a challenge, because not much practice in this has been built and in some countries institutions for social dialogue are still poorly developed;

9. Local activities in the action programmes of TACKLE can benefit from local social dialogue and cooperation with local partners to increase perspectives for institutional and financial sustainability;

10. In many TACKLE countries, trust and close cooperation between Ministries of Labour and Education were good. However, this was not the case in all countries. Also in some other countries, other Ministries with relevant mandates covering children (and women) and education were not sufficiently involved;

11. In most countries participating in TACKLE, challenges and bottlenecks in the education system and policies go well beyond the scope of the TACKLE project and maybe even the ILO mandate. These contextual factors have limited project implementation and impact, despite the commitment of management and staff in the Ministries of Education;

12. Although most TACKLE countries have initiated a good number of legislative reforms, these reforms are usually slow to be implemented and rolled-out at the national level. Translation of legislation into effective implementation and enforcement takes a long time, beyond the TACKLE project duration;

13. Much of the capacity development efforts in TACKLE focused on the provision of training to individual participants. However, investments in training individuals can easily trickle away because people can change positions and organisations and political changes can cause significant turn-over of staff in key ministries. Alternative and more collective and organisational capacity development interventions have not yet been sufficiently explored in the TACKLE project;

14. The direct material support in the Action Programmes that was provided to families, parents and children has been extremely important to achieve effective (re)integration of children from poor families in schools. However, in most countries the financial sustainability of this support has not been secured beyond the TACKLE project. Furthermore, some of the support-modalities in the Action Programmes are not sufficiently empowering local beneficiaries and children to improve their situation, and are even creating dependency of them on external material support;

15. Action programmes have successfully allowed staff of partner ministries or NGOs to take ownership and responsibility and mainstream child labour issues in their institutions and organisations. Elaboration and implementation of Action Programmes has regularly faced significant delays because of capacity constraints among implementing national partners;

16. Visibility of actions in TACKLE and particularly of the results achieved by it could be stronger, although this visibility since the MTR has noticeably improved. Now that the TACKLE project is ending further improvements in visibility can be expected;

17. Sustainability of actions supported by TACKLE in the longer term presents an overall challenge. Towards the end of the project, the financial sustainability of TACKLE action programmes was not yet secured in many cases, and sustainability workshops in several countries had not yet provided sufficient solutions and perspective;

18. Poor availability and quality of data are a challenge in child labour and education retention interventions. In spite of efforts made, data collection and analysis is not yet systematic and of sufficient quality, and in some countries it is not yet shared and exchanged. Within the TACKLE

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project, presentation of data on withdrawal and/or prevention of child labour is done at the output level, while it would be more relevant to produce such data at the outcome level;

19. Regional cooperation has occurred between TACKLE countries and there are practices of joint training and exchange of lessons learned. However, regional cooperation is not systematic and TACKLE has not yet achieved a real international level of joint programming and implementation.

Key recommendations

The key recommendations in this evaluation report are organised according to specific strategic challenges and are briefly summarised below. For the further elaboration of the recommendations, the reader is referred to chapter 5 of this report.

On forwarding the tackling child labour agenda in policies and legal frameworks of ACP countries:

I.   Implementing partners, ILO and ACP/EC are recommended to look into possibilities for continued efforts in tackling child labour in ACP countries;

II.   ILO/IPEC is recommended to develop a more comprehensive strategy to complement legislative reforms on child labour with effective implementation, monitoring and enforcement. This strategy could include phasing of interventions, by moving from support to development of legal frameworks in a first phase to support for implementation and enforcement in a next phase;

III. ACP/EC could make an inventory of its Child Labour, Social Protection and Education experiences in ACP countries and investigate where more direct relations and cooperation with the TACKLE project and other ILO/IPEC projects on child labour is desirable.

On linking tackling child labour strategies and actions of Ministries of Labour and Education and possible other ministries in ACP countries:

IV.   ILO/IPEC at the start of child labour and education interventions should make a stakeholder map to ensure that all relevant stakeholders are on board of child labour projects. This may require expanding the number of ministries as in some countries other relevant ministries can contribute to child labour projects, such as Ministries of Youth and Social Welfare;

V.   Implementing partners and ILO/IPEC are recommended to document and use the participatory multi-stakeholder approach in the design and inception stage of the TACKLE project for other projects that require multi-stakeholder approaches. The instrument of MoUs with different Ministries deserves replication in similar child labour related projects, but MoUs should be more precise in delineating tasks and responsibilities between the different ministries;

VI.   ILO/IPEC needs to develop a more coherent approach and strategy to deal with issues related with education. Some bottlenecks in the education system, such as securing EFA and providing alternative forms of education, non-formal education (including for nomadic target-groups) and TVET are part of the mandate of other UN organisations, particularly UNESCO and UNICEF. More coordination between national Ministries and ILO/IPEC and other UN organisations and EU-delegations in TACKLE countries is needed to take away some of the bottlenecks that hinder the full achievement of EFA goals. It is further recommended that ILO/IPEC involves relevant other technical assistance providers in the education sector to further develop a comprehensive multi-actor strategy in which ILO can define and develop its specific role and function;

VII. EC/ACP is recommended to look into the ILO/IPEC experience of establishing MoUs with more than one ministry to enable the start-up and implementation of cross-cutting and multi-dimensional programmes such as tackling child labour. The mechanism of involving several ministries to take ownership and responsibility over such cross-cutting policy issues, presents new challenges compared with traditional sector-wide approaches.

On integrating tackling child labour in agendas for tripartite social dialogue and in multi-stakeholder cooperation of social partners in ACP countries:

VIII. EC/ACP is recommended to screen its projects and initiatives where human rights and social protection paragraphs in EPAs or other preferential trade-agreements with ACP countries are important components. Such projects provide great opportunities for tackling child labour interventions, because international certification requirements provide an additional tool for monitoring and enforcing social protection and human rights clauses. Furthermore, ILO/IPEC and EC/ACP could look into possibilities in economic sectors, such as mining, tourism, fisheries, where tackling child labour initiatives could be linked to international preferential trade agreements and certification;

IX. Implementing partners should try to apply the tri-partite approach also in the conception, planning and implementation of interventions on child labour at de-centralised or local level. Such interventions (particularly Action Programmes) could build in more sustainability from the start by securing that different stakeholders contribute with human, material, technical and financial support, also after a period of external funding;

X. Implementing partners and ILO/IPEC should always guarantee sufficient involvement and participation of different stakeholders at the start and inception of child labour projects, or contain a strategy to achieve commitment of these stakeholders and secure their increased participation over time. Any decreasing commitment and participation over time should be looked at with urgency and additional actions are required to ensure that the project can remain on track;

XI. The participatory multi-stakeholder approach of ILO/IPEC should be further expanded and refined to include better the participation of trade unions, NGOs and CBOs and particularly employers' organisations, the latter stakeholder group showing somewhat less interest in child labour than the other stakeholder groups. The participation of the full tri-partite constituency (plus NGOs) in similar projects should be guaranteed in the MoUs with the relevant national ministries;

XII. ILO/IPEC is recommended to continue with the management modality of the national Project Steering Committee of child labour projects. It is recommended to always include all relevant partners in the tri-partite constituency (plus NGOs) in the Steering Committee, even if they would participate as guests and not implementing partners. Regular meetings with sufficient quorum should be actively promoted and supported by ILO/IPEC, in its function as the secretary of these Steering Committees. Partners that are showing decreased interest in participation should be actively followed-up by ILO/IPEC staff.

On dealing with capacity constraints and capacity development challenges at the individual, organisational and institutional level:

XIII. ILO/IPEC is recommended to expand the repertoire of capacity development interventions in child labour projects. This could be done by developing train-the-trainer approaches, cascading training activities, coaching, learning on the job, peer consultation and reviews and exchange and exposure between organisations at the national and international level;

XIV. EC/ACP and ILO/IPEC should jointly look into possibilities where synergy and advantages of scale are possible in capacity development support to national partners, particularly in the areas of governance, human rights, social protection and educational approaches and strategies. More exchange of experiences and participation of partners in relevant capacity development initiatives of each other can bring cost-savings.

On developing and implementing innovative and sustainable action programmes to withdraw and prevent children from child labour in ACP countries

XV. Implementing partners in ACP countries and ILO/IPEC should consider building in sustainability and exit strategies in action programmes for interventions on the ground, particularly where these plans contain direct material transfers to families and children, mostly in the form of providing

support to retain children in schools. Additionally, extra interventions should be developed (as done occasionally) to develop alternatives for poor families for income generation to compensate for loss of income when children are withdrawn from child labour. This might require working with other partners that can provide services, such as the provision of technical capacities and of micro-finance for small economic activities;

XVI. More comprehensive technical support and coaching by ILO/IPEC to national partners in designing and developing action programmes are needed to ensure that proposals meet the minimum requirements of ILO and that the implementing partners are able to deal with monitoring requirements (such as the DBMR). These capacity development interventions should precede the implementation period of action programmes to avoid delays in start-up and delays or even interruption of implementation of these plans (see key conclusion15);

XVII. A large number of Action Programmes were implemented and several of them have generated innovative and new approaches and methodologies. Additionally these Action Programmes have contributed to increased ownership and institutional sustainability of local interventions to tackle child labour. As such these new approaches and models need to be replicated and expanded. This requires a bigger effort than documenting experiences as best practices. The TACKLE implementing partners and ILO/IPEC are recommended to develop a strategy, to systematise actions in replicating good practices, and to track and report upon successful and not successful replication experiences.

On bridging gaps and addressing methodological challenges in tackling child labour approaches in ACP countries:

XVIII. ILO/IPEC is recommended to reflect further upon the trend of the growing informal economy and increasing informalisation of the economy in relation to child labour. This trend also requires specific attention to work with trade unions and employers' organisations that face difficulties in achieving organisation of target-groups in this sector. At the same time a more active involvement of NGOs and CBOs in child labour projects in the informal sector could be explored;

XIX. ILO/IPEC is recommended to build in strategies and result areas in child labour projects that deal with the challenge of lack of availability and access to reliable data on child labour, with particular attention to informal economic activities, and children's enrolment and retention rates. This also includes a more robust approach, with related indicators and methods and instruments for data collection, in ILO/IPEC's own child labour projects;

XX. ILO/IPEC needs to recognise that it is much more difficult to obtain sustainable results in rural and remote areas, where children's enrolment in education is often limited because the educational structures do not provide sufficient access to education, and maybe even more importantly, do not provide relevant education for children in these areas. This will require more massive interventions with a clear role for the Ministry of Education and other development oriented ministries that are likely to surpass the specific mandate of ILO/IPEC, and therefore will also require more coordination and cooperation with other development actors;

XXI. EC/ACP is recommended to look into the TACKLE experiences at the local level, particularly in rural and remote areas, where significant constraints are faced because of the local and regional development situation. In many of these settings a sector-wide approach on education or a specific economic sector will not resolve all challenges. ILO/IPEC and EC/ACP together with national EU-delegations could look into possibilities where interventions geographically overlap to establish more coordination and cooperation and - if possible - develop integral regional/rural development projects, where child labour and education are integrated as cross-cutting components.

On addressing challenges in strengthening sustainability of TACKLE initiatives and exit strategies:

XXII. ILO/IPEC is recommended to build in sustainability approaches and actions right from the start of child labour projects and not merely in the final phase as was done in the TACKLE project. The

sustainability approach should contain a variety of strategies for the different result areas of the project (for which a start was made in the sustainability matrix of the TACKLE project, established in 2012 and subsequently updated);

On elevating national tackling child labour initiatives in ACP countries to the regional and international level

XXIII.   EC/ACP and ILO/IPEC are recommended to analyse in more depth the possibilities for more synergies and international coherence of the TACKLE project and other child labour projects. The best possibilities for doing so do not seem to be at the global level of all ACP countries, because regional and national situations are too diverse. Instead the regional and sub-continental level provides more possibilities for cooperation and exchange. Specific regions that can be identified are: Pacific Islands, Caribbean Islands and Caribbean Coast of South and Central America, and the East, Southern and Western African economic communities: EAC, SADC and ECOWAS;

XXIV.   ILO/IPEC is recommended to make use of the experiences of leading TACKLE countries (Fiji, Kenya and Zambia) in other child labour related initiatives. These experiences could also be tapped into to support other countries where ownership and political will exist, but capacity constraints limit progress in implementation. In the selection of possible countries for tackling child labour interventions, the following criteria could be used for clustering countries:
a) Physical presence of ILO in the country and previous work on child labour related issues;
b) Proximity of past or present conflict and political instability;
c) Existing levels of capacity of local partners;
d) Existing experience in tri-partite social dialogue and multi-stakeholder cooperation;

XXV.   ILO/IPEC is recommended to continue to invest in disseminating experiences and lessons learned from the TACKLE in its other projects and programmes. The TACKLE project was innovative in terms of its multi-stakeholder nature and the joint participation of Ministries of Labour and Education, which could benefit future child labour projects that build upon the experiences obtained in the TACKLE project;

XXVI.   EC/ACP and ILO/IPEC are recommended to jointly explore more possibilities in child labour related projects to develop regional and global dimensions and linkages between actions in different countries. Such regional approach can strengthen relations of cooperation and support between specific countries and the creation of regional hubs for support of individual countries and also to coordinate the implementation of regional programmes. Furthermore, by strengthening the international dimension of child labour projects, cross-border issues can be dealt with, such as the child trafficking that has been identified as a priority challenge by several ILO country and regional offices.

1 Introduction and background to the evaluation

1.1 Background and antecedents to the evaluation

In the context of finalising the Tackling Child Labour through Education (TACKLE) project 2008-2013, implemented by of ILO and funded by ILO and the European Commission (EC)/Africa, Caribbean, Pacific (ACP) secretariat, an independent external evaluation was commissioned to MDF Training & Consultancy from the Netherlands. In the framework of this external evaluation, country visits and case-studies were planned in all twelve countries where the TACKLE project is being implemented, namely: Angola, Kenya, Madagascar, Mali, Sierra Leone, Sudan, South Sudan and Zambia in Africa, Guyana and Jamaica in the Caribbean, and Papua New Guinea and Fiji in the Pacific.

The ILO considers evaluation as an integral part of the implementation of technical cooperation activities. The final evaluation includes a complete assessment of the results of the whole TACKLE programme. This programme started in March 2008 and ended in August 2013 (a four year period plus an 18 months no-cost extension). In 2010/2011 a Mid Term Review was conducted that considered the period until 2010. Therefore this end-evaluation has considerable focus on the period of 2011 and 2012 and until May 2013 when the in-country work was completed (until May 2013, which is the reporting year for the TACKLE project). But as this is the final evaluation of the whole project, it also reviews and considers developments prior to 2011.

1.2 Introduction of evaluation team

The evaluation is conducted in the period May to August 2013, by a team of three international consultants (team-leader, senior consultant and research assistant) working from the MDF HQ in the Netherlands and 13 national consultants responsible for conducting the field work in the 12 TACKLE countries. The team-leader and senior consultant also conducted two country evaluations each, assisted by national consultants.

The team leader, Mr. Frans van Gerwen, carries overall responsibility for the quality of the evaluation and is in charge of the overall management of the TACKLE evaluation. He conducted the country evaluations in Fiji and Guyana together with national consultants.

The senior evaluator (Mr. João de Azevedo) is a subject-matter expert with ample experience working with ILO and the EC grant system in the field of Combating Child Labour and Decent Work programme frameworks. He conducted two country evaluations in Kenya and South Sudan assisted by national consultants.

The international team was supported by Ms. Esther Wintraecken (research assistant), who assisted in logistical and organisational matters.

The country-review team consisted of 13 national consultants (Madagascar had two consultants to conduct the evaluation), of which nine conducted the country reviews on their own and four received assistance and guidance from the international consultants. The activities of the national consultants contained the following: desk study of key documents; interviews with key stakeholders; facilitating stakeholder meeting and writing of workshop report and country report. For the list of international and national consultants, see the table below:

Table 1: List of international and national consultants per country

Country	International Consultant	National consultant
Angola	n/a	Carla Queiroz
Fiji	Frans van Gerwen	Alisi Waqinaka Daurewa
Guyana	Frans van Gerwen	Amin Khan
Jamaica	n/a	Vivienne Williams Thompson
Kenya	João de Azevedo	Janet Kiarie
Madagascar	n/a	Susanne van Lieshout Ralaivelo Maminirinarivo
Mali	n/a	Lalla Mariam Haidara
PNG	n/a	Garry Wakani Sali
Sierra Leone	n/a	Marie Manyeh
South Sudan	João de Azevedo	Lona James Elia Luduro
Sudan	n/a	Anthony Sebit
Zambia	n/a	Rueben Lifuka

1.3 Evaluation Purpose and Scope

The purpose of this evaluation was to review the progress and performance of the project, assess the extent to which the project has achieved its objectives, review the nature and magnitude of constraints and challenges faced during implementation, as well as identify and analyse the factors that affected its implementation and how these factors have contributed to the project's success. This evaluation also assessed how the project has responded to changes that have taken place during the project implementation period. Finally, it identified lessons learned to contribute to the already identified set of good practices and review the sustainability plans and mechanisms that the project has strived to put in place in some of the project countries. We hope this evaluation will contribute to the broader knowledge base in the target countries and with key institutions operating nationally (both as project partners and partnerships among themselves, i.e. the working arrangements between the ministries of labour and education) and at the sub regional level.

The evaluation also looked at the overall partnership building and coordination role that the project has played globally (i.e. covering the 12 project countries) in ILO's attempts to define its role in further mobilizing efforts on the issue of child labour elimination through education. The project has played a key role in ILO-IPEC, as one of the major vehicles for cross-cutting, global and strategic action on child labour and education and for further building of knowledge on child labour and education. This evaluation therefore assesses the strategic role of the project and it identifies the strategic effects and the key elements that enabled the project to play that role.

The scope of the independent final evaluation includes all project activities from the start of the project in all of the project countries, with particular focus on the progress since the mid term review. As per the established ILO rules and practices, and bearing in mind the expectations of the EC and the ACP Secretariat, the evaluation has looked at the project as a whole and addressed issues of validity of project design, relevance, strategy, implementation, lessons learned, replicability, sustainability while also providing recommendations at the policy and project level. This evaluation also focused on the project within the broader context, both nationally, regionally and institutionally. This was done to provide some input to broader strategic work for the ILO as an institution seeking to influence global discussions on combating child labour through education and how the TACKLE project has contributed to this.

1.4 Evaluation Methodology

Volume IV of the draft report is provided with the Annexes of the evaluation methodology. The following steps and instruments were used to address the research questions in the ToR (see Volume IV, Annex 9) of this evaluation:

1. Desk study:
The desk study was conducted at three levels:

a) Overall policy and planning documents of ILO relating to the TACKLE Project as a whole;
b) Specific aspects of and thematic focuses in the TACKLE project;
c) Country specific information, undertaken by the national evaluators (for the instruction for the country level desk study, see Volume IV, Annex 1).

2. Interviews with key informants:

Structured interviews were conducted with key informants grouped in three categories:
a) *ILO Headquarters*: Relevant staff and managers were interviewed at the HQ, and by phone or Skype;
b) *ILO Field Offices/TACKLE field-staff* and where applicable *Regional Offices:* Relevant staff and managers in the field-study countries were interviewed by the international and/or national consultants;
c) *External stakeholders* (International and in the countries of case studies): Relevant external stakeholders that were not residing in the case study countries were interviewed by Skype, phone or email. External stakeholders in the case study countries were visited and interviewed in face-to-face interviews by the relevant consultants.

The interviews were guided by a checklist/format for four different stakeholder groups:
a) ILO
b) TACKLE implementing agencies
c) TACKLE benefiting organisations and target-groups (direct beneficiaries)
d) External stakeholders
For the interview formats, see Volume IV, Annex 2.

3. Survey of TACKLE supported participants of training courses at ITC in Turin or in country

The online survey method was used to quickly receive basic information on the further effects of TACKLE related training on representatives of implementing partners and other organisations in the remaining period of the TACKLE Project. The information from these online surveys has complemented findings obtained from desk study and interviews during the country reviews. For the online survey format on training see Volume IV, Annex 3.

4. Country Reviews

During the country reviews the evaluators met with all relevant internal and external stakeholders in the TACKLE project. The country reviews comprised an intensive period of fieldwork of approximately 5 days. In the case of national consultants working alone this period was preceded by 5 days of preparation and desk study and followed with another 5 days for additional desk study, interviews and reporting. In the four countries where the international consultants co-conducted the country-reviews, the work done by national consultants outside the intensive fieldwork phase focused on providing inputs for the country review reports. The briefing notes for consultants for the country reviews are presented in Volume IV, Annex 4. The format for the country review reports is provided in Volume IV Annex 5.

5. Multi-Stakeholder focus-group meetings on the TACKLE at the end of the fieldwork in all TACKLE countries

At the end of each period of intensive fieldwork the national consultants, in some cases together with international consultants, prepared a preliminary presentation of findings on TACKLE. This analysis was elaborated in a PowerPoint presentation only used for a verbal discussion during the meeting. Furthermore, during the multi-stakeholder meetings perceptions of different stakeholder groups on the TACKLE project were collected, analysed and discussed. Additionally the participants conducted a participatory Strengths, Weaknesses, Opportunities and Threats analysis (SWOT analysis) of the TACKLE project. The consultants also collected anonymous remarks, suggestions and recommendations on TACKLE from all participants. Most multi-stakeholder meetings were attended by the tri-partite constituency of ILO and by NGOs. The briefing note for the multi-stakeholder group is presented in Volume IV, Annex 6. The Questionnaire that was used to gather perceptions of different stakeholder groups is presented in Volume IV, Annex 7. The reporting format for the multi-stakeholder workshop is presented in Volume IV, Annex 8.

6. First incomplete and preliminary draft evaluation report

A preliminary and incomplete draft evaluation report was elaborated based upon the desk study, interviews, survey and specific country-review reports. This draft report could only be incomplete, as it had to be presented during the international TACKLE stakeholder meeting organised by EC/ACP on July 2 and 3.

7. International TACKLE stakeholder meeting at EC/ACP
EC/ACP organised an international stakeholder meeting on July 2 and 3 of 2013 and the tri-partite stakeholders as well as representatives of TACKLE main stakeholders (Ministries of Labour, Education, trade unions and employers) in all twelve TACKLE countries were invited. During this meeting the stakeholders discussed progress and perspectives of the TACKLE project and the preliminary and incomplete draft report of the TACKLE project evaluation served as an input for this meeting. During and after this meeting verbal and written feedback on the preliminary and incomplete draft report were collected for the elaboration of the final draft evaluation report.

8. Final Draft Evaluation Report
Following the international stakeholder meeting, the evaluation team finalised its analysis and produced a final draft evaluation report. This draft evaluation report was submitted for a final round of feedback, organised and coordinated by IPEC EIA.

9. Final TACKLE Project Evaluation Report
After the receipt of the final feedback on the draft report the evaluation team produced this, its final evaluation report.

1.5   Limitations faced in the evaluation process and mitigation

- One of the main limitations of this evaluation is the high time pressure and therefore the limited time in which the field work phase of the evaluation was conducted. All twelve countries were evaluated by the national consultants in just two weeks, in which time desk studies, interviews, stakeholder meetings and multi-stakeholder workshops were executed. Although the time pressure was high, thanks to a very efficient preparation and coordination of both ILO HQ and the ILO country offices and a very committed and dedicated evaluation team of international and national consultants, no significant problems were encountered during the country level fieldwork. The limited time invested in the elaboration of a first draft report for the international TACKLE stakeholder meeting in Brussels on 2 and 3 July, 2013, was mitigated by producing the final evaluation report in three steps instead of the usual two-step approach: an incomplete and partially edited first draft report was submitted for discussion in the multi-stakeholder meeting in Brussels. The stakeholder meeting was also used as a final input in the data-collection stage of this evaluation exercise and resulted in a second final draft report. After a second round of feedback on this final draft report, the evaluators have produced the final evaluation report;

- Poor and slow response to the survey for participants of training courses at ITC in Turin. This problem was mitigated by extending the period for responding to the survey and integrating the results of the survey only in the final draft of the report. In total 27 completed surveys were submitted at the end of the process. Although this response was limited it is not particularly low for a survey sent out to former trainees after an extended period of time. In total approximately 90 people were enabled by TACKLE to participate in training courses in Turin, which means that the response rate was 30%;

- The balance of stakeholder participation in the multi-stakeholder focus group meetings during the country reviews was not optimal. The design of the multi-stakeholder focus group methodology and instruments that focused on confronting different views of different stakeholder groups might have been too optimistic. This methodology required more or less equal participation of different stakeholder groups, but existing capacity levels at the level of the different social partners, particularly at the level of trade unions and employers organisations in some countries does not enable their participation at the same level of governments and possibly also NGOs;

- Quality control of country reviews done by stand-alone national consultants in a twelve country review process is a challenge. This challenge was countered by providing strict instructions and using detailed formats for reporting. Furthermore all multi-stakeholder meeting reports and country review reports have been edited and completed by the international evaluation team, in the period between the first and final draft of this evaluation report.

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2   TACKLE Project Description

2.1   Background of TACKLE Project

The ILO and EU cooperation on child labour through the TACKLE project (Tackling Child Labour through Education) is based on the framework of the Cotonou Agreement between the EU and ACP, which reaffirmed its commitment to the core international labour standards, including the effective abolition of child labour. The Cotonou Agreement refers to enhancement of cooperation in this area, exchange of information, strengthening of national legislation, and educational and awareness-raising programmes. The TACKLE project gives effect to this agreement.

In 2006 the ACP requested that the ILO tackles the child labour problem in cooperation with its constituents, including the governments of the 11 countries (later becoming 12, after the independence of South Sudan) to be covered by the project. Participating countries include eight from Africa (Kenya, Mali, Madagascar, Angola, Sierra Leone, Sudan both North and South, and Zambia) Papua New Guinea and Fiji in the Pacific and Guyana and Jamaica in the Caribbean.

The 12 countries were chosen on the basis of the joint EU-ACP commitment to eliminate the worst forms of child labour as stated in article 50 of the Cotonou agreement and because they are all in the lower half of the UNDPs' Human Development Index. The EC's contribution is therefore aimed to support the twelve countries' efforts to end child labour with an emphasis on worst forms of child labour through education and training, and should contribute to achieving the goal set out by the United Nations Millennium Development Goals (MDGs) for universal primary education for all children by 2015.

It is currently IPEC's biggest project, with an overall budget of 16.116.198 Euro (EC contribution of €14,750,000 and €1,366,199 from ILO). The project is centred on education with a results based approach, meaning that all the planned activities are linked to concrete outcomes.

The project's operations began in March 2008, initially set for 48 months, following the contractual agreement signed by EC and ILO in December 2007. A mid term review of the project was conducted from July 2010 to April 2011, through a consultative process, by independent external evaluators. Consultation workshops were held in each of the 12 project countries and the country specific reports prepared following the consultations formed the basis of the global report which was presented at the validation workshop in Brussels on 23-24 May 2011.

Objectives of TACKLE project
The overall objective of TACKLE project is to contribute towards poverty reduction in the least developed countries by providing equitable access to basic education and skills development to the most disadvantaged section of the society. The four immediate objectives (Results, as considered in the Project Document) are the following:

Result 1: Improved country level child labour and education legal framework exists in project countries through support to its preparation or strengthening it where it already exists.
Result 2: Strengthened institutional capacity leading to improved ability to formulate and implement child labour strategies.
Result 3: Targeted actions to combat child labour designed and implemented to develop effective demonstration models.
Result 4: Enhanced knowledge base and networks on child labour and education through improved advocacy and dissemination of good practices.

Since its inception, the TACKLE Project has built up experiences and lessons from ILO/IPEC worldwide experience in relation to child labour (CL). The connection between child labour and lack of access to education has long been recognised by the ILO. IPEC is increasingly focusing its attention on improving the research and knowledge base on child labour and education, recognising that the

elimination of child labour and Education for All are interconnected global goals. Much of the wide ranging experience on child labour and education amassed by IPEC and its partners has been captured in reviews and evaluations of practical projects and programmes and are well documented and available through studies/researches, reports, manuals and training toolkits.

The last report of the Director-General of ILO (Accelerating Action Against C Labour, 2010) considers that the persistence of child labour is one of the biggest failures of development efforts. It also states the concern that the global economic downturn will put a further brake on progress towards the 2016 goal for the elimination of the worst forms of child labour and render the challenge of achieving the MDGs all the more difficult. Indications are that progress is irregular: neither fast enough nor comprehensive enough to reach the goals that have been set. The report describes a slowing down since 2006 of the global pace of reduction. Child labour among boys and young people in the 15–17 age-bracket has risen. In sub-Saharan Africa progress has stalled. Africa had been identified as a region needing particular attention.

As stated in the ToR (see Volume IV, Annex 9) of the Final Evaluation, eliminating child labour requires a long term commitment to ensure ownership by the stakeholders and sustainable results, which may not be expected by the end of the current project cycle. Many of the countries covered by the TACKLE project are affected by weak governance and very low development levels. In some of these, child labour is a new concept they need to cope with. ILO has committed itself to assisting them, though a widespread mobilization across governments, employers' and workers' organizations.

Child labour is often neglected in education sector plans, and TACKLE promotes in the 12 targeted countries a pro-active approach to this issue, giving support to overviews of education sector, including analysis of the conditions that must be addressed.

2.2   Programme Development (2008-2010) until Mid-Term Review

From the starting date (1 March 2008) and during the first year, the project was launched in all of the target countries with the exception of Angola, filling the staff positions envisaged by the Contribution Agreement. The implementation of initial operations of TACKLE had to go through a number of important steps needing time and producing delays during the first year, such as:

(a) Staff recruitment. The project recruited a global project co-ordination team based in Geneva, comprising three members: a Chief Technical Advisor (CTA), a technical officer and a finance and administrative assistant. A new CTA came on board in early 2010. In target countries the first recruited staff were national coordinators and, later, support staff in almost every country. Wherever it has been possible, TACKLE has recruited staff with previous IPEC or ILO experience[1];

(b) The signature of country partnership protocols between the EC, ILO, and the Ministries of Labour and Education and the constitution of a National Steering Committee, consisting usually of representatives of line ministries, employers, workers organisations, NGOs, academic institutions and other development partners;

(c) Organising consultation processes to insure a first work-plan, relevant for national priorities and including coherence with national child labour committees in countries where these already existed. These participatory project planning exercises were critical, since the socioeconomic national contexts and the child labour situation varied amid the TACKLE countries. These consultations were considered as essential to insure national relevance of the project's work plans, and maximize stakeholders' commitment and empowerment from the initial work. In many cases, during the first year of the project implementation, more than one workshop and consultations were organized, extending the consultations to other stakeholders from a wider

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[1] Four of the TACKLE project countries have had previous ILO presence (Fiji, Kenya, Madagascar, and Zambia) while six other countries had no previous experience with ILO/IPEC. In Mali and Kenya ILO did not have full offices but operates on a project basis.

range of government and non-government organisations and always including representatives of employers and employees' organisations[2].

(d) Working with Implementing Partners to design the agreed Action Programmes as well as training them (when necessary) on their AP's implementation.

The MTR refers that "most national work programmes have experienced significant implementation delays, with the result that TACKLE project's activities have seen a reduction in their original time period for implementation". Among these deferrals are: delays in the signing of the partnership protocols, essential to the launch of the project in a number of countries; uncertainties linked to volatile political situation in number of project countries (Sudan, South Sudan, Angola, and Kenya), and a relatively limited technical and institutional capacity in both government counterparts and in project partners. Additionally, some countries were initially unresponsive to acknowledge child labour as a problem or struggled with the concept of child labour (cases of Guyana and Papua New Guinea). In other countries, governments (specially the Ministries of Labour, traditional partners of ILO) hesitated to consider the Ministry of Education as a core government counterpart in the project.

It appears that in its first year work plans the project almost simultaneously pursued all four TACKLE results, therefore also initiating funding activities with a certain number of Action Programmes (AP). The frequently weak quality of Action Programmes meant that approval processes were often slow and sometimes went through several modifications; in some cases APs could not be approved because they did not comply with ILO's minimum requirements.[3] The difficulties in processes of analysing proposals were sometimes aggravated by slow bureaucratic procedures within ILO. Delays in approval of AP documents and their financing (at global level, in Geneva) were felt as a constraint and a source of dissatisfaction by many national partners[4].

The Technical Progress report (relative to the first year of project's implementation) suggests that it could have been more commendable to start the operations in the countries with activities more related to Result 2, by giving more attention of strengthening the capacity of governments and social partners (workers and employers' organisations) in combating child labour, particularly in countries that did not have extensive experience in carrying out initiatives to address child labour.

In the majority of the countries, the project staff at headquarters in Geneva conducted desk reviews of the legislative framework relevant to child labour and education. These drew upon previous IPEC reviews and observations of the ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR)[5]. These desk reviews were followed by assessments at the country level, in order to identify strategies to promote the legislative changes.

Result Area 1
During the first two years, under *Result Area 1*, revisions or assessments of national legal framework to comply with ILO Conventions were done in eight countries. Elaborations of national lists of hazardous work also took place in some countries.

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[2] Some general information concerning the project activities are extracted from the Year Technical Progress Reports (TPR) (First, March 2008-March 2009; Second, March 2009-February 2010; Third March 2010 – February 2011 and Fourth, March 2011-March 2012 and Fifth (incomplete), March 2012 – April 2013) and from the Final Report of the Mid Term Review of the Project TACKLE (April 2011).
[3] Problems included more than 30% of the total budget for administrative costs; too limited outreach or limited number of targeted children; too much investment in expensive equipment, high operational costs or travel expenses. ILO/IPEC indicated that only a very small number of projects were not supported.
[4] This finding is confirmed by the participative SWOT analysis conducted in the multi-stakeholder workshops at the end of country-review processes. The SWOT highlighted that "Slow start and delays in implementation (central management of TACKLE)" was perceived as one of the main weaknesses of the project by national stakeholders.
[5] It is important to note that, at the project start, 10 of the 11 TACKLE target countries have ratified ILO Convention No. 182 on the Worst Forms of Child Labour and ILO Convention No. 138 on the Minimum Age for Admission to Employment; Sierra Leone being the exception.

Support was given to Kenyan Ministries of Labour and Education for the development of national plans. This was also done in Mali by the Ministry of Labour and the social partners who have jointly elaborated and validated a National Action Plan for the elimination of child labour. Sierra Leone was supported in its successful ratification process of the ILO conventions 138 and 182. In Angola and Sudan, this work was slower, and preparatory work on Result Area 1 was carried out.

Most efforts and focus were likely on national child labour policy and legislative frameworks with initial results on the education aspects of TACKLE's agenda. In countries such as Mali and Kenya, where IPEC had developed sound activities, it was easier for the project to initiate work on education-related issues (the same applies also to Zambia). In some other countries, the involvement of ministries of Education was initially more challenging.

Result Area 2
Concerning *Result Area 2*, TACKLE provided several trainings with stakeholders at national level, reinforcing capacities on understanding the nature and extent of child labour in the national contexts, the relevant ILO Conventions, and about strategies for preventing and withdrawing children from child labour. For the same purpose, the project also promoted in-depth training for senior national officers in a wide range of child labour topics at the ILO/ITC[6] in Turin. The main beneficiaries of this training were labour inspectors and school inspectors, as well other member of tripartite partner organisations[7]. In country training was mainly performed through workshops with teachers and the media on child labour issues.

Result Area 3
Regarding *Result Area 3*, direct assistance programmes to withdraw and prevent child labour were initiated in most countries, usually coordinated and approved in the framework of National Child Labour committees, where those had already been established.

The majority of country programmes focused on formal and informal education. Subsequently, Kenya, Mali, Madagascar, and Zambia have made concrete progress in improving school facilities and programmes, with some encouraging effects – e.g. in terms of the school feeding programme and the number of children withdrawn in Kenya and the schools renovation work in Mali. Elsewhere, at the end of the project's second year, a good number of APs were on-going at the time of MTR. However, in some other countries (Northern Sudan, Jamaica, and Papua New Guinea), the start and development of programmes was slower. The MTR report explains this was partially due to the limited capacity levels in these countries.

Result Area 4
From the outset the project proactively supported IPEC's global advocacy and awareness-raising activities, especially the World Day Against Child Labour. In the following years other advocacy work was developed on awareness raising, knowledge generation and advocacy activities. By the time of the MTR, these activities were somehow institutionalised in Zambia, Madagascar, Fiji, Kenya and Mali, with targeted political-level advocacy actions and gradually bringing to these events the role of education in combating child labour.

Under the same result, TACKLE started qualitative and quantitative research on child labour; a good number of National Coordinators participated in national education forums, seeking opportunities of mainstreaming child labour issues into educational policy and programmes.

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[6] Annex 2 provides the results of the survey among ex-trainees at ITC/Turin, from the perspective of medium-term effectiveness and impact of their training in their respective countries.
[7] In 2010, a total of 60 TACKLE supported participants attended the following five courses at the ILO/ITC in Turin: Analysing data on child labour and youth employment, in June (8 TACKLE participants); Tackling worst forms of child labour in agriculture, in July (11 TACKLE participants); Education for all and child labour elimination, in September (18 TACKLE participants); The labour dimension of trafficking in children, in October (14 TACKLE participants); Labour inspection and child labour: policies and practices, in October (9 participants).

The visibility of the European Commission as the donor of the project was promoted in all activities, through media and press releases. The role of EC became visible in all materials, workshops and other events and publications produced by the project; the EC logo is highly displayed, in accordance with the EU Communication and Visibility Manual. European Delegations are (most of times) invited by TACKLE to the more important events.

As a more general outcome, although not directly measurable, the project managed to bring child labour issues to national policy agendas in a good part of the targeted countries, increasing awareness in national institutions (including the Ministries of Education) and started to have some influence for mainstreaming child labour agenda into the national education systems.

2.3   Results MTR (2011)

The Mid Term Review took place between July 2010 and April 2011. This project review focused on project management, institutional set up, implementation process, the strategy and achievements attained during the first two years of the project. It was carried out by a series of country evaluation (review) consultants, contracted by ILO-IPEC, and an international co-ordination consultant team responsible for providing methodological inputs and guidance to the national consultants, as well as producing an overall MTR report. The MTR was based primarily on the country review reports and the co-ordination team's own desk research and interviews with TACKLE and IPEC staff in Geneva. Recommendations were proposed for future strategic decision making of this project.

The MTR report contains a detailed description and analysis of major project components, giving a special attention to project achievements, extensively described in tables as *Overview Activities & Results Reported under Result Areas*.

The report focused in particular on the following aspects:
- Relevance
- Project implementation
- Project management and administration
- Effectiveness
- Conclusions and recommendations

The MTR had a strong focus on operational aspects of the TACKLE project and only in a limited degree dealt with strategic issues of implementation. The main findings and conclusions of the MTR Final Report were[8]:

Concerning the relevance, in terms of the needs of the project in targeted countries
- In several countries (such as in Kenya, Madagascar, Mali, South Sudan, Zambia) the stakeholders have considered the project to be very positively relevant. These countries stated also that although education is the most effective remedying to eliminate child labour, education alone is not enough without addressing the root causes of child labour. In some countries, stakeholders suggested that TACKLE's design should include explicitly an income-generating component.
- In other countries (Guyana, Fiji, Jamaica and PNG) the relevance of the project was questioned, due to differentiated cultural concepts of child work.
- The MTR report concludes that TACKLE is relevant across the twelve project countries, with the important task ahead of building and enhancing capacity at institutional level but also at the community level.

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[8] The current evaluators have used the basic table with results and achievements until the MTR as the starting point for updating these results and achievement with the final years of the project. As the findings in the MTR were validated by all stakeholders, the evaluators have not researched specific findings reported in the MTR. The evaluators recognize the findings, conclusions and recommendations of the MTR, although one has to acknowledge that in the final two years of implementation of TACKLE some aspects have changed, which was partially a direct follow-up of the TACKLE team on the MTR recommendations.

Concerning relevance to national policy

- The MTR confirmed the relevance of the TACKLE project at the country level, considering the different degrees of understanding this relevance. At the moment of the MTR, the project objectives and purpose were already mainstreamed into their policy in some countries (Guyana, Kenya, Madagascar, Mali, Sierra Leone, and Zambia). In other countries it has been necessary to start from almost zero, developing needed structures (Angola, Northern Sudan). However, in all the 12 countries there was, at a different degree, activities of legislation or implementation of laws on child labour, as well as on their national policy.
- In some countries (Kenya, Madagascar, Mali, Sierra Leone, Zambia) the relevance is reinforced by the alignment and coherence between the project and existing national policies (achievement of the MGDs, the Initiative Education for All, Poverty Reduction Strategies, Decent Work Country Programmes, national UNDAF, National Policies for Employment, etc.)
- In other cases yet, there is also relevance between the project's strategic framework and national plans of action for the fight against child labour (Madagascar, PNG, Mali, Zambia).
- The MTR report mentions also that several countries have their policy agenda mainly focused on economic development (trade and economy) rather than social issues, and suggests that more effort and resources will be required in order to place child labour resolutely within the country's social development agenda.
- By the time of MTR, most of the countries were in the process of including the existing institutional and legislative frame on the fight against child labour and education.
- However, while many of the TACKLE countries have enacted legislation bringing the ILO Conventions into national law, the MTR report considers that this does not mean that the provisions of these Conventions are being enforced. Enforcement was therefore considered as an important challenge still to be faced by TACKLE in most countries. Inadequate monitoring and inspection of places of employment were still considered as main obstacles, jointly with enforcement of national legislation regarding compulsory education levels for children, plus a number of countries have inconsistencies in their legislation with regard to child protection.

Regarding the quality of the project design

- The MTR report concluded that TACKLE's design "has the ability to provide a solid and unify framework to all target countries with its four results pillars and at the same time flexible enough to provide each country with the optimal customization to implement the activities most relevant to their social and political needs, and the country's priorities as set by its government."
- The report considers that for this design to be effective the country steering committees and the project management both need not only to have experience in project cycle management but also to have leadership skills to carry out the suitable implementation and to attain the needed coordination and cooperation among governmental organisations and ministries.
- TACKLE's project design deserved significant approval from a process point of view and from the opportunity for stakeholder/implementing agencies to carry on Action Programmes. However, in some countries it has been observed that while many of the APs include income generating activities (IGAs), only a small number of them include services to support parents and families of withdrawn children to help them address their financial situation.
- The project design is also consistent with the Paris Agreement provisions, handing over the core responsibility for project achievement on the partner country institutions and stakeholders. Nonetheless, the assumption that all the Steering Committees had all the capacities to manage the project was considered as too optimistic.

Concerning project implementation

- The MTR report highlighted various implementation challenges encountered, some of them related to the country context, and those at the project level (human resource limitations, capacity development support levels, new funding procedures under the results-based approach etc.).
- TACKLE's global dimension (12 countries in 3 continents) is challenging in itself. The project had to manage activities in 12 countries at different levels of development, with varied perceptions of child labour, and, in some cases, political instability.
- Concerning a number of delay factors (e.g. in signing partnership protocols), the project clearly could not control the speed of responsiveness from country governments.

- Challenges related to the host country understanding of child labour were raised by six of the project countries.
- Insufficient or inconsistent government prioritisation of the child labour challenge sometimes allied with capacity constraints in counterpart governments.
- Instability of political situation in the project country was in some cases an implementation challenge (as in Madagascar, Kenya, Northern Sudan and South Sudan).
- Inexistence of reliable statistics on child labour (Angola, Fiji, Guyana, PNG, Northern Sudan, and Zambia).
- Language difficulties, in the case of Angola, the only lusophone country, where the activities required translation of significant project documents.
- Addition of new countries (PNG, South-Sudan…), bringing new complexities to project management.
- Insufficient core staffing at national level (Sudan, South-Sudan, Angola, Sierra Leone), associated with constraints of recruiting local qualified consultants/researchers to carry out proper baseline studies.
- Funding-related challenges (perceived in 7 countries), where funding mechanisms were felt inadequate or delays experienced in funding or disbursements (sometimes relating to slow revision and approval of APs and their reports), or also the cases of some governments unwilling to make available co-funding the part of the project not covered by TACKLE.
- Asymmetrical or irregular performance of National Steering Committees, including their decision making, monitoring and reporting mechanisms.
- Initial difficulties of global and national planning and reporting methodologies; EC requests of detailed country planning, as yearly Technical Progress Reports (TPR) were judged an insufficient instrument to obtain a global and country level view of the project's evolution, and monitor performance and key innovative aspects.
- Substantial adjustments regarding financial management were necessary, as TACKLE had to be implemented under an EC mandatory results-based framework payment basis, thus representing a change for ILO-IPEC's financial system and forced ILO to advance funds, whenever possible.

Concerning effectiveness
- Stakeholders' feedback during MTR showed that although the project's implementation faced important challenges, particularly at local level, their perceptions of the project progress were largely positive. They expressed the conviction that TACKLE can build on the results achieved to-date and achieve its goals by project end. However, many country's stakeholders highlighted the need to revise the project duration in the light of the time lost through the delays experienced.
- In terms of results achieved to the time of MTR, the project has recorded some promising results, especially in countries such as Kenya, Madagascar, Mali and Zambia where there was previous IPEC involvement. In other countries, the progresses attained showed that TACKLE is likely attaining important achievements (e.g. in policy influence and mainstreaming).
- The MTR considers that TACKLE has been achieving significant milestones across the 12 countries, mainly within the Result 1 and Result 2 project areas. Concerning Result 3, the direct action programmes experienced some delays and thus most of them were still being implemented at the time of the MTR country-level fieldwork and reporting. Concerning Result 4, all countries have celebrated the 2008, 2009 and 2010 *World Day Against Child Labour (WDACL)*, with some activities were still pending at the time of MTR. The report concludes that the recommendation expressed by stakeholders to extend the projects duration is justified.
- Regarding good practices and success stories, the MTR considers that some good practices were already identified. However, the review team felt that capacity to identify good practices at country level was limited, and the global co-ordination team had limited time focus proactively on this issue. Therefore, MTR counsels that bigger attention and resources are needed to identify good practices and success stories, as well as on sharing this between countries, and providing platforms and tools (in particular a project portal).

- Concerning lessons learnt, the report advises that the project has generated a good amount of learning for stakeholders (and ILO) and elaborates a good number of them[9]. In a special way, these stakeholders in a number of countries raised similar learning points from TACKLE's first half of implementation. The countries' reviews showed that many countries consider the timeframe for implementing activities too short, partially due (but not only) to the delays in the starting the project's operations.
- The MTR elaborates also on significant variations in progress, in content focus and in number of activities, by countries across the result areas.
- Finally, the MTR report encloses detailed and exhaustive information on general achievement of targets – by results area, illustrated by 4 tables (Overview Activities & Results Reported under Results Area)[10]. These tables have been revised and updated (to May 2013) in chapter 3 of this Final Evaluation Report.

Concerning Recommendations
The report elaborated recommendations both at the general project level and at the country level. These recommendations can be briefly summarized as follows:
- **Project monitoring and reporting:** This recommendation comes from the finding that the project monitoring/reporting practices does not provide sound and user-friendly information on TACKLE progress, both at the general and country-specific level. MTR recommends the development of manageable and user-friendly project monitoring and reporting templates, allowing easy updating of progress across project activities (including, for example, information on implementation status, time schedules, budget provisions, completion dates, actual expenditure, and contingency planning). Similar suggestions are provided concerning reporting.
- **Communication:** MTR recommends addressing some of the challenges regarding project communication; among those, the development of a project website, country-level customised for experience-sharing and provision of work tools and resources.
- **Project staffing:** Suggestions were made to increase the project co-ordination team, and to develop country staff resources where it appears to be an important constraint to the project's performance.
- **Country work programmes:** Recommendations were made to re-assess all the country work programmes in order to guarantee that they are realistic in terms of implementation experience, progress to-date and accelerating the completion of on-going baseline studies.
- **Project funding and resourcing:** The MTR refers to a number of implementation challenges, some of which will need extra-funding. As a consequence, given that additional funding was not agreed by the EC, the report proposed to explore the scaling down and/or streamlining of some country work programmes to better reflect country-level capacities and to transfer some of the country-level budget reduction to fund some of the recommendations.
- **Project duration:** A specific recommendation is to extend the project for a period of one to two years. The justification for this extension was mainly due to the need of adapting country plans for the remaining duration and taking into consideration the reduced time frame for implementing APs, the capacity constraints and slower progress than assumed in initial planning, and the need to ensure sufficient time for sustainable outcomes form the APs.
- **Good practice identification and profiling:** The MTR suggested that there was insufficient sharing of experiences between the project's countries, therefore recommending the development of work tools and platforms that will facilitate this work (including the creation of a global project website, with some parts available in the three project languages).
- **Capacity development:** The MTR recommended that each country develop a longer-term assessment of capacity development needs with a country-level plan, suggesting to explore a greater use of online training, country based Training of Trainers (ToT) and to avoid large-scale and long-distance training such as Turin, in order to reach a maximum of trainees at less cost.

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[9] Chapter 4 of this Final Evaluation Report elaborates on these lessons learnt (Conclusions and key lessons learnt).
[10] In MTR Final Report (2011), chapter 5.3 General achievement of targets – by results area (pages 41-56)

- **Project visibility and raising EC visibility:** The MTR develops some recommendations, including the use of a dedicated website (as recommended above) jointly with an e-newsletter, used by the country staff to build visibility and awareness.

The recommendations in the MTR above are largely operational of nature and do not touch upon main strategic and methodological features of the TACKLE project. The MTR recommendations have been useful to fine-tune management and implementation of the TACKLE project and the TACKLE management followed-up on most of them.

2.4   Follow-up on the MTR (March 2011 – May 2013)

The global report of the Medium Term Review was presented at a validation workshop in Brussels on 23-24 May 2011. Based on that report, its recommendations and the positive feedback from the country representatives at the workshop, the EC agreed on a project no-cost extension of 18 months. As conclusions to this workshop, certain issues were set to be addressed in the final phase, briefly summarised as follows:

- The country work plans be revised with clearly identified activities.
- The donor also requested that the activities to be developed and implemented during the extended period must have sustainability and exit strategy focus.
- That a platform to exchange experiences and knowledge must be created as a comprehensive resource for sharing knowledge.
- The EC further requested that new action programmes/activities to be developed. Under Results 3 and 4 they must be innovative and that special attention to be given to Angola, North and South Sudan and Sierra Leone by the project.
- The EC also requested that more efforts be made to integrate child labour in micro and macro levels of National Development Plans and strategies as well as provide more assistance to countries in the development and execution of National Action Plans on child labour.

Following the Brussels workshop, the following actions have been taken by the global project management and the countries' teams:
- **Concerning the revision of the country work plans**: they were revised with clearly identified activities. New country work plans were put in place with clearly identified activities planned for the remainder of the project. The work plans were submitted to the EU soon after the validation workshop and endorsed.
- **Concerning the donor request that activities to be developed and implemented during the extended period must have sustainability and exit strategy focus:** all new APs developed had integrated sustainability and exit strategy plans. For this purpose, and coinciding with the beginning of the project's extended period, a TACKLE National Project Managers' meeting took place in Geneva (26-30 March 2012) with project staff from all countries.. A special focus of this work meeting was on ensuring sustainability and development of an exit strategy for new activities to be developed and implemented, as well as those that were already on going. A TACKLE sustainability matrix for project activities by country was elaborated by April 2012 and kept updated until April 2013, and a document on TACKLE and Efforts to Establish Sustainability was also produced .
- **Concerning the creation of a platform to exchange experiences and knowledge**: during 2011 ILO-IPEC established a web-page[11] for the TACKLE project on its public site. The page contains links to country pages for each of the twelve countries with a summary of work under the four result areas and key resources. A comprehensive resource for sharing knowledge was expected before the end of year 2012. The project developed also an initial collection of good practices, to be later published both in hard copy and electronically.
- **Answering to the EC request of new action innovative programmes/activities** to be developed under Results 3 and 4 which must be innovative (with special attention to Angola, North and South Sudan and Sierra Leone, and (added to this list by the project) Papua New Guinea, TACKLE

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[11] http://www.ilo.org/ipec/projects/global/tackle/lang--en/index.htm

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initiated a number of new activities, continuing to address the particular needs of these countries, mainly building capacity and knowledge base against child labour.

- **Concerning the EC request that more efforts be made to integrate child labour in micro and macro levels of National Development Plans and strategies** as well as provide more assistance to countries in the development and execution of National Action Plans on child labour, in 2011-2012 the project reinforced the work on policy issues in all twelve countries.
- **Other measures** concerned, e.g. a major attention to visibility of EC as the donor and privileged TACKLE partner, with increased attention to involve EU Delegations in country events and activities. The reporting system related to overall and national progress of the project was ameliorated.

During the last two years (2012-2013) the project increased the number and the quality of Action Programmes and strengthened the cooperation with Ministries of Education:

- Activities under **Result 1**, aimed at improving child labour and education frameworks, have continued, with increased support to the development of education policies and the elaboration and approval of National Action Plans against child labour, seeking sustainability.
- under **Result 2**, TACKLE continued to reinforce national capacity to address child labour, mainly by mainstreaming of attention to child labour in sectors and strengthening the skill of national partners to conceive, plan and implement/manage actions.
- The activities under **Result 3**, aimed at combating child labour by developing demonstration models, were focused on education/training interventions in sectors at risk of child labour (withdrawing children from child labour or improving prevention), including areas of commercial and sexual exploitation of children, agro-pastoralist sectors and street work. A certain number of families were also supported by specially tailored activities (e.g. IGA and skills-training).
- Concerning **Result 4**, the project developed actions to enhance knowledge base on child labour and education, the project continued to support research activities in number of countries. Advocacy efforts have been deployed to educate the public and raise awareness on child labour, disseminating studies and good practices, and providing increased support to the countries' organization of the annual World Day against Child Labour.

For the full description and analysis of activities per Result Area, see Chapter 3 (Key Evaluation Findings).

2.5 Basic overview of budget and expenditures of the TACKLE project

The total budget of the TACKLE project is 16.116.199 Euro for the total period of 5 years and 6 months (including the 18 month no-cost extension until 31 August 2013). The figure below shows the total expenditures in the entire project-period until April 2013[12] spent at the country-level in the TACKLE project. The blue bars refer to the total expenditures and these are compared with the original project budget allocations of 2009 in the brown bars and the revised budget allocations of 2013 in the green bars.

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[12] In 2013, the financial statement referred to a 13 month period until April 30 instead of the usual 12 month's period in the previous four financial statements.

Figure 1: Total expenditures (incl. commitments) until April 2013 compared with budget (in €)
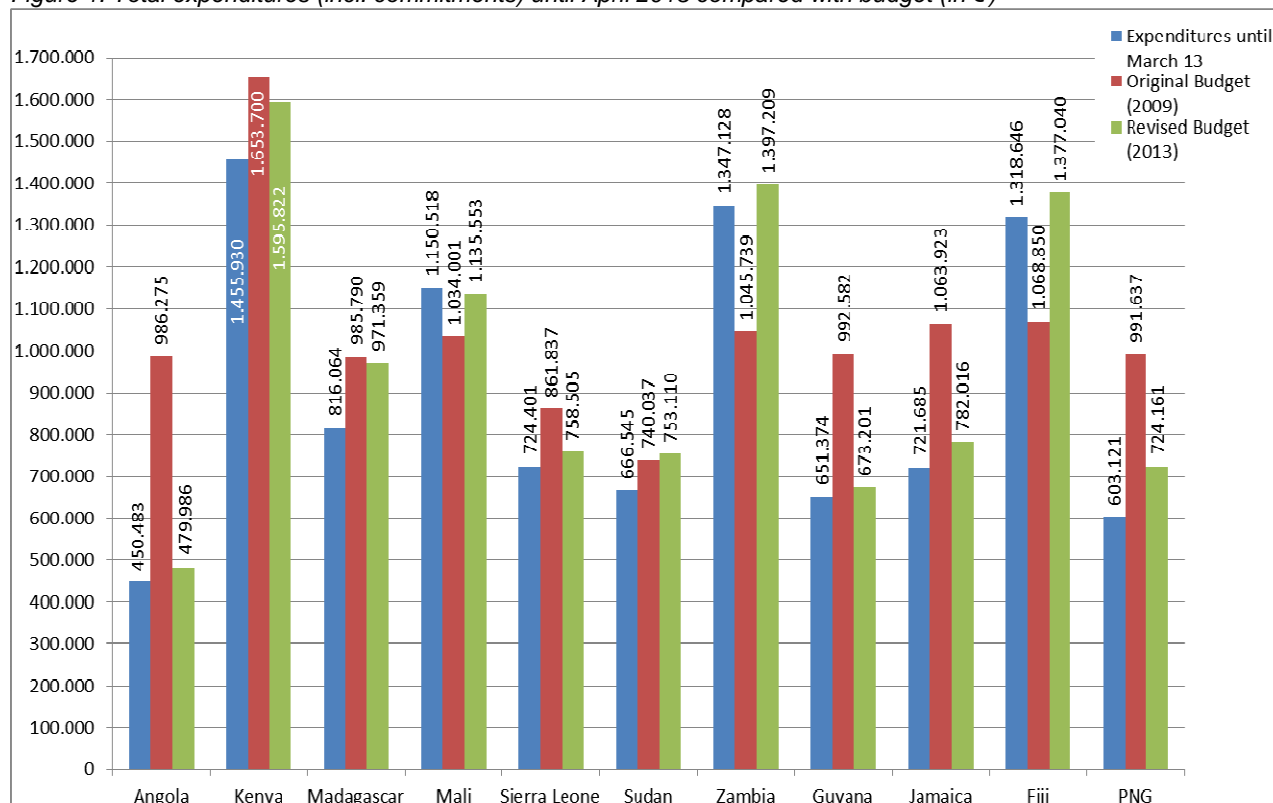
Source: Financial Statements March 2009, 2010, 2011, 2012, 2013

The expenditures and budgets show considerably variety between the different TACKLE countries. Kenya is the country with by far the highest original budget (1.653.700 Euro) and this country also shows the highest expenditures. Sudan had the lowest original budget of 740.037 Euro but in later budget revisions, low expenditures in particularly Angola, followed by Guyana and Papua New Guinea resulted in budget revisions for these three countries resulting in slightly lower budgets for PNG and Guyana and a considerably lower budget for Angola. The budget for Sudan is divided between South Sudan and Sudan, which means that in each of these two countries budgets and expenditures are amongst the lowest in the TACKLE project.

Fiji, Zambia and Mali had relatively high original budgets and in all three cases, the revised budgets were increased. This shows that TACKLE already at the start of the project anticipated considerable volumes of activities in four countries: Kenya, Zambia, Fiji and Mali. The total expenditures at the end of April 2013 in Kenya, Zambia and Fiji are above 1.3 Million Euro, roughly in the same range. Mali is the only TACKLE country where the total expenditures at the end of April 2013 were higher than the revised budget and this shows that the recuperation of activities in Mali in 2013, after the political and military crisis in 2012 has been much quicker than anticipated.

The lowest expenditures have occurred in Angola, where only 46% of the original budget was spent. There are five other countries with relatively low expenditures. In PNG only 61% of the original budget was spent, while in Guayana and Jamaica these figures were 66% and 68% respectively. The budget for Sudan was split between two countries, but the financial statements present no specific data on

exact expenditures in the two countries, but in both countries it is likely to be somewhat below the level of expenditures in Angola. In South Sudan and Sudan 90% of the original budget was spent until April 2013, which is an indicator of the fact that TACKLE's planning ambitions in Sudan and South Sudan were quite modest.

The figure below shows the yearly expenditures in all countries from March 2008 until March 2012.

Figure 2: Yearly expenditures (incl. commitments) per country March 2008-March 2012 (in €)
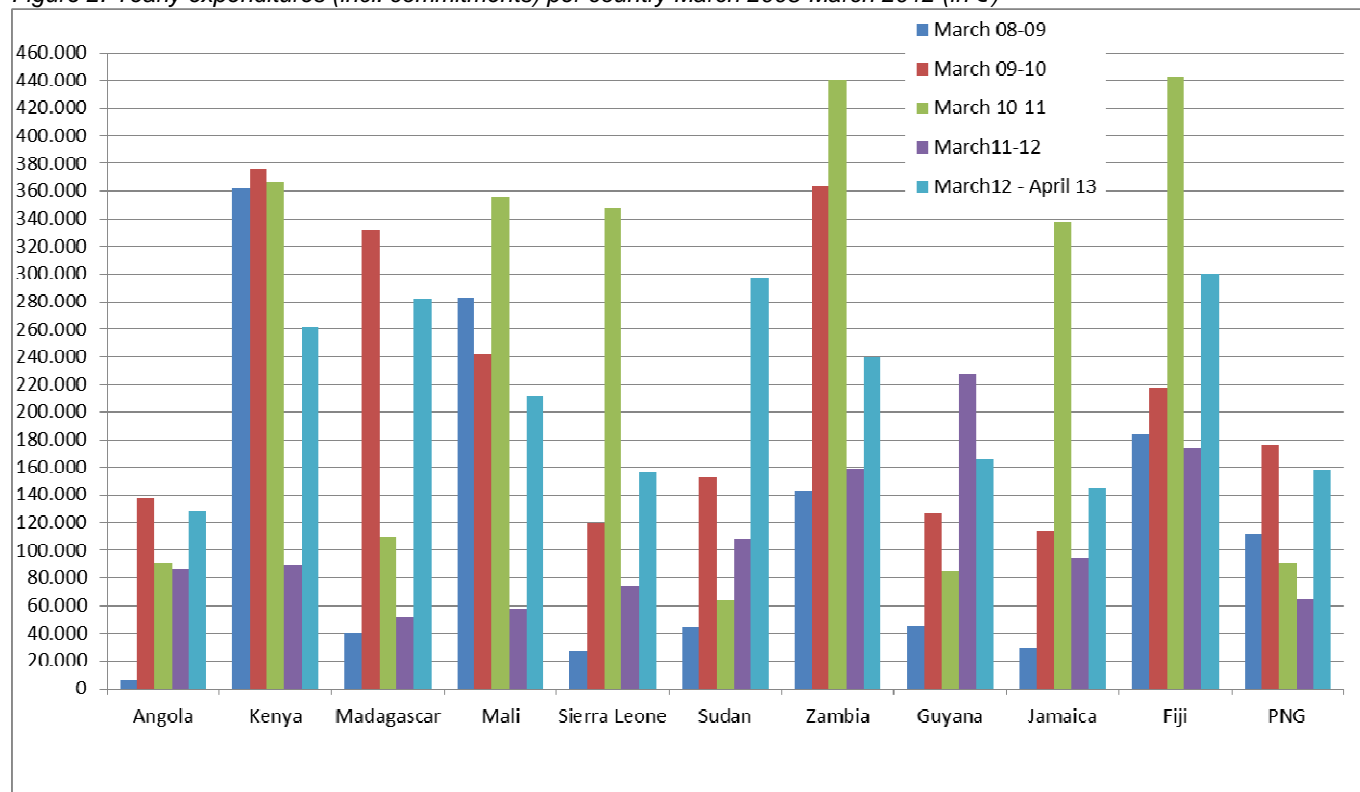
Source: Financial Statements March 2009, 2010, 2011, 2012, 2013 (still incomplete)

The figure above shows that the rhythm of expenditures is quite different in each of the TACKLE countries. We can distinguish between typical early starters, such as Kenya, Mali and in a lesser degree also Zambia and Fiji. These early starters have maintained relatively high expenditures until the end of April 2013 and are the highest spending countries in the TACKLE project.

There are also some typical late starters that in subsequent years have managed to maintain relatively high levels of expenditures, such as Guyana, Jamaica and South Sudan and Sudan.

The figure also shows the effects of the crisis in Mali, with very low expenditure rates in 2011-2012, after a period of high expenditures prior to this year. The figure also illustrates clearly that the activities in Mali in 2012-2103 have regained almost full speed.

In Madagascar we see a different pattern: in the second year of the project activities were up to full speed and high compared with many other countries, but in the third and fourth year activities stagnated and reached a very low level, to be recuperated in the final year of the project. Also PNG shows a similar pattern of stagnation of the project in the third and fourth year, followed in a lesser degree by Angola.

The figure clearly shows the rather slow start of the TACKLE project in all twelve TACKLE countries, in the first year, as was observed already in the MTR. In the next two years from March 2009 to March 2011. These two years show the highest average expenditure rates, indicating that in most of the

countries the TACKLE implementation is in full speed. The fourth year is the most volatile year in the TACKLE project: in some countries expenditures have decreased significantly and in other countries show a reversed trend of increasing expenditure rates. This suggest that in the fourth year the TACKLE management has steered the overall TACKLE project in reaching more balanced expenditure rates in all TACKLE countries. The final year, in all TACKLE countries, except Guyana, show again a significant increase of expenditures compared to the previous. This illustrates that the project-activities towards the end of the project are speeding up considerably.

At the end of April 2013, the total expenditures in all twelve TACKLE countries reached 9.905.895 Euros, which is 87% of the total original budget for country expenditures. With the revised budget for 2013, in which budgets for project management and technical advisory services were raised in relation to the activity budgets in the TACKLE countries, the overall expenditure rate is 93%. With only five more months to go until the end of the TACKLE project, this expenditure rate shows that it is likely that the TACKLE project will achieve almost or complete budget depletion at the end of August 2013.

A final analysis was done in comparing expenditures until April 2013 under each result area and under management and technical support costs. This analysis is presented in the figure below.

Figure 3: Expenditures until March 2013 compared with budget per result area (in €)
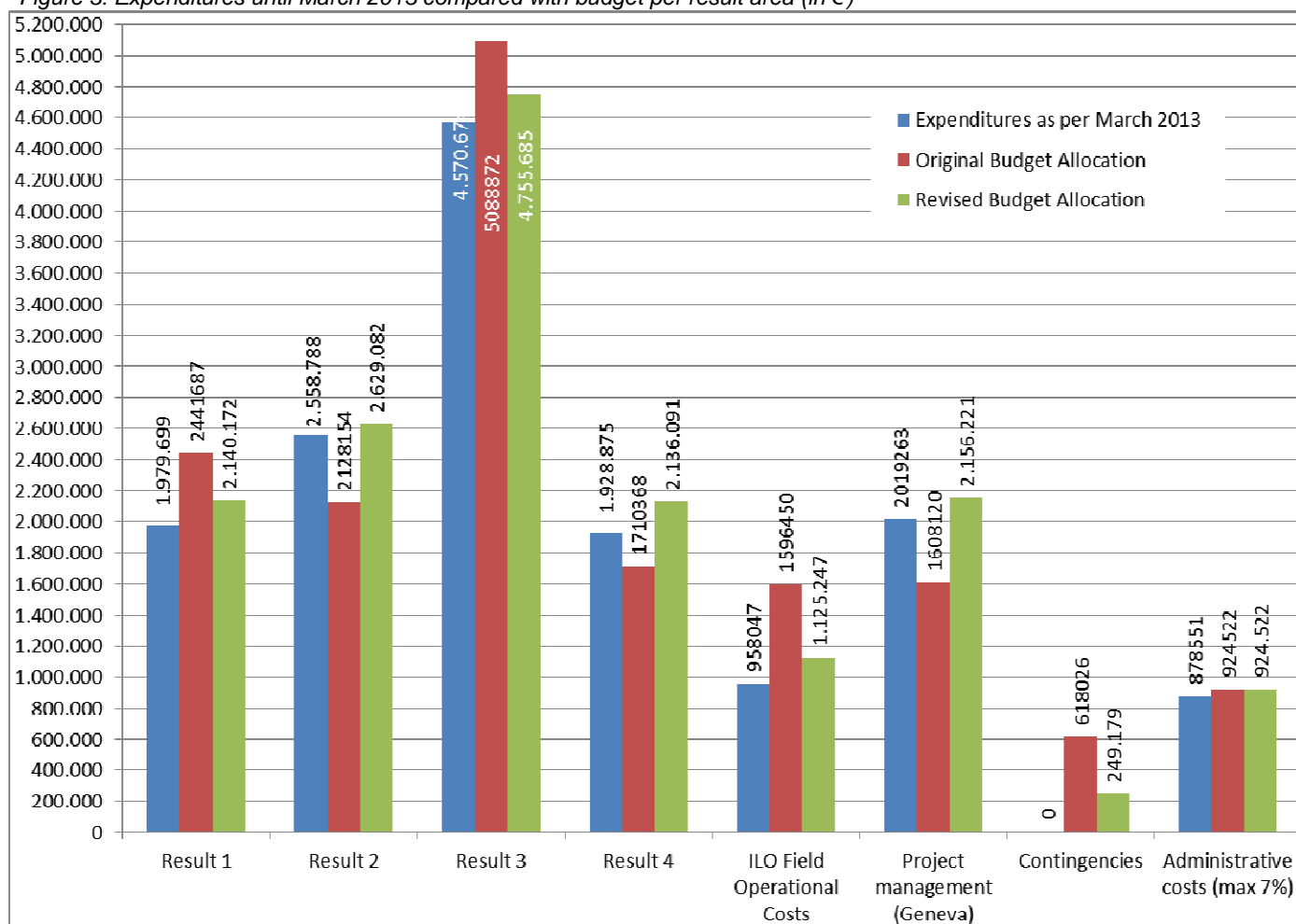
Source: Financial Statement 2013 (still incomplete)

Figure 3 illustrates how the budget for ILO field support and technical assistance decreased over the period of implementation in favour of increased budgets for central project management in Geneva. Taken together, those components show only a slight increase, which has been absorbed from the

country-level activity budgets under the result areas and from the contingency budget. Overall this analysis shows that the support and technical assistance by ILO and consultants to TACKLE projects at the country level is significantly lower than planned originally, while the central management of the project is significantly higher than was originally planned.

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3 Key Evaluation Findings

The key findings in this chapter are based on extensive desk-review of documents at the global and country level of the TACKLE project, on interviews with key actors and stakeholders at ILO, EC/ACP in Geneva and Brussels and on country reviews (interviews, site visits, multi-stakeholder meetings and other briefing meetings) in all the TACKLE countries. A detailed description of results obtained in the TACKLE project until May 2013 is provided in Annex 1. Furthermore a survey was conducted among participants of training activities in the framework of the TACKLE project at the ITC in Turin and/or in the countries itself (for the results of this survey, see Annex 2 of this Volume), an analysis is given in section 3.3.3 of this Volume. The specific evaluation findings at the country level are presented in the country review reports (Volume II) and TACKLE multi-stakeholder focus group meeting reports (Volume III) of this evaluation report.

3.1 Main Findings on the Key Result Areas of TACKLE

At the start of the project TACKLE's logical framework was revised and outputs were changed into indicators. This was done to ensure that the project plan was more aligned to both ILO's planning requirements and the logical framework format used by the EC. It was also expected to contribute to improved measurement of progress in the project against result indicators and not against planned outputs. In this revision the number of indicators was reduced from three outputs to two indicators that to a large extent correspond with the original outputs from the original plan of action. Under each of the result areas in TACKLE project similar small revisions were made, and therefore in each subsequent section both the original outputs of the description of the action as well as the new indicators in the logical framework are presented.

The new revised indicator framework has been used in all of the TACKLE project's TPRs, although the MTR reviewed progress against the original planned outputs[13]. The following sections on each of the 4 Result Areas present both the planned outputs and the revised indicators.

3.1.1. Result Area 1: on development legal frameworks and policies

The original project document contained three specific outputs/indicators under this result area:

Table 2: Planned outputs identified for Result Area 1

RESULT 1: Improved country level child labour and education legal framework exists in project countries through support to its preparation or strengthening it where it already exists.
1.1 Revise and/or assess existing legal framework or elaborate legal framework which accords with ILO Conventions Nos. 138 & 182.
1.2 Revise/assess existing legal framework to harmonise education & labour laws.
1.3 Revise and/or assess implementation mechanisms, especially on child labour inspection & child labour monitoring.

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[13] The changes in the logical framework were done at the start of the TACKLE project with the approval by the EC. Original planned outputs were changed into indicators. This translation was not one-on-one, but in general the translation in the logical framework has kept the original project design and intervention logic largely intact. This translation was done with consent and approval by the EC. The MTR has reviewed project progress against the original framework of outputs that has never been used for reporting purposes by TACKLE. It is not clear why the MTR did not review the project against the new logical framework of the project. The TPR reports contain specific references to the quantitative indicators in the logical framework. The qualitative reporting, however, occurs largely against the overall result areas and not against specific indicators. Some of the results reported are not presented under the most logical result area: for example, some legislative review actions and some action plans are presented as capacity development. The fact that reporting is not very specific for specific indicators makes a qualitative assessment of progress against specific indicators virtually impossible. This can only be done at the aggregate result level. The evaluators have proceeded to do so in this section and in Annex 1.

Source: Description of the Action: Tackling Child Labour through Education. ILO/IPEC project proposal to the EC, December 2007

The revision for this result comprised two indicators, with targets and achievements as at March 2013 shown below:

Table 3: Indicators for Result Area 1: targets and achievements (March '13)

RESULT 1: Improved country level child labour and education legal framework exists in project countries through support to its preparation or strengthening it where it already exists.	Target	Achieved March '13
1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	11	8
2. Framework for enforcement in place and operational	11	14

Source: TACKLE technical progress report FIRST MARCH 2008 _ MARCH 2009 INT0524EEC_TPR_0803-0903, May 2013 (draft)

The latest TPR shows that there is some delay in achieving the planned indicator on coherence of legal framework and at the same time the indicator for frameworks in place and operational is over-achieved.

Analysing the reporting, though, we can see that the coherence of the legal frameworks is achieved in only 5 countries, while the enforcement indicator is achieved in 8 countries and in 2 cases is unknown.

This assessment in the TPR does not concur with the findings of the evaluation team in the country reviews. The evaluators observed that in most countries progress has been made in establishing legal frameworks. In the latest project year, this is particularly evident in the preparation and finalisation of the lists of hazardous work in 8 TACKLE countries. The overachievement in enforcement of legislation is questioned because in many countries stakeholders observe that it is particularly in implementation and enforcement where efforts to tackle child labour still face constraints.

A specific development and initiative to work on legal framework that is identified in the latest TPR and confirmed by interviews, concerns the issue of trafficking, which is identified in Sierra Leone, Fiji and Guyana. It was also confirmed as a priority issue at the regional level by the regional ILO offices in Fiji and Port of Spain.

In the TPR and also in the interviews it is indicated that there are challenges related to the education policies and systems in TACKLE countries, but that working on legal reforms in this sector is beyond the mandate of ILO only; other organisations are involved in this sector, such as UNESCO and UNICEF. The challenges in educational reform are often huge and require coordinated efforts of different partners. ILO does have a clear role in influencing, mobilising or encouraging education reforms to consider labour issues, including child labour, and some forms of education reform such as vocational training and linking TVET to demands of the labour market. The TACKLE project did not intensively explore further linkages and cooperation to address the more structural challenges in the education sector.

With respect to mechanisms and institutions for implementation and enforcement, the TPR and stakeholders in the country reviews report that sustainability in implementation of legal frameworks still remains a challenge.

In the table below, the evaluators present a summary of the main results obtained under this first result area. The evaluators have attempted to identify the most critical/important achievements obtained in the second half of the TACKLE project (because during the MTR as similar assessment was already made on the first half of the TACKLE project). Their findings are summarised as one of three levels of progress and results against plans: insufficient, sufficient, or good. For a complete overview of all main results under all result areas of TACKLE, see Annex 1.

Table 4: Main results under Result Area 1 and each evaluator's assessment of progress since MTR 2011

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Country	Summary of Main Results	Evaluator's assessment of progress
Angola	• Comparative study on compliance of national laws with ILO conventions and results of study disseminated • National laws are in line with ILO conventions, recommendations and other international treaties[14]. The project lobbied and influenced government to develop a law on prohibited worst forms of child labour that has been passed in 2010 (Executive Decree No. 171/10)	Insufficient
Fiji	• Child labour legislation and monitoring system is being enforced by the Ministry of Labour Child Labour Unit • Drafting of Child Protection Focal Points by all schools involved • Drafting of Child Protection Policies by schools that included monitoring of children at risk of engaging in child labour	Good
Guyana	• A child labour hazardous work list elaborated, currently before the tripartite committee	Insufficient
Jamaica	• Review of national labour laws to determine compliance with and enforcement of ILO Conventions Nos.138 and 182 • Ministry of Labour and Social Services reviewed labour inspectorate regulations that accompany the Draft OSH Act • Child Labour manual for legal professionals (judges, magistrates, lawyers/ court clerks and other support staff) developed to first draft – thought to be more useful to have a guide for court system, so ToR amended to include this, HQ is overseeing this activity to align and harmonise with ILO Conventions	Sufficient
Kenya	• Review of progress in implementation of the National Action Plan on elimination of child labour • Operationalisation of the policy on non-formal education with Ministry of Education • Published the National Action Plan (NAP) against Sexual Exploitation of Children (SEC) • 'National Children Database'' by the National Council for Children Services and the data collection tool developed by the MoL	Good
Madagascar	• Pre-testing of the application of child labour laws by the magistrates and labour inspectors (April 2013) • Reactivation/strengthening of the National Child Labour Committee and set up /strengthening of 3 new regional committees based on National Action Plan against Child Labour that was already in place prior to the TACKLE project • Workshop for improving enforcement of child labour related laws for judges and labour inspectors: recommendations and 74 Labour Inspectors trained	Sufficient
Mali	• Harmonisation of hazardous work list, validated by MoL in 2009 • Plan of Action for the Elimination of Child Labour (PANETEM, 2011-2020) adopted by the Council of Ministers • Consideration of child labour in Strategic Framework for Growth and Reduction of Poverty (2012-2017) and in UNDAF (2012-013). • Support for harmonization article L187 Labour Law with ILO Convention N°138 • Support for elaboration of a law against human trafficking, currently under discussion at National Assembly	Good
Papua New Guinea	• Employment Act is being reformed and draft version is in line with ILO Conventions 138 and 182.	Insufficient
Sierra Leone	• ILO Child Labour Conventions 138 (Minimum Age) and 182 (Worst Forms of child labour) were ratified • A National Action Plan (NAP) against worst forms of child labour developed and expected to mainstreamed in all sector plans after finalisation	Good
South Sudan	• Ratification of ILO Conventions 138 and 182 in 2012 and setting the minimum age of entry into employment at 14 years	Sufficient
Sudan	• Comprehensive review of all legislations relevant to child labour has been conducted	Insufficient

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[14] However, the TACKLE project was not directly involved in these reforms, and the signing of conventions 138 and 182, occurred already in 2011.

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Country	Summary of Main Results	Evaluator's assessment of progress
	• Hazardous work list was developed	
Zambia	• Integrated child labour elimination activities in Zambia Decent Work Country Programme (2012-2015) • Research conducted on 'Towards ending child labour in Zambia' • Preparation of a Statutory Instrument of HCL	**Good**

Source: TACKLE TPRs 2009-2013, country evaluation reviews, ILO/IPEC project milestones (document prepared by the CTA for the evaluators, May 2013) and multi-stakeholder meeting reports

Each evaluator's assessment concerns whether progress and results were insufficient, sufficient or good against the planned results, and taking contextual factors into account. Therefore the scores do not directly provide a comparison between the different TACKLE countries. Where the main results and achievements refer more to outcomes than to activities and outputs, this has been valued in the assessment of the evaluation. Difficult situations in post-conflict and conflict countries and political instability have been taken into account in assessing project progress in specific countries.

With respect to the first result area we can observe that Fiji, Kenya, Mali, Sierra Leone and Zambia have done well under this result area, while Angola, Guyana, PNG and Sudan have been underperforming.

3.1.2. Result Area 2: on capacity development

The original project document contained seven specific outputs/indicators under this result area:

Table 5: Planned outputs identified for Result Area 2

RESULT 2: Strengthened institutional capacity leading to improved ability to formulate and implement child labour strategies.
2.1 Strengthen or develop capacity of Ministry of Education to produce education policies & programmes.
2.2 Strengthen or develop capacity of MoE to produce curriculum & education methodologies in both formal & informal sector.
2.3 Assess & strengthen monitoring of school-based attendance.
2.4 Strengthen units in Ministry of Labour to enable them to develop child labour strategies
2.5 Support MoL to build capacity to introduce, operationalise & enforce new legislation & to integrate child labour & education in national plans.
2.6 Build technical capacity of Nat. Statistics Office to ensure that information on child labour is gathered as part of national education data collection efforts.
2.7 Strengthen capacity of key social partners to enable them to take part in policy dialogue, practice in their own organisations, & in implementations of strategies.

Source: Description of the Action: Tackling Child Labour through Education. ILO/IPEC project proposal to the EC, December 2007

In revised logical framework the seven outputs were replaced by five indicators; the targets and reported achievements are shown below:

Table 6: Indicators for Result Area 2: targets and achievements (March '13)

RESULT 2: Strengthened institutional capacity leading to improved ability to formulate and implement child labour strategies.	Target	Achieved March '13
3. Ministries of labour and education, social partners and civil society organizations formulate and implement actions to combat child labour	61	130
4. Number of policies, programmes or plans that incorporate child labour concerns established or revised by Ministries of Education and Labour, municipalities or others	31	22
5. Number of schools seeking to identify children at risk of dropping out and means to keep them in school	151	417

6. Number of schools using new curricula/methodology to improve the learning environment	108	132
7. Action taken to develop/improve non formal education	17	25

Source: TACKLE technical progress report FIRST MARCH 2008 _ MARCH 2009 INT0524EEC_TPR_0803-0903, May 2013 (draft)

The quantitative monitoring table shows that on most indicators TACKLE has been producing more results than anticipated. This is particularly related to the number of schools that have been reached by the project and that are actively involved in targeting children at risk to drop out from schools. This finding is in line with what the evaluators have found during the country reviews. The outreach of the project is broad and many schools participate in the project, most of them through action programmes that are actually under Result Area 3, but in the framework of action programmes a considerable amount of investment is made in capacity development of implementing and participating partners.

A slight under-performance is reported under indicator 4 that addresses the development and implementation of policies and plans to address child labour by the Ministries of Education and Labour. This has also been observed by the evaluators. Many of the issues and challenges faced by the TACKLE project are linked with major challenges in the education systems and in educational policies. The schools and teachers tackling child labour are now supported through the TACKLE project, but within the educational system the continued involvement of schools and teachers is not yet secured.

The results reported under indicators 6 and 7 are not fully recognised by the evaluators during their country reviews. Although efforts have certainly been made to integrate child labour issues in curricula and to develop and expand relevant non formal education, the evaluators have seen activities that were addressing these issues, but not in all cases formal and structural adoption of these elements in the supply of educational services in several TACKLE countries. Offering NFE to children withdrawn from or prevented from undertaking hazardous labour is an alternative proposed by TACKLE and it is not a task for the project itself to set up NFE classes. Some Ministries of Education are ready to accept this approach and some show reluctance as NFE is not meant to be an alternative for formal education or a parallel system. Also offering NFE either as part of the formal education system or as a stand-alone alternative has extra budgetary implications and this explains the hesitancy of education ministries to introduce NFE by modifying the formal education curriculum and running classes. However in some of TACKLE countries we can see more involvement of the Ministries of Education in NFE in TACKLE: In Kenya and Fiji clear activities and results were observed during the country reviews. Also in Madagascar, Mali, Sierra Leone and Zambia activities were conducted and results obtained in the area of formal education reforms and teacher training.

The evaluators note that the repertoire of capacity development remains limited mostly to training and workshops and sometimes participation in international conferences. In some case technical assistance in the development of policies, plans and setting up of institutions is mentioned, such as the preparation of national action plans on tackling child labour, integrating child labour in development and poverty reduction strategies.

The indicators and activities under this result area are not always clearly separated from other result areas. On the one hand there is overlap with Result Area 1, because indicators 3 and 4 refer to the development of policies and plans. On the other hand there is an overlap with Result Area 3, particularly indicator 5, which is an integral element of a great number of action programmes that are supported under Result Area 3.

The table below shows a selection of the main results and achievements under Result Area 2 in the 12 TACKLE countries. Please note that this is only a selection; for a complete overview the reader is referred to Annex 1.

Table 7: Main results under Result Area 2 and each evaluator's assessment of progress, since MTR 2011

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Country	Summary of Main Results	Evaluator's assessment of progress
Angola	• National Seminar on Child Labour, organized by the Ministry of Labour • Workers and employers training workshop organized by the UNTA and CCIA • International Workshop on Child Labour in the Community of Portuguese Language Countries • Training on child labour for members of UNTA-CS	**Sufficient**
Fiji	• Ministries of Labour and Education work together to undertake school based survey to find out about in-school children who are also working and develop strategies to minimise risk of dropping out • 10 Ministry of Education officers and 100 teachers trained to identify children at risk of dropping out and develop plans to address the issues. • Ministry of Education signs MoUA with ILO to integrate Know about Business programme into schools in 2013. SYOB pilot tested in 10 schools in 2011 and rolled out in 2012 • NFE curriculum and bridging programme piloted for out-of-school children in child labour through TACKLE-funded AP • Fiji Commerce and Employers' Federation is developing a code of conduct for its members and aims to follow the example of ACCOR group of hotels which bans children in commercial sex.	**Good**
Guyana	• Training has taken place at the local level for the benefit of 185 trade unionists • 6 Schools have been targeting in training • Members of the Inspectorate Unit of the MOL and the Men's Affairs Bureau were trained on Child Labour issues	**Sufficient**
Jamaica	• Comprehensive capacity building programme was conducted with the Jamaica Confederation of Trade Unions • Poor Relief Department addressed child labour in corporate plan and reviewed scope of work for outreach officers • Training in policy development at Turin Centre (Ministry of Labour and Social Security legal officer) 2011 • 31 Sports coaches and guidance councillors sensitized to child labour and trained in the use of the SCREAM tool which was used with children in inner city communities 2010 community initiative, established football league-coincided with World Cup, 2013 • 140 training staff of JCF sensitized to child labour using curriculum developed for the JCF by TACKLE Jamaica in May 2013	**Sufficient**
Kenya	• 15 teachers and 3 education officials were trained on how to handle children rescued from child labour • 5 non-formal schools targeted through the training of school management committee members on management of government grants on education • 7 schools identified children at risk through FKE's AP. • Teachers at 15 schools were trained by KIE through HOPE WWK's APPolicy on Alternative Provision of Basic Education and Training (APBET) launched in 2011, implementation strategy finalized in July 2012, through MoE • 'National Children Database'for the National Council for Children Services and the data collection tool developed by the MoL	**Good**
Madagascar	• National Workshop on Child Labour and Education held in March 2013 to mainstream child labour concerns into the national education policy and strategies • Training of 91 trade unions: work plan drafted and implemented in Diana region • Training of 74 Labour Inspectors: work plans drafted • Training of journalists on child labour issues • Data on child labour integrated in current national employment surveys and National Statistics officers trained	**Sufficient**
Mali	After interruption of activities in 2012, activities have now picked up again: • Labour Inspectors training organized in April 2013 • Training workshop for teachers' union organized in April 2013. • Workshop for the NSC members (April 2013) with 140 teachers from 20 schools, trained on child labour in collaboration with teachers' union.	**Sufficient**
Papua New	• TACKLE supported the participation of four members of the Department of	**Insufficient**

Country	Summary of Main Results	Evaluator's assessment of progress
Guinea	Education from PNG in the mational workshop on the formulation of the Fiji National Action Plan (NAP) on child labour, including trafficking	
Sierra Leone	• Representatives of MoL, Employers' Federation and Labour Congress trained on Labour Dimension of Trafficking in Children (ITC/Turin) • Participation in workshop on "Mainstreaming Child Labour into Education Policies" in Lusaka (TACKLE project officerand 2 representatives from the MoE) • Ran training workshop on mainstreaming child labour concerns into education sector plans, with MoE, in view of 2013-2017 Education Sector Plan • Training with stakeholders on International Labour Standards Reporting • Training of Labour Inspectors	Sufficient
South Sudan	• Three regional consultative workshops on hazardous work of children with States' governors and the public were done in Juba, Wau and Malakal • National Workshop on Child Labour and Education has been organized in collaboration with the Ministry of Education to mainstream child labour into national education policies and strategies.	Sufficient
Sudan	• Five members of the Sudan National Steering Committee on Child Labour held a study visit to counter parts in Morocco, aimed at sharing good practices. • Forty Labour Inspectors participated in a 5 day TACKLE training • A consultant was recruited to draft a background document to guide the writing of a national policy on child labour, an action programme and budget estimates for operationalising the policy, involving government, NGOs, trade union and employers. A retreat is planned in June 2013.	Sufficient
Zambia	• TACKLE Zambia participated and co-facilitated an IPEC 'Towards the Elimination of Child Labour (TECLII)' training workshop • Facilitation of SIMPOC in planning activities for the 2012 Zambia Labour Force Survey, this led to the development of a child labour module • TACKLE supported the setting up of a Consortium of Organisations working on child labour with the preparation of partnership documents • Worked with the 2 trained resource persons from Ministry of Education, Science and Vocational Training in organising an in-country mainstreaming workshop • •	Good

Source: TACKLE TPRs 2009-2013, country evaluation reviews and multi-stakeholder reports

According to the evaluators' assessments, three countries (Fiji, Kenya and Zambia) have realised many activities and results under this result area, while most other countries are more or less on track. Only one country, PNG, shows only a few activities and results which fall short of its plans.

A separate sub-section on the results of the international training courses supported by TACKLE will be added to this section in the final draft versions, once more results of the survey among ex-participants are available (at present the response rate to the survey is still too low). For provisional responses to the survey, see Annex 2.

3.1.3. Result Area 3: on actions to combat child labour

The original project document contained five specific outputs/indicators under this result area:

Table 8: Planned outputs identified for Result Area 3

RESULT 3: Targeted actions to combat child labour designed and implemented to develop effective demonstration models
3.1. Develop formal education and training interventions aiming at withdrawing children from child labour developed.
3.2. Develop formal education and training interventions aiming at preventing children from entering child labour.
3.3.Develop non-formal education programmes for out of schoolchildren involved in child labour
3.4. Develop skills training programmes targeted at older children involved in or at risk of being

involved in child labour
3.5. Develop programmes to meet needs of particularly disadvantaged children.

Source: Description of the Action: Tackling Child Labour through Education. ILO/IPEC project proposal to the EC, December 2007

The revised logical framework had five indicators, and is shown here with their targets and reported achievements as at March 2013:

Table 9: Indicators for Result Area 3: targets and achievements (March '13)

RESULT 3: Targeted actions to combat child labour designed and implemented to develop effective demonstration models	**Target**	**Achieved March '13**
8. Number of child labourers **withdrawn** through educational support or training opportunities.	5,750	6,707
9. Number of children at risk of becoming child **labourers prevented** through the provision of educational support or training opportunities.	8,975	10,395
10. % children **withdrawn** who complete education or training opportunities.	90%	
11. % children **prevented** who complete educational or training opportunities.	95%	
12. Models/strategies of Target 11 intervention are replicated in some form beyond the project or promoted for replication.	11	30

Source: TACKLE technical progress report FIRST MARCH 2008 _ MARCH 2009 INT0524EEC_TPR_0803-0903, May 2013 (draft)

According to the TPR the TACKLE project action programmes are reaching out to a larger number of child labourers and children at risk of becoming child labourers than was originally planned. The data on beneficiaries are generated by the Direct Beneficiary Monitoring and Reporting (DBMR) system of IPEC that is used for monitoring beneficiaries in all Action Programmes. Findings of the evaluation team during the country reviews confirm that many children are directly reached by the TACKLE Action Programme activities. But the country reviews found that the reporting relates to the number of participants in training activities, coaching or mentoring trajectories and receiving material or financial support at the activity and output level. This is different from reporting the number at the outcome level, meaning that these children are structurally withdrawn or prevented from child labour (as is stated in indicators 8 and 9). In fact the findings of the evaluation team during the country reviews indicate that due to lack of sustainability and exit strategies in many of the direct action programmes, the continuation of the provision of support is threatened and as a result children's retention rates might drop after the project and children might return to child labour. Implementing partners and other stakeholders express a clear concern on this aspect. As the numbers presented in the TPR reflect output level data, these numbers in relation to the indicators that state withdrawn and prevented children from child labour, seem inflated.

On number of children withdrawn/prevented from child labour, no aggregated data are presented, although on some specific countries data are presented. Some of these data also refer to baseline assessments. In most cases these data are obtained through rapid assessment, because full scale child labour surveys are expensive and they require time for their completion and analysis. In some countries the rapid assessments were carried out to determine the approximate number of potential beneficiaries and their needs in order to develop action programs to cater for their needs. Due to capacity constraints or political sensitivities in some countries partners relied on estimates, or data available from other sources (in some cases quite outdated) without waiting for rapid assessments to be carried out. No such rapid assessments nor full scale researches were carried out later in the TACKLE project to measure effects of the TACKLE action programmes.

Indicators 10 and 11 concern the proportion of children withdrawn or prevented who complete training opportunities. The impression of the evaluators is that in many cases these two indicators are not measured at all. This is logical in that for many of the children their completion of education or training would only happen after the end of the TACKLE project. Furthermore, the target proportions of 90% and 95% seem too optimistic.

The final target on replication and rolling out of models and strategies from the TACKLE project is exceeded by a factor of three. Although the evaluators cannot confirm that this replication effect of the TACKLE project has happened to this extent, during the country reviews ample evidence of replication effects can be seen, although these are not limited to indicator 11 only but refer more to models in action programmes in general. Some of the replication has also occurred in the framework of the project itself.

During the interviews in the country reviews, the evaluators have noted that many action plans under Result Area 3 have suffered significant delays, sometimes more than a year. Others have been interrupted because of monitoring and control requirements by ILO. Therefore in general the delays in realisation of the action programmes have caused problems in meeting targets and planning. The main reasons for the delays are twofold:
- Weak capacities among implementing partners to formulate project proposals and to comply with administrative and monitoring requirements of ILO
- Sometimes slow and rather bureaucratic procedures of ILO to clear action programmes and to proceed to transfer recourses.

The table below shows a selection of the main results and achievements under Result Area 3 in the 12 TACKLE countries. Please note that this is only a selection; for a complete overview the reader is referred to Annex 1.

Table 10: Main results under Result Area 3 and each evaluator's assessment of progress since MTR 2011

Country	Summary of Main Results	Evaluator's assessment of progress
Angola	• No action programmes implemented, but a first action programme was started in the final year of TACKLE by the Kandengues Unidos	**Insufficient**
Fiji	• Fiji Trades Union Congress launched AP targeting 15 schools through preventive and institutional strengthening strategies • AP with Save the Children targeting 12 schools for development of child protection policies and school-based child labour monitoring committees • AP with CLU in Ministry of Labour to withdraw children from child labour • AP with PCN to withdraw children from child labour and support in school retention • Employers organisations have designed an Adopt a Child programme, adapting a child labour guidebook from ILO ACTEMP for employers	**Good**
Guyana	• 3 schools have been targeted by the Ministry of Labour and 5 in the AP implemented by the Ministry of Education. These action programmes target 3,500 children and 460 respectively. • Rapid Assessments have been conducted (results still under review): the informal sector (4 towns were targeted and the implementing agency was the LMIS, Ministry of Labour); in the commercial sector, agriculture and domestic labour (two rural communities were targeted); also gold mining, logging and agriculture (targeting the riverine and hinterland areas of one region) • AP with Trade Union head offices for awareness raising of staff and members	**Good**
Jamaica	• RISE Life Management is working with 6 schools in three inner city communities in Kingston. • Children First is working with 10 schools in 4 parishes • Jamaica Employers Federation undertook a five day summer camp for 30 child labours exposing them to various skills required for successful entry into the formal sector upon leaving school. The summer camp resulted in a lasting relationship between a charity that works to removal child labours, the JEF and the Jamaica Constabulary Force. The group continues to collaborate in the support of the children that participated in the summer camp	**Sufficient**
Kenya	• Model of IGAs developed by FKE • Adopt a School strategy developed (FKE) • Model of alternative schools among Pastoral Communities developed at Samburu (Nainyoiye Community Development Organisation)	**Good**
Madagascar	• 48 schools benefited from AP to identify children at risk; 290 teachers trained. 1847 children prevented, 1985 withdrawn; 870 parents supported with IGA.	**Good**

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Country	Summary of Main Results	Evaluator's assessment of progress
	• 2 work plans were developed: the fight against child labour in the vanilla sector in Sava region, and the fight against the commercial sexual exploitation of children in the District of Nosy Be • 5 APs targeting schools are implemented by national partners such as Aide et Action and Stop AIDS	
Mali	• An Action Programme for education of children at risk or working in the area of agro-forestry in the pastoral region of Segou • A mini-program on prevention against child labour and school dropout through psychosocial support for displaced children • Part of the benefit from IGAs supported by APs has been used to cover educational expenses of most vulnerable families, with involvement of School Management Committees and Parent Teachers Association	**Sufficient**
Papua New Guinea	• Action programme on withdrawing 100 children from the worst forms of child labour has started in Port Moresby • Both the YWCA and Mercy have attempted to withdraw children particularly from the street and put them to schools but need collaboration and partnership with the Education Department to identify the schools and to sustain the continuity of the education of these children	**Insufficient**
Sierra Leone	• Action programme implemented by the International Rescue Committee targeted more than 1,000 children for withdrawal and prevention from child labour as well as educational support to these children • 600 children's families were trained in business skills and agriculture for income generating activities	**Sufficient**
South Sudan	• Mini-AP for direct support to retain in primary school/withdraw 40 children (20 boys, 20 girls) working in the streets, subject to commercial sexual exploitation • AP implemented by local NGO Care for Children and Old Aged in South Sudan in Jonglei State	**Insufficient**
Sudan	• A mini-AP by SABAH Association supported 20 children withdrawn from streets and domestic work, and their 20 families supported to develop alternative sources of income, linked to Zakat chamber. • CDF carried out a mini AP on child labour targeting withdrawal and rehabilitation of 30 children working in the fishing industry	**Insufficient**
Zambia	• High percentage of participation of children both withdrawn and prevented from child labour. A report on actual completion rates will be compiled when the DBMR databases from the partners are completed. • Around 800 households were supported with economic empowerment initiatives to further support prevention and withdrawal efforts (including use of GET Ahead training package). • Four Action programmes running at different intervals successfully implemented.	**Good**

Source: TACKLE TPRs 2009-2013, country evaluation reviews and multi-stakeholder reports

Five countries have struggled considerably with getting their action programmes on the road. In Angola none have taken off in the duration of the TACKLE project. In Sudan and South Sudan, Action programmes have remained on a very small scale in the form of mini action programmes. In Papua New Guinea only one action programme has taken of. A group of five countries, Fiji, Guyana, Kenya, Madagascar and Zambia have made a lot of progress in the realisation of action during the final stage of the TACKLE project.

3.1.4. Result Area 4: on dissemination and lobby and advocacy

The original project document contained five specific outputs under this result area:

Table 11: Planned outputs identified for Result Area 4

RESULT 4: Enhanced knowledge base and networks on child labour and education through improved advocacy and dissemination of good practices.
4.1. Support activities to develop knowledge base and strengthen networks on child labour-education issues

4.2. Support mechanisms for knowledge generated through the project
4.3. Support relevant problem-oriented research on the innovative aspects of the project
4.4. Support, activities aiming at mobilising social partners and civil society, with the aim of building their role within the national dialogue and advocacy on education
4.5. Support activities aiming at awareness raising among the target groups on issues related to child labour, and laws as applicable to their situation

Source: Description of the Action: Tackling Child Labour through Education. ILO/IPEC project proposal to the EC, December 2007

The revised logical framework had five indicators, with targets and achievements (at at March 2013) as follows:

Table 12: Indicators for Result Area 4: targets and achievements (March '13)

RESULT 4: Enhanced knowledge base and networks on child labour and education through improved advocacy and dissemination of good practices.	**Target**	**Achieved March '13**
13. The knowledge related activities, including action-oriented research, result in discussion and debate on the correlation of child labour and education	45	77
14. The enhanced knowledge leads to policy or programme decisions		12
15. The research reports/discussions lead to further investigation/reports	12	11
16. The various countries and regions within the same countries become aware of experiences, particularly good practices, from elsewhere through strengthened networks.		35
17. Evidence of work on networking and mainstreaming of child labour and education issues as part of the networks		34

Source: TACKLE technical progress report FIRST MARCH 2008 _ MARCH 2009 INT0524EEC_TPR_0803-0903, May 2013 (draft)

The latest TPR shows that most of the results anticipated under this result area were exceeding target-indicators and this is confirmed by the evaluators' country reviews. The evaluators have seen ample evidence of researches and publications of project experiences that have been shared. Some of them are still being prepared and the number of activities and results is likely to further increase.

The table below shows a selection of the main results and achievements under Result Area 4 in the 12 TACKLE countries. Please note that this is only a selection; for a complete overview the reader is referred to Annex 1.

Table 13: Main results under Result Area 4 and evaluator's assessment of progress since MTR 2011

Country	Summary of Main Results	Evaluator's assessment of progress
Angola	• Field activities were conducted to celebrate the World Day Against Child Labour (WDACL) by local partners since 2010. The event in 2012 was marked by a TV debate on child labour that was broadcasted nationally by the TV channel Zimbo. Representatives of TACKLE, the Ministry of Education (MED), MAPTSS, the Angolan National Children Institute (INAC), and the Kandengues Unidos NGO participated to the debate. • A National Sub commission on combating child labour is operational and functioning	**Insufficient**
Fiji	• 10 good practice stories are documented for their innovative models and approaches • Post Graduate Course on Child Labour developed by the University of the South Pacific • Child labour research and awareness raising supported through TACKLE in Tuvalu, Kiribati and PNG • Strengthened the role of the Child Labour Committee and expanded the concept of developing Media Child Labour Champions to other media through a training of media child labour focal points.	**Good**

Country	Summary of Main Results	Evaluator's assessment of progress
Guyana	• At least 12 activities were run around WDACL. These included a competition among secondary schools, which was preceded with the discussions among students, school debates, public discussions and articles in the print media. The school rallies captured much attention, carried in the print and electronic media. • The Ministry of Labour, Human Services and Social Security organized a Symposium on Child Labour	**Good**
Jamaica	• National stakeholders commemorated WDACL in 2011 and 2012. The 2011 activities included a three week long public education campaign in the media supported by 8 local celebrities, culminating with a radio address from the Prime Minster and Leader of the Opposition • Knowledge, Attitude, Practice and Behaviour survey was undertaken in 30 schools national wide. The data will be used to develop a module on child labour for inclusion in the national education system. • Knowledge, Attitude, Practice and Behaviour survey undertaken with the Jamaica Constabulary Force. The results of the research have been used to design a training programme on child labour for the police force in 2011	**Sufficient**
Kenya	• A debate through stakeholders validation of NAP review report • Kenyan participants participated in the child labour and education workshops in Lusaka to share experiences with neighbouring countries • TACKLE Kenya NPC participation in South Sudan DWCP workshop and Sierra Leone mainstreaming child labour in education sector plan workshop • TACKLE Kenya active participation in the Round Table Forum chaired by Ministry of Labour • Proposed joint UNICEF, ILO, UNESCO analysis of data on out of school children	**Good**
Madagascar	• The result of the study on child labour in the vanilla sector has been disseminated and has led to a discussion to come up with an action programme to eliminate child labour in the sector • Participation of MoL and MoE participants from Mali in the TACKLE project; • Radio broadcasting on child labour issues with the implementation agencies	**Sufficient**
Mali	• Keeping several exchanges in cluster meetings of Protection and Education on the impact of the crisis on the worsening situation of child labour • UNICEF's study on CSR activities has opened a discussion to establish more coordinated CSR activities by private companies • Participation in development and validation of the ToR for a research on the impact of the crisis on education and child labour (with World Bank) • Participation of MoL and MoE participants from Mali in the national workshop on child labour and education to share their experiences • Follow up of the bilateral agreements on trans-border human trafficking between Mali and Guinea, and Mali and Burkina Faso	**Good**
Papua New Guinea	• Child Labour Research reports sent to US Library of Congress on request for storage in archives and distribution to Libraries in the United State • TACKLE contributed to the PNG National Action Plan to combat Trafficking in Persons through participation on trafficking group and training of Ministry of Justice representatives at a trafficking training in Suva • Stakeholder partners and communities are beginning to realise not only the importance of the TACKLE project but the issue of child labour in a country where child labour may not be considered seriously.	**Sufficient**
Sierra Leone	• The project is currently supporting a National Child Labour Survey (the first in Sierra Leone). That data is already collected, is now being analysed • Support to Future for Children Sierra Leone (local NGO) for awareness raising on child labour in the Northern Province where gold mining and agriculture is preventing children from attending school. • Support to the Freetown City Council to carry out sensitization on the contents of the Freetown City Council By-laws against Child Employment; • Support to the Employers' Federation to carry out a sensitization against hazardous employment of children through a workshop for employers • Participation in the Child Labour Free Zone conference in Uganda	**Good**

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Country	Summary of Main Results	Evaluator's assessment of progress
South Sudan	• Understanding Children's Work (UCW) report on labour markets in South Sudan was launched during the WDACL in 2012, containing valuable statistical data on child labour • A study on child labour and education among pastoralist communities is being conducted in 2013	**Insufficient**
Sudan	• The project has supported awareness creation among both policy makers and the public through the celebration of the WDACL since 2011 • In 2012, the WDACL was commemorated in Khartoum and in 15 other States; • Participation in the Child Labour Free Zone conference in Uganda • A tentative ToR for SCREAM workshop was developed	**Insufficient**
Zambia	• Support to MLYS and MLSS for WDACL commemoration; 5 district and one national WDACL commemoration events which generated public discussions and debates in schools; 1 discussion following the presentation of the UCW study draft report. • Draft Z-DWCP (2012-2015) inputs on child labour; UNDAF 2012 work plan on education incorporating out-of-school children and child labour concerns; inclusion of a child labour module in the 2012 LFS planning • Incorporating UNDAF 2013 work plan on education including out-of-school children and child labour concerns • The initiative on GET Ahead training was introduced by the African Regional Coordinator and the WEDGE Programme Officer • The "Be the Change' kit was used from the experience of TACKLE and introduced to a group of partners from the employers' representatives for matters of forced labour • Participation in the Child Labour Free Zone conference in Uganda	**Good**

Source: TACKLE TPRs 2009-2013, country evaluation reviews and multi-stakeholder reports

The countries that have been most active in documenting and sharing lessons in the TACKLE project are Fiji, Guyana, Kenya, Mali, Sierra Leone and Zambia. The countries that did not show many initiatives under this result are Angola, Jamaica, South Sudan and Sudan.

3.1.5. Summary and conclusion

Through combining the assessment ratings of the performance of the different countries in the TACKLE project under all four result areas, the evaluation team has elaborated an overall summary assessment of the overall performance of the different TACKLE countries in the project implementation. This summary analysis is presented in the table below, using a score of 1 for insufficient, 2 for sufficient and 3 where the progress and results were assessed as being good.

Table 14: Overall assessment of TACKLE project progress and results, since MTR in 2011

Country	Result Area 1	Result Area 2	Result Area 3	Result Area 4	Overall assessment [15]
Angola	Insufficient	Sufficient	Insufficient	Insufficient	5
Fiji	Good	Good	Good	Good	12
Guyana	Insufficient	Sufficient	Good	Good	9
Jamaica	Sufficient	Sufficient	Sufficient	Sufficient	8
Kenya	Good	Good	Good	Good	12
Madagascar	Sufficient	Sufficient	Good	Sufficient	9
Mali	Good	Sufficient	Sufficient	Good	10
Papua New Guinea	Insufficient	Insufficient	Insufficient	Sufficient	5
Sierra Leone	Good	Sufficient	Sufficient	Good	10
South Sudan	Sufficient	Sufficient	Insufficient	Insufficient	6
Sudan	Insufficient	Sufficient	Insufficient	Insufficient	5
Zambia	Good	Good	Good	Good	12

Source: assessments of the evaluation team, June 2013

The assessment in the table does not present a ranking and not a comparison of performance of the performance of the TACKLE project in the different countries. The scores in this table are based on the evaluator's combined assessment of the performance and progress of the TACKLE project against original ambitions and planning. This assessment was done, while taking country specific contexts outside control of TACKLE project into consideration such as political instability and conflict situations (or direct effects from those situations).

The table above shows that there are three leading countries in the TACKLE project that, according to this combined analysis of the evaluation team, overall have performed very well. These countries are Fiji, Zambia and Kenya, with each scoring the maximum amount of 12 points. Mali and Sierra Leone followed with 10 points, also showing a very high overall score. For both countries this high score is quite an achievement considering the relatively recent conflict situations in these countries. This is particularly the case in Mali, where a massive conflict in 2012 has disrupted most activities in that year. Three other countries score reasonably well: Madagascar and Guyana with 9 points and Jamaica with 8 points. The TACKLE progress in South Sudan lower with just 6 points and among Angola, Sudan and Papua New Guinea we see three out of four result areas assessed as achiveing insufficient progress, although in PNG some noticeable progress was achieved in the final year of TACKLE.

What can we conclude from this table?

- A first conclusion is that the assessment of performance against the indicators for progress and achievements in the project is almost fully in line with the budget-depletion figures presented in section 2.5 of this report. Countries with a relatively high budget also have had a high level of expenditures and have demonstrated good performance.
- The same is true for countries with the lowest budgets and expenditures during the implementation of the TACKLE project. This is noticeable for Angola, PNG, Sudan and South Sudan. There is one exception here: the performance of Guyana has been assessed as reasonable, while its budget and expenditures were low.
- The country performance in TACKLE also seems directly related with the historic presence of ILO in the respective TACKLE country. The nearby presence of the ILO is of clear influence on the effectiveness and performance of local partners to implement the project. The close and historic presence of ILO in Kenya, Fiji, Mali and Zambia has contributed to good results, while the local absence of ILO in PNG, South Sudan and Sudan has limited such progress.
- Situations of (emerging from) conflict and political instability have a clear influence on TACKLE project progress and achievements. In these situations it is clearly more difficult to maintain a good rhythm of activities and also to translate and embed progress achieved at the technical level

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[15] The assessments in the final column of this table are composed of the specific assessments under the four result areas. Insufficient was valued with 1, sufficient with 2 and good with 3.

at the policy level. Government priority attention in conflict and difficult political situations is focused on other matters. However, the continuation of work at the technical level does allow for quick recovery of progress and achievement, as is proven by Mali.

- The level of capacity of the core partners (the Ministries of Labour and Education) in TACKLE are of great influence on the speed of progress of TACKLE. Low capacities of local partners have caused delays in programme formulation and in project development and implementation. The countries where low capacities of local core partners were found at the start of the TACKLE project were Angola, PNG, Sudan and South Sudan.
- A final factor that might have contributed to better achievements in some countries than others is the existing experience and practice of tri-partite social dialogue and multi-stakeholder cooperation. In some countries not all social partners participated in TACKLE and in some others, some of the participating partners did not relate to each other in a friendly and cooperative way. The countries with a more consolidated experience of tri-partite social dialogue and multi-stakeholder cooperation are Kenya, Fiji and Zambia. This has clearly supported the highest achievements of these three countries in the TACKLE project.

In the following section, the viewpoints and assessments of the participants on the TACKLE project in all TACKLE project countries are further analysed and will complement this assessment by the evaluation team.

3.2 Analysis of viewpoints of different country-level stakeholders on progress and results of the TACKLE project

The perceptions of external stakeholders were dicussed in the interviews and multi-stakeholder workshops during the country review processes. In this section we present an analysis of the results of the questionnaire that was submitted to over 200 participants of the multi-stakeholder workshops during the country review. These questionnaire results were cross-checked and complemented with other findings from site visits, interviews and discussions during the multi-stakeholder workshops.

In the multi-stakeholder workshops in each country, we tried to achieve a balanced presentation of four different stakeholder groups: government representatives (particularly the Ministries of Labour and Education), trade union movement participants, employers' representatives and representatives of NGOs. In most countries it was possible to invite all four groups although in some cases, the number of participants in specific groups was smaller. This was generally the case with employers' representatives.

In five workshops a specific stakeholder group did not participate:
- In Madagascar employers' representatives were not present, as the TACKLE project has had little interaction with employers. In Mali, only one representative of the employers was invited to the workshop, but he was not available at the time of the workshop;
- In Guyana NGOs were not invited as they were not involved in the project there;
- In Kenya the trade union focal point was unable to attend, and a substitute did not come. In PNG, Trade Union representatives were invited, but did not show up.

When we analyse the responses of the different stakeholder groups, in the figure below, we can see the following pattern emerge:

The answer categories to all questions were plotted on a four-point scale ranging from 1 (lowest score) to 4 (highest score). The mean responses have a rather small scoring range, from 2.87 to 3.63 on the four-point scale. This illustrates a first very important finding: the assessment of the different aspects of the TACKLE project is rated very positive by all stakeholder groups. While a score of 2.5 is the median score on a 4 point scale, the lowest mean scores are above this figure and the highest scores come close to the maximum possible score of 4.

It is important to note that the survey sought the perceptions of participants; these are subjective, and any bias is likely to be to the positive side, as people generally tend to be positive in satisfaction

polling (unless they would have really critical perceptions). Therefore the results of the questionnaire should be considered with care and not as hard data. To avoid too much focus on absolute figures, the evaluators have developed a relative scale to interpret the appreciations of the TACKLE project by different stakeholder groups, as illustrated in Figure 4, below.

The spider-web shows scores from 0% to 100%. The score of 100% refers to the highest score given in this assessment by participants and 0% refers to the lowest score given. Using this relative scale, we can observe that scores in lowest 25% range refer to more critical findings and the highest 25% range refers to the most positive appreciations. Again, the reader should realise that these relative scores are all given within the context of a high appreciation of the TACKLE project by different stakeholder groups.

Figure 4: Summary perceptions of different stakeholder groups on TACKLE project
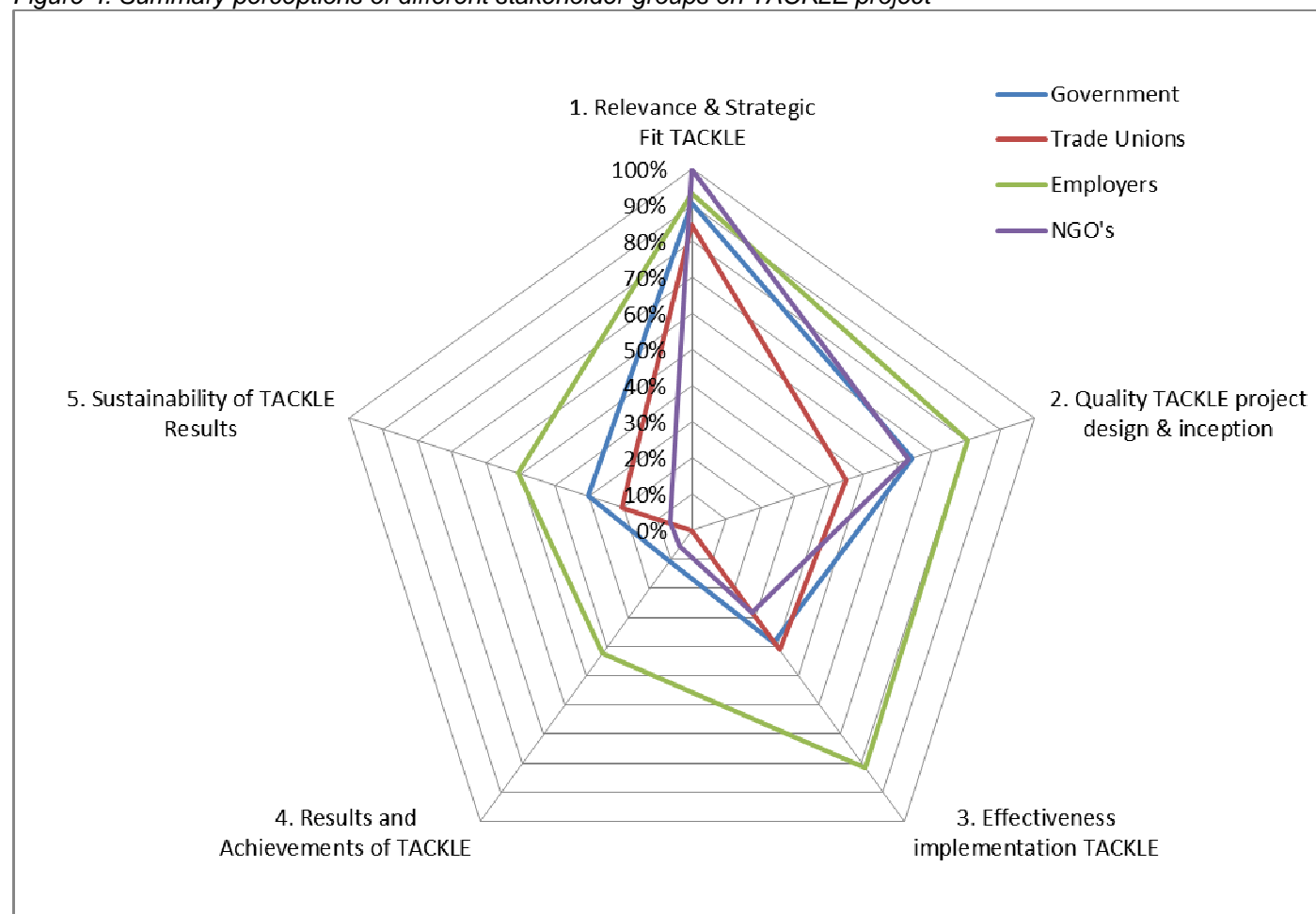
Source: MDF questionnaire, submitted at country multi-stakeholder workshops in TACKLE evaluation, May 2013

In the figure above the five main evaluation criteria from the ToR for this Final Evaluation are presented. We can observe the following:

- Relevance and strategic fit scores highest and at the same time also shows the biggest uniformity of perceptions. This means that all four stakeholder groups in the TACKLE project agree on the fact that this project is highly relevant and it provides a good fit with the challenges faced by countries in tackling child labour and increase enrolment in and attendance to schools by children.

- Although perceptions vary a bit more between the different stakeholder groups, the overall perception is that the TACKLE project has a good design and that inception was done well with all stakeholders.
- On the effectiveness in implementation of TACKLE the scores are significantly lower, with the exception of employers.
- The final two aspects (results and achievements and sustainability of TACKLE) receive the lowest scores in the assessment. The assessment of results and achievements is more relatively critical with scores in the lowest 25% range (again the employers are more positive), but also on sustainability of TACKLE results the perceptions are in the lowest 25% range. The concerns of stakeholders with these aspects of results and achievements and of sustainability are further confirmed in the discussions of findings in the workshop and also in the SWOT analyses conducted in the workshop (see also section 3.3.3.). Stakeholders state that the TACKLE project still needs to produce its final results and also that more effort is needed to communicate these results to the wider audience and to increase the visibility of TACKLE. The concern about sustainability is also widely spread and the evaluators have encountered several cases where action programmes after the closure of the TACKLE project face a serious risk of discontinuation because the actions plans are not yet (fully) integrated in policies, procedures, programmes and structures.16
- A final finding from the Spider-web diagram is the fact that overall trade unions' representatives are relatively more critical about all aspects of the TACKLE project, while employers' representatives are relatively more positive. The Government and NGOs are between these stakeholder groups. These differences in perception might reflect that trade unions have a more demanding agenda on child labour issues than employers, who generally have less interest in tackling child labour issues pro-actively. Their higher relative satisfaction with the TACKLE project might mean that they think it is doing enough on child labour and more actions to further decrease incidents of child labour are not needed.

The figure below shows the perceptions of all stakeholders on the TACKLE project at the country level.

Figure 5: Country-level stakeholders' perceptions on the TACKLE project

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16 It should be recognised that this was not always the primary objective of the Action Programmes: many of them have been designed and developed as pilots to learn from and if successful replicated and rolled out at a broader level. In those cases, pilots could be stopped and at a later stage retaken and implemented in the same or other regions and contexts. But little is known about the follow-up of Action Programmes that have been implemented as pilots for generation of knowledge and models for application elsewhere, because reporting doesn't cover this follow-up phase.
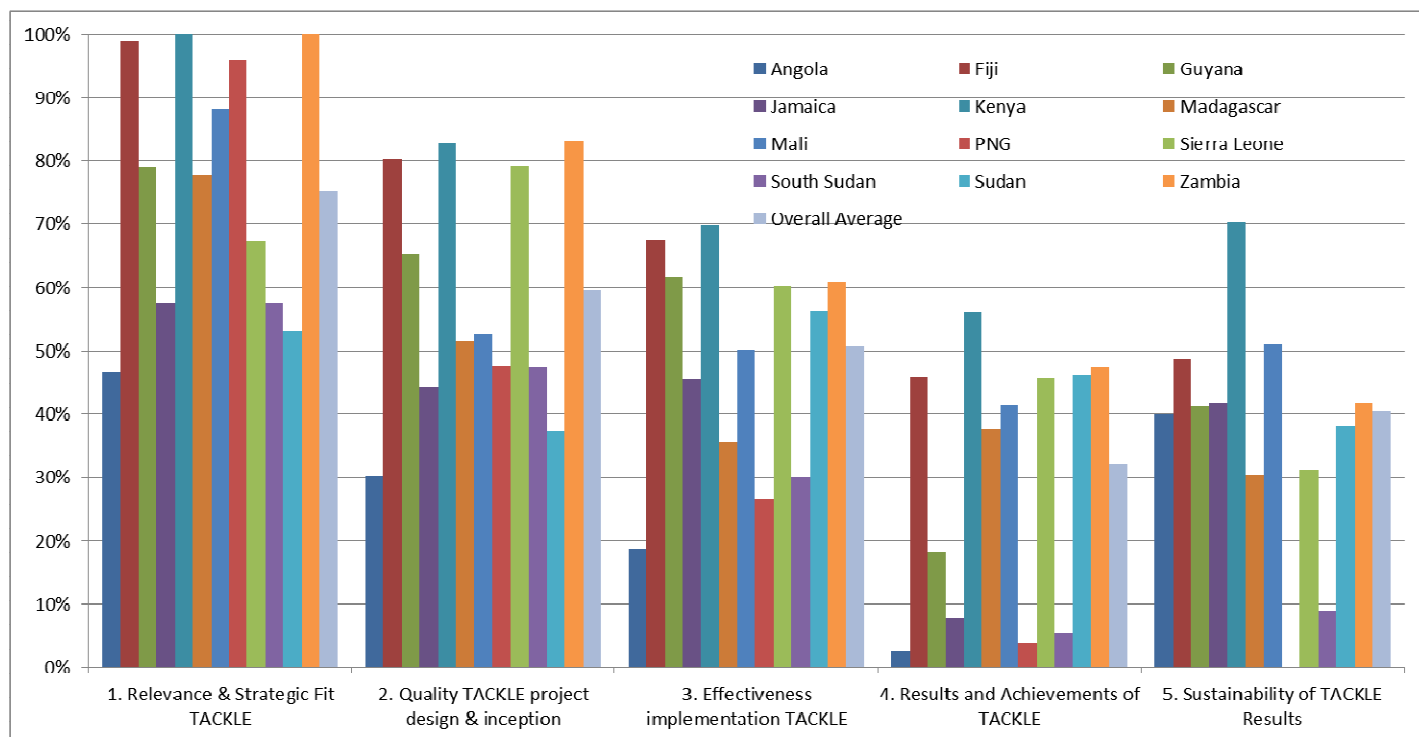
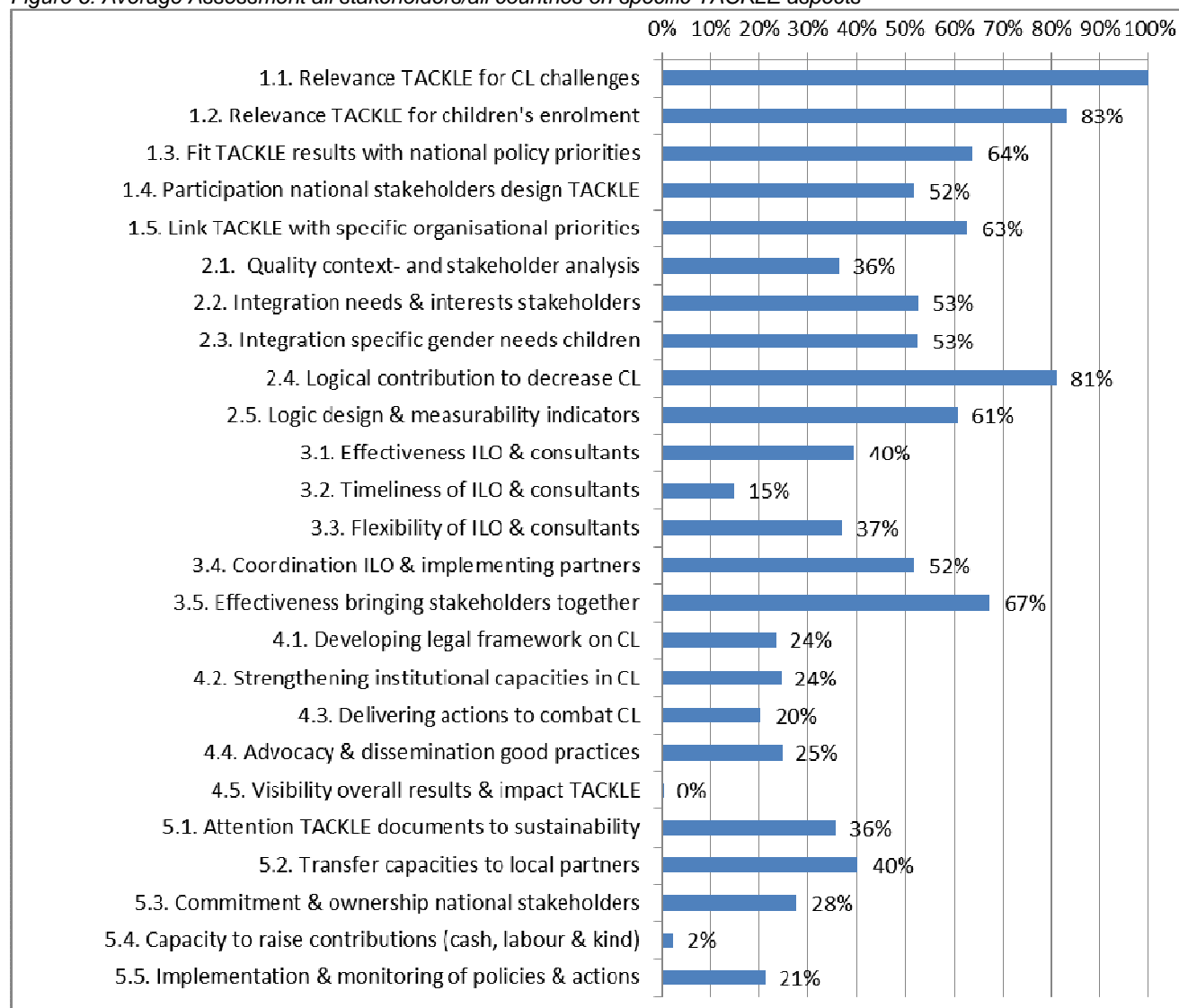*Source: MDF questionnaire, submitted at country multi-stakeholder workshops in TACKLE evaluation, May 2013*

The perceptions of the different stakeholder groups of TACKLE in different countries again are all in a generally high scoring range, between 2.63 and 3.88. This again shows high satisfaction with the TACKLE project, as could be observed in the previous spider-web diagram. However, the scoring ranges in the different countries are more diverse.

The scores in the figure above are again plotted on a relative scale from 0 to 100%, the lowest 25% range pointing towards more critical appreciations of stakeholders and the highest 25% range showing the highest appreciation by partners.

Participating partners in Kenya (overall average score of 3.57), Fiji (3.47) and Zambia (3.45) show the overall highest relative appreciation on the TACKLE project, while Angola (2.95) and South Sudan (2.98) show a clearly lower relative appreciation, followed by PNG with a score of 3.05. The other countries move in the middle range. Although it is possible that cultural differences between countries can explain for some differences in scoring, the higher scores in Kenya, Fiji and Zambia were also confirmed by findings of the evaluators during the country reviews. It is also observed that in these countries the relevance and strategic fit was considered very good in both this evaluation as well as the previous MTR (See section 3.3.2). The higher relative appreciation of the TACKLE project in these countries can be explained by a longer history of working together of ILO and different local partners prior to the TACKLE project. In these countries the different stakeholder groups have taken clear ownership of the project and are committed to implementing actions to tackle child-labour also beyond the scope of the project. Local institutions have been built and provide good perspectives for sustainability of the project. The relatively more critical findings in Angola and South Sudan are also confirmed during the country reviews in this evaluation and were already noted in the previous MTR. Some of the reasons for the relatively lower overall appreciation in this country are the fact that ILO did not have a presence on the ground in these countries prior to TACKLE and also during the project implementation there was no local ILO office to support the project. The project in these countries has faced clear limitations in implementation and continuity of activities, compared with plans, which were related to local capacity constraints and rather complex and challenging post-conflict situations.

Finally, we have unpacked the overall average scores on general evaluation into more specific sub-aspects. The results of that assessment are shown in the following figure.

Figure 6: Average Assessment all stakeholders/all countries on specific TACKLE aspects

Source: MDF questionnaire, submitted at country multi-stakeholder workshops in TACKLE evaluation, May 2013

All scores in the figure above were again in the very high range between 2.81 and 3.78, which again confirms the high appreciation of the TACKLE project by the different stakeholders. Within this range of high appreciation the lowest 25% range points to more critical appreciations within this high range, while the top 25% points to aspects that are very highly appreciated.

The figure above shows that some aspects of the project are particularly valued by national stakeholders. In the first place this is the relevance of the TACKLE project in the light of challenges faces by countries in tackling child labour at different levels. This is also related with the fact that the TACKLE project is also focusing on children's enrolment in schools, which was also valued highly. Stakeholders also confirm that ILO has been able to translate the relevance and objective of the TACKLE project in a clear design and well planned interventions to contribute to the decrease of child labour in countries. Finally, the capacity of ILO as a central partner and broker in bringing different stakeholders together in the TACKLE project is very highly appreciated. These four aspects clearly stand out as the strong aspects of the project.

On the other hand, we can find the most relatively critical perceptions under the results and achievements of TACKLE. While achievements under the four results areas are generally recognised,

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it is particularly the aspect of visibility of the results and achievement of the TACKLE project that stakeholders consider an area for possible improvement. Some of this visibility certainly will still be obtained in the final months of the project, when ILO will take stock of results and achievement and translate this into knowledge and publications. But the rather low score on this specific aspect shows that ILO could have done this earlier in the process.

We can also detect a more relatively critical aspect under the aspect of sustainability. Partners recognise that sustainability issues have been addressed in TACKLE, particularly after the MTR and that capacities have been transferred to them. They also show growing ownership and commitment of child labour issues and in some countries TACKLE actions, models and policy have been integrated in local institutions. In spite of these sustainability results, many partners are not very confident that local stakeholders have the capacity to raise local contributions to the continuation of tackling child labour and school retention action programmes, thus showing a particular concern with financial sustainability issues.

A final specific aspect that scores relatively lowly is the timeliness of ILO and consultants in implementing the TACKLE project. This aspect has also come up repeatedly in interviews and site visits and also during the stakeholder meetings, many participants have referred to the fact that the TACKLE implementation has been sometimes too slow. In the MTR of 2011 it was already observed that the TACKLE project had a slow start. Although implementation rates have clearly increased in the past two years, many partners and stakeholders in the project indicate that processing proposals, plans and payments is sometimes slow and even very slow, causing significant delays and sometimes even the cancellation of project activities.

3.3   Analysis of Findings

In this section the findings further analysed against the evaluation criteria and ToR for this evaluation (see Volume IV, Annex 9). Each section deals with a specific evaluation criterion.

3.3.1. Relevance of TACKLE to country contexts

Limited availability of reliable data on Child Labour

Data on child labour are very difficult to collect and there are not many reliable studies on the subject in the different TACKLE countries. As a result it is not always easy to establish the relevance of child labour related activities in specific countries. ILO's own statistical data are limited, but generally the only data available.

The analysis in this section refers to the general relevance of the TACKLE project in the different TACKLE countries. For the analysis of particular aspects of relevance in specific TACKLE countries, the reader is referred to Volume II of this evaluation report, containing the country review reports.

When we look at regional estimates of occurrence of child labour done by ILO's SIMPOC in the table below, we see that worldwide it is estimated that 13.6% of children in the age-bracket of 5-17 years take part in child labour.

Table 15: Regional estimates of child labour in 2008, 5-17 years old

Region	Total children	Child labour	Incidence rate
World	1,586,288,000	215,269,000	13.6%
Asia & Pacific	853,895,000	113,607,000	13.3%
Latin America & Caribbean	141,043,000	14,125,000	10.0%
Sub-Saharan Africa	257,108,000	65,064,000	25.3%
Other regions	334,242,000	22,473,000	6.7%

Source: Global Child Labour Developments: measuring trends from 2004-2008, SIMPOC/IPEC/ILO, 2010

The occurrence of child labour is most wide-spread in Sub-Saharan Africa, where a quarter of children are involved. In Asia and the Pacific the percentage is 13.3%, followed by Latin America and the Caribbean with 10%. However, specific data on the Caribbean and Pacific are not available.

ILO/IPEC's website has country-specific child labour statistics for a limited number of countries. For the countries within the TACKLE project the following information is available:

Table 16: Available statistical information on child labour at the TACKLE country level

National Child Labour Survey (electronic)	Rapid Assessment	Micro-sets of data	SIMPOC assisted national child labour survey
Kenya		Kenya	Kenya: 1998/99
Madagascar	Madagascar		Madagascar: 2007
Mali		Mali	Mali: 2005
		Zambia	Zambia: 1999
			Jamaica: 2002

Source: ILO/IPEC website, June 2013

The ILO website only has information for five of the 12 TACKLE countries, with Jamaica being the only one outside of Africa. Furthermore, the information is often also outdated, as can be seen in the final column, in which the most recent research was undertaken in 2007. However, we know that at the country level more specific research on child labour has been conducted in the specific context of the TACKLE project, such as in Fiji, sometimes with the assistance of SIMPOC. The TACKLE project is therefore contributing to increased availability of statistical and other research data, although it is not yet available on ILO's website.

All in all the availability of data on child labour is limited and erratic. During the country visits, the evaluators have found that, although sometimes research is done at the country-level, it does not necessarily lead to conclusive information. As a result, the importance given to child labour at country level is more based on political will and commitment, than on hard data.

However, the occurrence of child labour is still undeniable in all countries in the TACKLE project. In some cases, such as in Guyana, at the start of the TACKLE project the national government did not formally recognise the occurrence of child labour. The interventions supported by TACKLE have provided more hard proof of child labour in all countries of the project. At the same time in most countries TACKLE interventions have also shown that much more reliable statistical information needs to be made available to guide policy development and implementation on child labour. This in itself is a clear indicator of the relevance of the TACKLE project in these countries, but this would also be the case in most of the other ACP countries where also no or limited information on child labour is available.

Adherence to the ILO conventions 138 and 182

All countries participating in TACKLE have ratified the ILO conventions 138 and 182 as can be seen in the table below.

Table 17: Overview of TACKLE countries' ratification of ILO conventions 138 and 192

Country	Convention 138	Convention 182
Angola	2001	2001
Fiji	2003	2002
Guyana	1998	2001
Jamaica	2003	2003
Kenya	1979	2001
Madagascar	2000	2001
Mali	2002	2000
Papua New Guinea	2000	2000
Sierra Leone	2011	2011
South Sudan	2012	2012
Sudan	2003	2003
Zambia	1976	2001

Source: NATLEX database on ILO Website, June 2013

Sierra Leone ratified both conventions during the implementation of the TACKLE project and this ratification was a direct result from the TACKLE project. South Sudan signed the conventions 138 and 182, soon after its independence.

All the other countries had ratified the conventions long before the start of the TACKLE project. This illustrates that the TACKLE country governments were already committed to combating child labour and had legal frameworks in place on child labour. This is an indicator that the TACKLE project is aligned to policy priorities of the participating countries. The degree to which this is so varies, however. In the MTR it was mentioned that particularly in Kenya, Madagascar, Mali, Sierra Leone and Zambia the relevance of the project was based on the coherence between TACKLE and national policies, particularly the achievement of the Millennium Goals for Development, the Education for All initiative, poverty reduction, decent work, and so on (MTR, 2011, p. 24).

Alignment of TACKLE with national policy frameworks

Table 18 presents an analysis based on information from the ILO's NATLEX database and evaluators' assessments made during the country visits regarding the relevance and alignment of TACKLE with country priorities and policies.

Table 18: Analysis of relevance and alignment TACKLE with country policies and frameworks

Policies and frameworks still under development	Policies and frameworks generally in place	Widespread implementation of polices and frameworks
Angola (1)	Guyana (1)	Fiji (4)
Papua New Guinea (6)	Jamaica (3)	Kenya (5)
Sierra Leone (9)	Madagascar (9)	Zambia (4)
South Sudan (2)	Mali (11)	
Sudan (3)		

Source: NATLEX database on ILO Website, June 2013

The number in brackets denote the number of policies and frameworks related to the elimination of child labour, and protection of children and young persons as registered in the NATLEX database. Some of the policies in the table are very old and sometimes obsolete. Therefore the number of policies is not an indicator of the degree of commitment and advancement in tackling of child labour issues.

In the table above the countries are classified in three categories. The evaluators have made a basic analysis of policy-frameworks in place and efforts of governments to update them to the current situation and challenges. They aslo assessed the degree of commitment and capacity of governments to effectively implement policies by having institutions that deal with child labour issues. In some cases

these institutions are a direct result of the TACKLE project, such as the Child Labour Unit in the Ministry of Labour in Fiji.

The analysis shows that three countries can be classified as most advanced in terms of having the legal frameworks in place, but also having the capacity to implement and enforce policies. Kenya and Zambia were already identified in the MTR as more advanced in this respect, but also Fiji is now identified as among the most advanced.

Madagascar, Mali, Jamaica and Guyana have updated legal frameworks in place, but not necessarily the capacity to implement them. Madagascar and Mali were considered among the most advanced in the MTR, but in this end evaluation, the evaluators come to a more critical assessment: although policies are formally in place, political instability in these countries inhibits an effective implementation of these policies. Jamaica and Guyana are on their way to translate policies into effective measures to tackle child labour.

The five remaining countries still need to do a lot of work on development and updating policies. Here the TACKLE project faces challenges in policy alignment and considerable work in the first result area of the project; the development of legal frameworks is still needed.

The educational context of the TACKLE project

Another way to look at the relevance of TACKLE in country context is to look at each country's focus on developing their education sector and ensuring education for all. Although one would think that the quality of statistical data in this area is more widely available and of better quality, a first glance at statistics shows that also here are considerable challenges. The Education for All Global Monitoring Reports from UNESCO provide some basic data on the education sector. Two data-sets are used here to analyse performance of TACKLE country in the primary education sector: expenditure on primary education and net enrollment rates.

Expenditure on primary education

Figure 7: % of GNP spent by governments on primary education in certain TACKLE countries
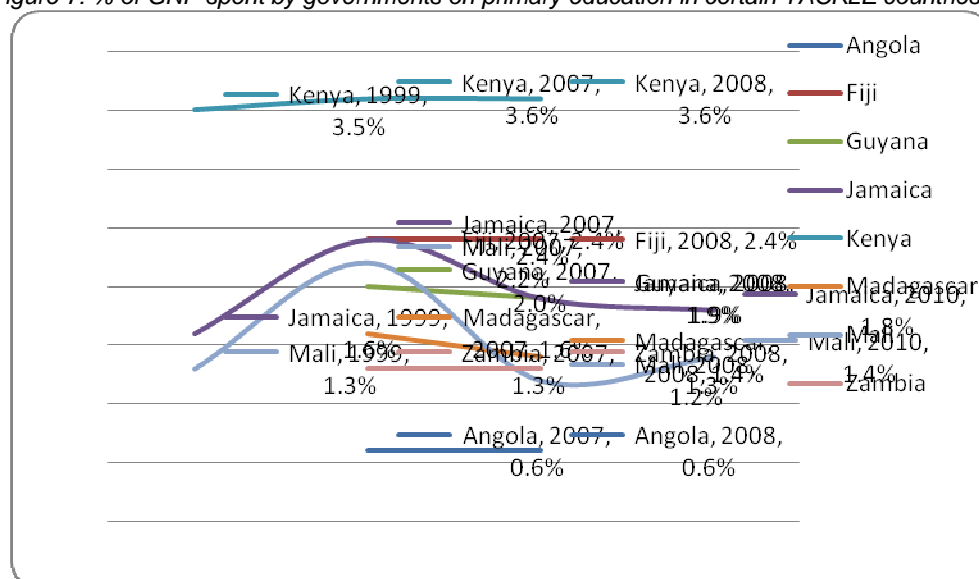
Source: GMR reports, UNESCO (2010, 2011, 2012)

In 2010 the mean public expenditure on primary education as a percentage of the GNP in low income countries was 1.6% (there is reliable data for lower middle income countries). The figure shows the rate in the eight TACKLE countries for which we have data. Four countries spend more than the average budget (of low income countries) on primary education, with Kenya spending 3.5%, Fiji

investing 2.4% in 2008, and Jamaica and Guyana also exceeding 1.6%. Mali shows volatile figures with a current (2010) expenditure of 1.4 %, in the same range as Madagascar and Zambia. Angola with only 0.6% in 2007/2008 is spending least on primary education. Although the information is incomplete and may not be reliable, we can observe that some of the TACKLE countries spend more than others on their primary education sector.

Enrolment rates in primary education

Figure 8: Net enrolment rates in primary education in certain TACKLE countries

Source: GMR reports, UNESCO (2010, 2011, 2012)

In 2010 the average net enrolment rate in primary education in low income countries was 80%, while in lower middle income co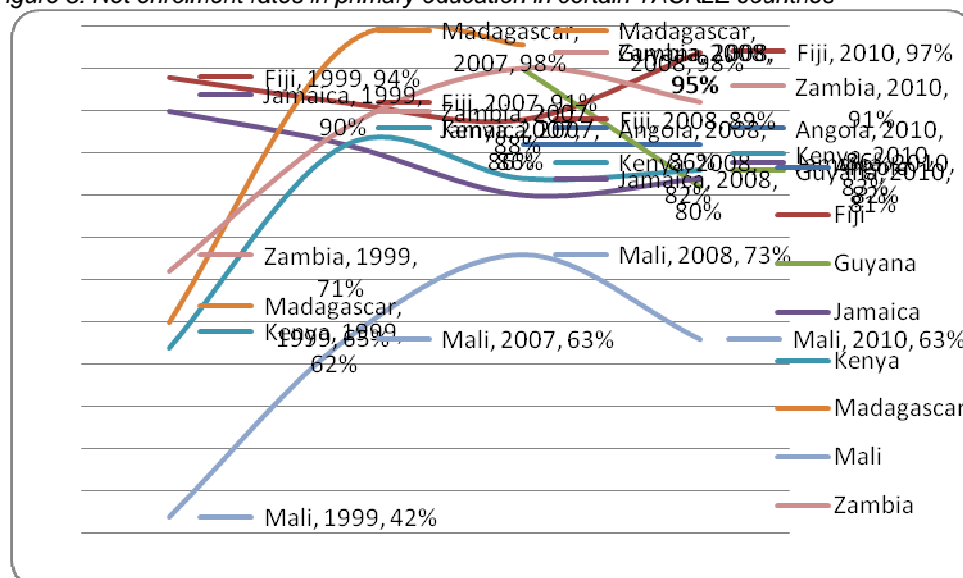untries the rate was 87%. The chart above shows that most of the TACKLE countries for which there are data show above average rates of enrolment. In 2010, Angola, Fiji, Guyana, Jamaica, Kenya, Madagascar and Zambia score above the 80% rate. Indeed, Madagascar, Fiji and Zambia, score above 90%. This suggests generally good conditions for alignment and cooperation with the education sector and Ministries of Education. Only Mali shows a performance well below 80%. Until 2008 the percentage rose to 73%, but in 2010 dropped again to 63%. Four TACKLE countries - PNG, Sierra Leone, South Sudan and Sudan - do not have statistical information on primary school enrolment, which is in itself an indicator for the relevance of the TACKLE project.

However, during several of the country reviews, the evaluators have observed that challenges in education policies and systems are considerable and require significant and systematic attention, particularly when looking at challenges to lead non-attending children or school-dropouts (with risk of ending up in child labour) back to school. This requires investing in increasing quality of education and in tailoring it better to existing needs of families living in poverty, by providing non formal education, literacy and TVET and skills training alternatives. Such challenges go well beyond the scope of the TACKLE project.

In general, the evaluators particularly see the relevance of TACKLE in withdrawing children from child labour and leading them back to school. TACKLE also has a role in supporting education actors in improving enrolment and attendance rates and improving the quality, variety and relevance of the education offer; however, TACKLE is one among multiple actors, requiring clear leadership and guidance from the education sector itself.

3.3.2. Project design and inception

During the start-up of the TACKLE project

The project design and inception phase in several of the TACKLE project countries took considerabley longer than expected; progress gathered speed in 2010, and in most countries was at full-steam in the second half of the project.

Some of the features that have caused a slow start of the TACKLE in some countries have been very important for the later progress and success of the project. These features are:
- ILO took considerable time and effort to engage in a dialogue with local stakeholders to contextualise the TACKLE project in specific countries. This can be observed by the fact that the focus and approach in different countries is different and that also the composition of stakeholder groups that participate as partners in the project is different per country;
- ILO has signed MoUs with Ministries of Labour and Education in all 12 TACKLE countries. This has been an important insurance that the project could count on a minimum level of commitment and ownership;
- The, sometimes time-consuming, multi-stakeholder approach in the TACKLE project - involving the tri-partite social partners in the TACKLE steering committees – has in most countries been a good way to secure that child labour became more widely embraced among different stakeholders. However, in some cases the participation of some stakeholders in the steering committees was not always very active.

This approach described above is not new to ILO/IPEC's way of setting up projects, but the MoUs with the Ministries of Labour and Education to ensure joint participation of both ministries in the project are new. The inclusion of Ministries of Education in ILO/IPEC's project experiences has also occurred in one other project on Child Labour and Education funded by the Netherland's Government.

The country reviews and interviews with ILO/IPEC staff have illustrated that the take-off and inception of the project was much easier in those countries where ILO already had a local presence and where previous child labour projects had been implemented. Kenya and Zambia were frequently mentioned as examples of this.

Participation of local partners and stakeholders in design and inception

By including the Ministries of Education in the project design and inception, the scope of the TACKLE project was increased significantly. Although the MoUs with the Ministries of Education have secured their participation, these might not have been precise enough to orient the Ministries of Education to ensure that efforts are made in a more general and sector-wide educational reform; for example, inclusion of non formal education and TVET curricula in the educational service supply, and addressing access and quality issues of education in rural and remote areas. Offering NFE to children withdrawn or prevented from hazardous labour is a clear alternative proposed by TACKLE and it is not a task for the project itself to set up NFE classes. Some ministries of education are ready to accept this approach and some others show reluctance as NFE is not meant to be an alternative for formal education or a parallel system. Also offering NFE either as part of the formal education system or as a stand-alone alternative has extra budgetary implications and this explains the hesitancy of education ministries to introduce NFE by modifying the formal education curriculum and running classes. Such bottlenecks and problems in the educational system require more involvement of other partners, including other international development partners such as UNICEF and UNESCO. These challenges have not been addressed sufficiently in the design and start-up of the TACKLE project.

Design of action programmes

The design of the action programme components under Result Area 3, although very relevant and important, did not include a sustainability and exit-strategy. This omission is now, towards the end of the project, creating challenges and the real risk that some of the results obtained under Result Area 3 will erode over time, after the end of the project.

The components in action programmes dealing with financial and/or material transfers to direct target groups, in the light of ILO's identity as a provider of technical assistance, are in principle not desirable. They should only be done if there is an up-front commitment of partners to take over this funding role,

or in those cases where the financial and material transfers to target groups directly lead to more economic independence of the target groups. The evaluators have found only a few examples of action-plan components that did so. For example, the adopt a school programme in Kenya and the action programme with People's Community Network empowering parents for economic activities in Fiji. Many examples did not include such empowerment components and have an in-built risk of creating dependency of target groups. This aspect of financial sustainability and financial dependency was not systematically reviewed by the TACKLE management and national officers when considering funding for proposals.

Action programmes also have an important function in innovating approaches and developing new and best practices. These innovation and development practices can certainly be seen in many Action Programmes and ILO-TACKLE has made presented a selection of the most interesting practices in the publication *Good Practices - Tackling child labour through education (selected examples from the IPEC TACKLE Project)*, published in June 2013. Replication and rolling out of good practices would certainly be another way of strengthening the institutional sustainability of the Action Programmes. However, TACKLE TPRs and the country reviews in this evaluation have not provided examples of such further rolling out and replication of Action Programmes. Some of these programmes appear to have potential for replication. The final section (chapter 6) of this evaluation report considers good practices that could be used for further and future replication of valuable and more sustainable TACKLE experiences.

International features of the TACKLE project

In design the TACKLE project was an ACP-level project, but in practice there have been limited planned actions to reach levels of international cooperation and exchange. Where it did occur it was mostly on the initiative of country offices and in some cases regional offices where supportive in creating and enforcing regional linkages. The MTR already observed that exchange and cooperation in the TACKLE project was limited and recommended to increase efforts in communication and to set up a website for the project. Although these recommendations have certainly had an effect on improved results under Result Area 4, they have not yet led to a change in design and planning of the project to strengthen regional and international structural and systematic cooperation around specific issues. In this respect several stakeholders have recommended to pay more attention to the issue of child-trafficking as an issue where more regional exchange and cooperation can be explored. The theme of child-trafficking is closely related to the challenges in TACKLE but also slightly different and will require additional approaches and instruments to be embraced by the project.

Design of monitoring and evaluation system

At the start of the project the outputs of the project in the logical framework were changed into indicators to allow better monitoring of progress of the TACKLE project. Although the indicators in general are useful, there are still some challenges of design to deal with:
- Some of the indicators dealing with legal frameworks and policies are included under Result Areas 1 and 2, while these indicators seem more appropriate only under Result Area 1, as the second result area deals with capacity development;
- The aggregation of legal reforms in just one general number is somewhat questionable, although the effort in establishing this quantitative indicator in itself is useful. Legal reforms are very different in nature; some of them touch the constitution, while others are merely bylaws. The numbers presented would make more sense if a certain categorisation would be applied to illustrate the nature of these reforms;
- Although the indicators on children withdrawn and prevented from child labour under Result Area 3 are clear, the way of reporting on them is not, as has been observed in section 3.1. If the indicator is meant as an outcome indicator referring to structural withdrawal and prevention (as the formulation seems to suggest), the reporting should also be at that level and this can only be done by tracking children over the longer term. Although this issue is recognised by the TACKLE management, tracking and tracing of children has not been done. A manual was developed by ILO/IPEC that can be used for post-TACKLE tracer studies. But outcome level monitoring is not yet done in ILO's DBMR, where the numbers presented refer to the number of children

participating in project activities, which is an output-level indicator. Either the level of ambition of the indicator is too high or the exercised effort in reporting is too low.

Developments during implementation of TACKLE relevant to the design of TACKLE

Over time, the strategy and approach in the TACKLE project have remained relevant. This can be observed by a number of indicators, that have already been touched upon in sections 3.1 and 3.2. The most important ones are:

- The project has reached structural commitment and ownership of the TACKLE project and in many countries this ownership and commitment has even increased. Guyana serves as an example here. At the start of the project there was some reluctance in Guyana's ministries to embrace the whole issue of child labour, and the agenda was limited to preventing child labour. Now, at the end of the project, there is clearly more understanding of the need to also work on withdrawal of children from child labour. On the other hand, in Angola, it appears as if no such ownership and commitment has been achieved at the end of the project and the relevance and alignment of TACKLE with policy priorities of the Angolan Government is questionable;
- The TACKLE project has achieved that child labour occupies a higher place on agendas for political and social dialogue. The tri-partite social partners meet on this issue and even sometimes engage in cooperation. Child labour as a theme has served as an entry point in strengthening social dialogue and has remained relevant throughout the project;

There are also challenges in this respect:

- In the development of the project, the evaluators have observed that some changes and trends could have been picked up more clearly by the project. Under Result Area 1, a more phased approach in moving from development of legal frameworks to enforcement of these frameworks, including working with new and other target-groups, would have made sense to ensure that more sustainable changes can be reached. Similarly, detecting the challenges in the education sector could have been picked up during the programme, by strengthening efforts and cooperation with other partners;
- The difficulties in engaging the employers in the project, could have been addressed by picking up upon international trends and developments in Corporate Social Responsibility (CSR) and international certification trajectories on social and labour conditions (e.g. as is done in ILO's SCORE project). Picking up on these trends and development in the dialogue with employers might have had a positive effect on their interest and involvement in the project in some of the TACKLE countries.

3.3.3. Effectiveness in implementation of TACKLE

The evaluators have generally found effective implementation of the TACKLE project in most countries and this was also confirmed by the perceptions of external national stakeholders in the project.

The national stakeholders valued most highly the effectiveness of the TACKLE implementation in Kenya, Fiji, Guyana and Zambia respectively. In the country reviews this high performance in effectiveness was be confirmed by the evaluators.

There are two clear examples of countries, where effective implementation could not be reached:

- In Angola, the weak interest and commitment from the Government of Angola in the TACKLE throughout the period of implementation was a critical bottleneck for effective implementation of the project. Furthermore the fact that Angola is the only Portuguese speaking country in the TACKLE portfolio complicated communication between TACKLE-staff and the country-level implementers;
- In Papua New Guinea a combination of internal and external factors has complicated effective implementation of the programme. ILO has faced discontinuity in employing a national TACKLE coordinator, after two attempts of deploying a national coordinator in 2012 it was decided to manage the TACKLE project activities in PNG from the Fiji Office by the Fiji TACKLE coordinator. This measure has brought significant improvements and since 2012 action programmes were started and activities regained rhythm in implementation. However, the accumulated delays in the

project implementation in the previous years could not be undone. An external complicating factor is the weak institutional set-up and organisational capacities of national partners in PNG that also contributed to delays in implementation.

In two countries the evaluators have observed considerable progress, in spite of problems encountered:
- In Sierra Leone the recent conflict situation had caused serious limitations in the state structure and implementation capacity of national partners. In spite of this, ILO TACKLE was capable to support the Sierra Leone Government in ratifying the ILO conventions 138 and 182 in 2011. Additionally, by involving NGOs, ILO/IPEC was able to implement actions programmes with considerable results in this country. The National Action Plan in this country was done as an element of another ILO project, the GAP09 project;
- In Mali, the military conflict of 2012 almost completely stopped TACKLE activities in that year, following good progress and results in the period prior. ILO TACKLE was able towards the end of 2012 and in 2013 to pick-up and speed-up the implementation of different activities, and regainede project implementation levels almost at the planned level by the end of May 2013.

Analysis of strengths and weaknesses of TACKLE: effectiveness of project implementation

During the multi-stakeholder meetings in the country review processes participatory SWOT analyses were conducted. They are presented in Volume III of this evaluation report: Country Review Reports including the Multi-Stakeholder Workshop Reports. Analysing the main aspects of the SWOT analysis in all TACKLE countries provides us some more detailed information on the strengths and weaknesses of the project and effectiveness in its implementation.

A meta-level analysis of strengths and weaknesses of the TACKLE project is presented below:

Table 19: Meta-Level analysis of strengths and weaknesses of the TACKLE project

Strengths	Weaknesses
Similarity in strengths: - Increased awareness of the magnitude and importance of the issue of child labour - Involvement and partnerships with local government partners (MoL and MoE) - The existence of concrete actions and plans to tackle child labour - Although in different degrees: steps towards a tri-partite social dialogue and approach towards child labour	Similarity in weaknesses: - Slow start and delays in implementation (central management of TACKLE) - Limited communication and linkages between the ministries involved in the project - Limited budget and limited coverage - Sustainability not well developed
Diversity in strengths: - The existing capacity to develop policies and frameworks on child labour issues is very different - The involvement of private sector and NGOs is varied - Attention to and capacity to implement and enforce policies is very different	Diversity in weaknesses: - Degree of commitment of different stakeholders - Capacity constraints encountered - Outreach and participation of all relevant different stakeholder groups

Source: Meta-analysis Multi-stakeholder meeting SWOT analyses conduction in the framework of this TACKLE end evaluation (May-June 2013), See Volume III)

The greatest strengths that were identified in the SWOT analysis, on which there was wide agreement in the different countries, were:
- ILO/IPEC has secured the involvement with local government partners (MoL and MoE), by establishing a MoU and the set-up of a partnership with these ministries. This has enabled the project to kick-off and effectively move forward;
- The existence of concrete actions and action-plans to tackle child labour under the third result area, has enabled the involvement of multiple partners to implement a variety of actions on the ground and thus achieving outputs and results in a limited amount of time and with limited resources, by using locally available implementation capacities;

- Through the capacity development and dissemination of information activities (Result Areas 2 and 4), ILO/IPEC has achieved a clearly increased awareness of the magnitude and importance of the issue of child labour among the main stakeholder-organisations in the project, although sometimes there is still a challenge of further outreach among ultimate beneficiaries and the general public;
- ILO/IPEC through the multi-stakeholder approach and through its brokerage role has been effective in making concrete steps towards a tri-partite social dialogue on child labour. In some countries there is still a challenge of involving some specific stakeholder groups: the employers, trade unions or NGOs.

Significant differences between countries can be observed in:
- The existing capacity of national partners and local institutions to develop policies and legal frameworks on child labour issues is quite different among the different TACKLE countries, ranging from quite strong to very weak;
- The involvement of the employers and NGOs shows significant variance between different countries, ranging from very involved to almost not involved at all;
- The attention to and the capacity to implement and enforce policies by national institutions is very different, ranging from high to rather low.

A number of weaknesses were encountered in most of the TACKLE countries:
- The TACKLE project has had a slow start and has encountered significant delays in implementation, particularly in the realisation of the action programmes. The national stakeholders mostly attributed this the central management of TACKLE and difficult administrative procedures, but the evaluators have also encountered that some of these delays were caused by weak administrative and management capacities of local partners;
- A factor limiting the effectiveness in implementation of the TACKLE project in most countries was the weak and limited communication and linkages between the Ministries of Labour and Education involved in the project. Although both ministries participated, the tendency was to work separately without frequent communication and joint implementation efforts;
- Many stakeholders indicated that the limited budget of the TACKLE project in the countries has constrained the coverage and outreach of the project. While this limited outreach of the TACKLE project is confirmed in the country reviews and central analysis, the main cause of this limited outreach is probably not only due to budget limitations. The often weak implementation capacity of partners paired with limitations in local implementation capacity in rural and remote areas was observed as another, perhaps more significant, cause of the limited outreach. Increasing the budget of TACKLE would certainly not have solved this local capacity constraint;
- In all countries a generalised concern is expressed on the lack of sustainability perspectives and strategies. This gives ILO/IPEC the challenge of exiting from project activities, particularly the action programmes, while ensuring that the results of these projects can be sustained.

While mentioned mostly as weaknesses the following aspects also showed a considerable degree of variety:
- In general there is room for improvement in the actual commitment of different stakeholders to tackling child labour and to participate in the TACKLE project. However in some countries this commitment is more tangible than in others;
- Most national partners still face challenges in capacity development in order to become more effective in project implementation; this is particularly observed in the implementation of action programmes. However there is great variety between specific organisations implementing these action programmes;
- The outreach and participation of all relevant different stakeholder groups in the TACKLE project to achieve a real tri-partite arrangement to implement the project activities could generally be improved, although in 7 countries all four tri-partite plus partners are involved. However, formal involvement does not always mean active and whole-hearted involvement.

Effectiveness of training activities for stakeholders in the TACKLE project

The training and guidance that has been provided by IPEC to implementing organisations, has been valued highly by the national counterparts, as was observed in section 3.1. (See Annex 3, Volume IV

for the outline of the survey, see Annex 2, this Volume for the extracted responses) 27 former participants filled out the online survey out of the 90 participants who followed a training delivered by ITC-ILO and had received the online survey. This response rate of close to 30% is reasonable, but of course the total number of respondents is rather small and therefore the statistical reliability of this survey is limited.

Characteristics of participants and followed training
The majority (60% percent) of the respondents are (and were) working in Africa. 75% of the respondents followed training courses in Turin, while others participated in courses in the countries of TACKLE. The training 'Education for all and child labour elimination' was the most appreciated (11 out of 21). 14 Respondents followed training courses in their own country. The participants followed many different training-courses, but also here the 'Education for all and child labour elimination' training, with four respondents, was the most attended training. Almost 90% of the respondents are currently still active in the field of child labour. Of these 90%, almost 60% is still active in the same position as when they participated in the training and 35% of the respondents obtained a career promotion.

Appreciation of the training
According to the respondents, the skills and knowledge obtained during the training were seen as very useful and respondents actually use these in their daily work. The manuals/guidelines are valued slightly less practical to be used in the own organisation. This was also mentioned as a constraint in the follow-up of the training. Due to a lack of available materials (manuals/guidelines), follow-up activities were not so easy to organise, which limited the possibility for further replication of training to both internal and external persons into child-labour related topics.
More than 80% of the respondents positively assesses the quality of the training and the usefulness of increased knowledge on child labour (more effective in own organisation and creating awareness and influencing behaviour). However, a small group of 16% is not positive and expresses a very critical assessment of the quality and usefulness of the training received..

Comments and recommendations regarding the follow-up of the training
The follow-up activities within the own organisation, mentioned most often by the respondents are : 1. Technical advice; 2. Training and 3. Presentation/speeches. There is a similar pattern in the follow-up activities outside the own organisation: 1. Technical advice and presentation/speeches and 2. Training. Follow up activities in the form of presentation and speeches are held more often outside the organisation than inside. Constraints mentioned in follow-up are: lack of resources (budget/funding, materials); collaboration with colleagues or various stakeholders who have a different knowledge level on child labour related issues or have a different understanding of child labour; and the absence of a monitoring mechanism. The latter is mainly related to the actual planning of activities and to the implementation of a follow-up work- or action plan for further capacity development.

The respondents express the following recommendations and suggestions for the improvement in training and follow-up: more continuous training activities: more regular provision of new information; deepening and broadening already existing knowledge; expand knowledge throughout the whole organisation; organise refresher courses; provision of coaching (on the job) and training over a longer period of time.

Effectiveness in building partnerships, cooperation and exchange

In most countries the ILO TACKLE officers have built close relations with their national counterparts in the Ministries of Labour and Education. Thanks to these close relationships, ILO TACKLE officers in several countries are advising and coaching their national counterparts, which is of great benefit for the TACKLE project implementation and even beyond on more general labour issues.

The support of regional offices of ILO to the TACKLE countries has been relevant, particularly in smoothening relations with the national government partners and establishing regional relations and contacts. These relations and contacts are not specifically related to the TACKLE project but more in general to ILO's overall programming. The contacts between the TACKLE local offices and the regional officers at ILO/IPEC HQ are not intensive. The regional TACKLE coordinator stationed in

Kenya for the African TACKLE countries has proved to be greatly beneficial for more direct contacts and technical support to the TACKLE countries. ILO HQ maintains regular and intensive relations with the offices in the field and the CTA also visits TACKLE countries for follow-up. The Director of ILO/IPEC also has visited TACKLE countries, among which recently Guyana in the beginning of 2013. The visits of the regional ILO office and ILO HQ seem not to be documented in reports. The same applies to references of visits, support and/or backstopping from Child Labour Specialists from central level. The support of Senior Child Labour Specialists in the sub-region in the implementation of the TACKLE project activities is still subject to further investigation in the framework of this evaluation.

In several TACKLE countries, the TACKLE project is run mostly as a stand-alone project, without many direct linkages to other ILO projects. There are, however, some interesting linkages with other projects, for example, with HIV/AIDS projects and with the Child Labour and Education project of ILO IPEC. Other examples are:

- In Kenya, in the Action Programme with HOPE, TACKLE worked very closely with the COOPAfrica Project by getting their funding and technical support for cooperative development;
- Through the UNDUGU Action Programme in Kenya, TACKLE collaborated with ILO's Youth Employment project by introducing business training;
- In Zambia, TACKLE introduced business training by using the GET Ahead tool in collaboration with women's entrepreneurship development project of ILO;
- In Mali, TACKLE introduced the rural WIND development tool in collaboration with a specialist in ILO Dakar office;
- In Guyana and Jamaica the national project-staff collaborated with the ILO's projects on decent work and better work based in the ILO Port of Spain office as well as the ILO gender project in Angola.

Outside the direct context of ILO projects, the TACKLE officers at the country level do maintain regular relations with national counterparts. In Fiji and Kenya, where the local TACKLE project is embedded in regional ILO offices, more linkages between TACKLE and other ILO activities are made and maintained; this also applied to countries where ILO has a longer historic presence such as in Zambia. In the TACKLE TPRs little information is included on how the TACKLE project is linked with other ILO activities, this strengthens the impression that in several countries the TACKLE project is mainly managed as a stand-alone project.

As observed before, the evaluators have not found strong evidence of a global approach in the project, apart from the overall design, approach and planning according to result areas and indicators. However, in the implementation of the project the individual TACKLE countries were brought together regularly. Reports focus on providing aggregate information on quantitative indicators but qualitative and narrative reporting follows reporting per country without an analysis of cross-cutting developments. This was also noted in the MTR, that recommended increased efforts to achieve a more global approach to the TACKLE project.

While there is clear information exchange and dissemination of lessons between different countries, the TACKLE project remains mostly a 12 country programme. The TACKLE management (CTA and Africa coordinator) through regular visits to specific countries has helped to maintain coherence and exchange within the programme. International training was provided in Turin and some regional training and workshops such as an influential and replicated Regional Workshop on Child Labour and Education in Zambia in 2011 and the global TACKLE workshop in 2011 were organised in the different regions, bringing together different countries in implementation. But this exchange and cooperation is mainly focusing on facilitating exchange of experiences in the project. Mechanisms and instruments to achieve systematic alignment in planning between different countries and plan cross-border or regional activities are absent in the TACKLE project. In reporting and sharing of information, the evaluators did not find many examples of supra-national level reporting and analysis.

3.3.4. Factors influencing major achievements of the TACKLE project

In chapter 2 and sections 3.1 and 2 the major achievements have been extensively described and analysed. In this section the evaluators deal with one remaining question about achievements from the evaluation ToR: *Which factors (external/internal) of the project's design might have contributed to the project's current implementation status and the Action Programmes in each country?*

With respect to effectiveness the MTR made an important observation that still is valid: "Thus, while the ILO-IPEC implementation approach used by TACKLE has a number of key advantages, in particular the fact that formal commitment from the partner country is first secured and that implementation of actions to tackle child labour are driven by local organisations (thereby offering strong local ownership and enhancing long-term sustainability prospects), it does mean that ILO-IPEC has only partial influence over the pace of implementation and that this pace is significantly determined by the partner country. In later sections, we will see that this has been a significant factor underlying TACKLE's implementation experience to-date." (MTR, 2011, page 30)

At the end of the TACKLE project the evaluators conclude that the approach of securing ownership and commitment up front has worked in most of the countries. Only in Angola, the challenge of ownership and commitment at the Government level is still considerable. The second aspect touched upon in the quote from the MTR is the issue of capacities among local partners. This issue presents a much more general challenge and it has caused slow implementation rates in PNG, South Sudan and Sudan, where capacities of local partners were relatively weak.

We can conclude from the above that although securing ownership and commitment costs time, it has been hugely beneficial for the continuation and sustainability of local actions, particularly under Result Areas, 1, 2 and 4, though it also caused delays in implementation. However, a more substantial factor causing delays in implementation is the existing capacities of local partners, which has been a challenge in most of the TACKLE countries that was not fully overcome in a smaller number of countries.

In many of the TACKLE countries the evaluators have seen that progress and results in the TACKLE projects are determined to a significant degree by bottlenecks in educational policies and systems. These bottlenecks are often core to the education sectors, such as issues related to Education for All, provision of relevant TVET, bridging the urban-rural gap in access to education, quality of education and teachers' qualifications and their working conditions. In most countries the evaluators have found at least one major challenge in the education sector that has had an influence on the implementation status of the TACKLE project.

It is in development and implementation of the action programmes under Result Area 3 where the implementation of the TACKLE project shows the greatest variety, although in almost all countries challenges in formulation and implementation of these plans have occurred. The factor of insufficient capacities of local partner to meet the administrative and reporting requirements of ILO/IPEC already has been mentioned. In many cases ILO TACKLE officers have supported local partners with training and coaching in this aspect, but this has not always been enough to solve all challenges. An additional constaint within ILO was the centralised set-up of the TACKLE project, that required all countries to clear all plans and reports with ILO HQ. Delays occurred, which in some cases amounted to over a year. A consequence of these delays was that projects needed to be downsized to a shorter period and a smaller budget, which basically means extra work for less money, which not only affects the implementation status of the project but also the cost-effectiveness.

A final factor that has influenced the implementation status of the TACKLE project in several countries was the degree to which the different stakeholder groups (employers, workers and civil society) could be involved in the project. In some countries not all stakeholder groups participated formally (e.g. in Guyana the NGOs do not participate in TACKLE) but in others sometimes the active and real participation of stakeholder groups was not strong (e.g. in Kenya and PNG the trade unions did not participate in the multi-stakeholder meetings during the country reviews and employers were absent in Madagascar and Mali). The degree to which the different stakeholders are involved maybe is not so much of influence on the implementation status of the TACKLE project as such, because sometimes it is even easier to implement a project with fewer partners. However, the influence on outreach of the

project among different relevant sectors and ultimately target groups and beneficiaries may have been negatively affected.

3.3.5. Sustainability of tackling child labour and return to school interventions

Already observed repeatedly in the previous sections, is the fact that an important success factor of the TACKLE project was the securing and promotion of local ownership and commitment, which succeeded in all countries, with the exception of Angola.

Since 2012, the TACKLE project regularly updates a sustainability matrix. The latest update is from April 2013. The sustainability matrix provides information on sustainability measures taken during the implementation of the TACKLE project and these refer largely to Result Areas 1, 2 and 3. In many countries legal framework reviews were integrated in new legislation, policies and action-plans (including PRSP and UNDAF). Also on capacity development results are reported in the form of increased capacities of individuals and institutions involved in tackling child labour. Several examples of research and surveys conducted, that are now used in policy development and implementation, are mentioned. The sustainability matrix, however, presents limited information on sustainability in the action programmes. The information provided states that these action programmes are coordinated and embedded in concerted efforts to tackle child labour, although this is still largely confined to the direct context of implementation of the TACKLE project and financial support of ILO.

According to the TPR of March 2013 in the past year in four of the TACKLE countries (Fiji, Guyana, Jamaica and Zambia) sustainability workshops and actions were realised and partners did discuss strategies and actions for continuation of child labour activities after the end of the TACKLE project.

The issue of sustainability has been discussed in individual interviews at ILO and during the country reviews, but it was particularly discussed in the multi-stakeholder workshops and during the multi-stakeholder TACKLE meeting in Brussels on 2 and 3 July 2013.

In spite of efforts taken in the programme to increase sustainability of tackling child labour actions, there is a widely shared concern that these actions are not yet enough.

Most progress in achieving sustainability was booked in the actions of TACKLE to work on policy frameworks and integrating child labour in national policy development and action plans. The cooperation with the Ministries of Labour and Education also has contributed to this embedding and mainstreaming of child labour related policy issues. In terms of capacity development, the TACKLE project has achieved sustainable results in the form of increased capacities, mostly at the level of technical and policy staff and less so at the institutional level.

Particularly with respect to the realisation of the action programmes, the sustainability challenges are bigger. Not many Action Programmes contain clear exit strategies and sustainability efforts, and the future continuation of financial and material support to families and children (in the form of school-fees, transportation fees, food, school-books, uniforms etc.) is insecure. These financial aspects of sustainability have not been reviewed sufficiently well when the APs were approved. The lack of perspective for follow-up of financial support to APs (particularly those assisting ultimate beneficiaries financially and materially) presents a major risk for the TACKLE project in the form of dropping result rates in withdrawing and preventing children from child labour.

The TACKLE Action Programmes also have an important innovating goal: to develop new and alternative models and approaches than can be replicated elsewhere. Here the financial sustainability of the AP itself is not the immediate goal, but further replication and rolling-out are. Although the evaluators recognise that the TACKLE project is producing such good practices, within the framework and reporting on the project no information is available about successful replication of Action Programmes.

The MTR in 2011 had already observed that the TACKLE project did not pay sufficient attention to sustainability and its recommendations were followed up by ILO/IPEC with the sustainability matrix

and with sustainability workshops. However, these sustainability and exit strategies should have been built in the project design and implemented from the start. The corrections after the MTR are too late to provide a full solution to this challenge, which is particularly related to Result Area 3.

3.3.6. Other aspects and evaluation questions

The ToR of this final evaluation specified a series of research questions. Most of these, to be dealt with below, have already been presented and discussed in previous sections. This section, therefore, gives a summary of conclusions based on findings that have already been presented elsewhere. These findings have not been repeated to avoid too much overlap in the text.

Integration of child labour and links to broader national contexts and policies
The work of TACKLE is integrated in broader national contexts and policies by design, because the TACKLE project start-up requires buy-in and agreement by the national ministries of labour and education, confirmed through the signature of MoUs. After the start of the TACKLE project, steering committees were formed in which these ministries and other national tri-partite partners participated to manage the project. Furthermore, all tri-partite stakeholders were invited to a multi-stakeholder meeting in 2011 in Brussels, convened by the ACP secretariat, to discuss the progress of the TACKLE project and review the results of the MTR realised in 2010/2011. These mechanisms have secured that the TACKLE project is in line with national contexts and policies and that the project is largely demand driven.

Institutional linkages and collaboration
The TACKLE project, outside the already quite broad context of its implementation by multiple stakeholders (Ministries of Labour and Education, employers, trade unions and civil society), in general does not feature any further coordination and cooperation with other institutions. Because of the complex multi-stakeholder set-up of TACKLE it is to be expected that other forms of structural coordination and cooperation are limited. However on a case-by-case basis, sometimes exchange and cooperation is done, by participation in workshops and conferences organised by other organisations at the national and international level (including organised by ILO itself). Some examples of institutional cooperation within the UN community are:

- A joint mission of TACKLE and UNICEF to monitor the NCDO Action Programme, which served as an entry point for a substantive follow-up project with six other UN agencies (UNICEF, UNDP, UNOCHA, FAO, WHO and IOM) to address pastoral communities in Turkana;
- In Kenya, Zambia and Mali, TACKLE national officers regularly participated in the education sector groups to collaborate with other development partners including UNESCO;
- In the Understanding Children Work study, TACKLE Zambia NPO worked very closely with UNICEF and World Bank. In Kenya, TACKLE funded Ministry of Social Welfare to set up a Children Database.

With respect to challenges identified in the education sector (see previous sector) in many of the TACKLE countries, more coordination and cooperation could have been explored with other departments in Ministries of Education and sometimes also other ministries involved in provision of TVET and NFE, as well as international development partners working on access and quality of education and EFA goals, mainly UNICEF and UNESCO. In only a few of the TACKLE countries we have observed structural forms of cooperation with these other partners.

In some countries, the EC is supporting the implementation of relevant projects and programmes in the light of the TACKLE project implementation, but in general the agendas and priorities of the EC at the country level are managed locally , while the TACKLE project is managed from the centralised EC-level. In none of the countries the evaluators have found a very close cooperation between ILO/TACKLE and the local EU delegations, but in all countries the EU delegations were informed about progress in the TACKLE projects (in some countries more frequent than others). In none of the countries contradicting or conflicting approaches between TACKLE and EC were found. Some of the EU delegations indicate that they would like to see a somewhat closer cooperation and exchange of information on TACKLE at the country level. In one case the EU delegation (Jamaica) expressed

critical remarks with regard to the TACKLE project implementation, particularly with respect to the action programmes, conducted under Result Area 3.

Linkages/interaction between ILO projects
The complex multi-stakeholder set-up of the TACKLE project is an ample challenge in terms of ensuring linkages and interaction between the stakeholders. It is therefore not so surprising that extensive cooperation and exchange with other ILO and ILO/IPEC projects does not exist. However, in most countries there is exchange and cooperation mainly at two different levels:
- At the institutional ILO level, there is exchange between ILO TACKLE officers at the country level with the regional office and HQ. This exchange is often not limited to the TACKLE project but also includes more general ILO/IPEC topics;
- At the project level we have found exchange and cooperation with other ILO projects:
  - The HIV/AIDS project was implemented in parallel in several of the TACKLE countries. Although not systematically, in some countries specific activities targeted children living with HIV/AIDS (Fiji, Mali);
  - Synergies and close knowledge sharing and cooperation, including sharing of office and resources took place in Mali (e.g. with the Dutch funded ILO Combating child labour through education - INT/10/07/NET);
  - In Kenya, in the HOPE AP, TACKLE worked very closely with COOPAfrica Project by getting their funding and technical support for cooperative development;
  - Also in Kenya, through the UNDUGU AP, TACKLE collaborated with ILO's Youth Employment project by introducing business training through SIYB;
  - In Zambia, TACKLE introduced business training by using the GET Ahead tool in collaboration with the women's entrepreneurship development project of the ILO;
  - In Mali, TACKLE introduced a rural development tool called WIND (Work Improvement in Neighbourhood Development) in collaboration with a specialist from the ILO Dakar office.

Role in knowledge building on the role of education in addressing child labour
In all countries, although at very different levels, the awareness of the key role of education in combating child labour is an evident outcome of TACKLE. The project's country performance is closely linked to the achievements obtained in many countries, where this awareness generated consistent applied knowledge. The education provided to key stakeholders were successful in taking important steps to mainstream child labour issues into their reforms and practices. In most countries this mainstreaming is still in process, but the global trend is affirmative.

Staffing (level and quality) and management of the project (centralised and decentralised management)
The TACKLE project is a centrally managed project at the ILO HQ in Geneva, by a small team of 3 ILO-staff: a Chief Technical Adviser (CTA), an Assistant to the CTA and a Financial Officer. After December 2012, the positions were reduced to only the CTA and Financial Officer, when the Assistant to the CTA left for another ILO position (in the light of the anticipated end of TACKLE in August 2013). This small team is currently assisted by an ILO intern. A regional TACKLE coordinator for Africa was stationed in Nairobi to manage and coordinate more closely the activities in the African countries in the TACKLE project. A similar arrangement does not exist for the Caribbean and Pacific, where there are only two countries per region.

At the national level the usual team composition is one TACKLE responsible officer assisted by an assistant, but in some cases there is only one local TACKLE officer. In the case of PNG and Sudan and South Sudan the TACKLE management is done by TACKLE officers from Fiji and Kenya respectively, because there are no local offices and ILO staff members in these countries. This has slowed down the speed of start-up and implementation of TACKLE activities in these three countries. The TACKLE officers and assistants spend part of their time also on direct implementation of activities. All other activities in the TACKLE project are sub-contracted. These staffing arrangements, in the light of the scope and budget of the TACKLE are quite minimal. It is difficult to envision how the project could have managed and implemented with less staff members, given the central management arrangement that is in place for this project.

4   Conclusions and Key Lessons Learned

This chapter present the conclusions on the TACKLE project and some key lessons learned during its implementation. It is organised in three sections. First, general and overall conclusions are presented that are relevant at the global level of the TACKLE project. In the second section, the evaluators present a set of conclusions related to the management and implementation aspects of the project. The third section contains the main conclusions related to the specific countries reviewed.

4.1   On the TACKLE project and its results

1.   After a slow start, the TACKLE project, particularly from 2010 onwards reached full-steam in implementation. By the end of March 2013, six months before the end of the project, it had produced a vast amount of outputs and results. TACKLE has generally achieved most anticipated results under the results areas 2, 3, and 4, but still faces some challenges in reaching results under Result Area 1, where effective implementation, enforcement and control of child labour related frameworks has not yet been achieved in several countries. Similarly, due to delays in start-up and implementation of a considerable number of action programmes, Result Area 3 also shows some delay.

2.   When looking at results achieved at the end of the TACKLE project, the evaluators identify Kenya, Zambia,Fiji, Mali and Sierra Leone as having strong and solid achievements in the TACKLE project. PNG, Angola, South Sudan and Sudan were somewhat lagging behind, with the remaining countries being in the middle, with satisfactory progress and results. Four critical factors seem to influence the performance of the TACKLE project in the countries;
   a. The physical presence of ILO in the respective country, previous work on child labour related issues in the country, and the continued presence of ILO staff to accompany local partners in project implementation all contribute to more progress and better achievements;
   b. The proximity of past or present conflict and political instability is of great influence on continuity of activities, but maintaining activities at the level of technical staff can greatly influence the speed of recovery after conflict;
   c. The existing levels of capacity of local partners are of great influence on progress and achievements. Countries with lower capacity at the outset of the project made slower progress and lower investments, while those with better established capacities progressed more quickly and spent more money;
   d. Experience in tri-partite social dialogue and multi-stakeholder cooperation is favourable for setting-up larger and multi-partner initiatives, thus reaching out to more target groups and increasing the number and scope of action programmes.
   In all these cases the allocation of budgets and rhythms of expenditures is directly related with the four factors above.

3.   The methodology applied by ILO in designing, planning and starting (inception-phase) interventions under the TACKLE project has ensured in all countries that the main partners, the Ministries of Labour and Education, are on board thanks to signed MoUs. This has also proved to be a guarantee for ownership of the TACKLE project by the Government partners. The ownership shown by the national ministries at the start of the TACKLE project in most cases has proved to be sustainable during the course of the project, although in some cases, such as in Sudan, the involvement of the ministries has slipped somewhat. The project's focus on education has been particularly innovating: education is currently considered by all TACKLE partners as a critical key road to combat child labour and TACKLE experiences in establishing partnerships with Ministries of Education are a rich learning experience to be explored, providing concrete and not only theoretical examples, understandable by all countries;

4.   A challenge in securing local participation and ownership lies in meaningful involvement of trade unions, employers and relevant NGOs and CBOs in the TACKLE project. In several countries we have observed that the TACKLE project has not achieved full participation of the tri-partite ILO constituency and NGOs. The reasons for this vary and challenges are often specific to specific

countries where specific stakeholder groups are not yet fully on board (see the country specific conclusions). In many countries it has been more difficult to engage employers in the TACKLE project than other stakeholder groups. The issue of corporate social responsibility sometimes is touched upon (e.g. in Kenya), but has not been systematically incorporated in the approach to increase involvement of the employers;

5. A specific challenge for the involvement of both trade unions and employers in most of the TACKLE countries lies in the fact that the biggest part of the economy activity is informal. For employer's organisations and trade unions it is difficult to reach organisation of target groups and achieve a membership base in this sector. The specific challenges related to the informal economy (with probably a considerable proportion of child labour) have not yet been sufficiently addressed in the TACKLE project design and approach;

6. Child labour is both an urban and a rural phenomenon. It is often easier to implement actions, enforce policies and to provide services (e.g. quality education) in urban areas. TACKLE has included rural and remote areas in the implementation of Action Programmes, but it has to be acknowledged that in these areas it much more difficult to achieve sustainable results and a wider impact. Challenges in tackling child labour in rural and sometimes remote areas are much bigger and to solve them they require more coordinated and concerted efforts of different ministries and development actors. As long as no such concerted actions are taken, these actions on the ground might have too much the nature of small drops of support in a vast ocean of needs. In such situations it is unrealistic to expect that TACKLE project activities can create a real, structural and sustainable change;

7. The TACKLE project has clearly been relevant in all participating countries. This relevance and fit with local policies was generally recognised by all stakeholder groups and the awareness raising effects of the project can be considered impressive. In some cases, the relevance was not immediately recognised by all stakeholders. However, the project activities, action programmes, capacity development and information dissemination during the years of the project have lead to a widely held recognition of the need to withdraw children from child labour and to increase their enrolment in and attendance to school among participating organisations (although not always by the public in general). This has also brought more support by different stakeholders during the project-implementation;

8. The multi-stakeholder nature of the TACKLE project is widely recognised and considered a strong point of the project. The TACKLE project has had effective Steering Committees in most countries, where they met with some regularity and where partners took a joint responsibility for its implementation. The multi-stakeholder coordination and cooperation, as well as genuine tri-partite social dialogue on child labour in specific but also broader labour issues, remains a challenge in several countries; with little past experience, in some countries institutions and occasions to exercise tri-partite social dialogue are still poorly developed.

9. Localised activities in the action programmes under Result Area 3 can benefit from local social dialogue and cooperation with local partners to increase perspectives for institutional and financial sustainability. A good number of initiatives with schools/teachers (e.g. school feeding programs or IGAs for participating families) lack sustainability because they were often designed without/or with weak feasibility (technical, economic, social) analysis with inputs of different stakeholders. Implementing agencies acted on their own, without any or poor mobilisation of local advice and support of the tri-partite partners. An exception to this is the action programme in Kenya with the Kenya Federation of Employers linking businesses to schools to support income generating activities and school feeding programmes to prevent school drop-outs and encourage families to send their children to school. Also in Mali a programme was started with the Employers Council, in the fight against child labour and promoting Education for All. Mobilisation and encouragement of parents' committees at community level has been proved as an important tool for establishing multi-stakeholders initiatives at the local level;

10. In some of the TACKLE countries, trust and close cooperation between Ministries of Labour and Education were not easy to reach or of sufficient quality and frequency. In some countries, other

Ministries with mandates covering children (and women), such as Ministries of Social Welfare have not yet been sufficiently involved. Coordination between different Ministries on specific cross-sectorial issues in most Government structures is not easy and sometimes requires special inter-ministerial or even supra-ministerial arrangements;

11.   The TACKLE project activities are closely linked to educational policies of national governments, and effectiveness in achieving results and having broader impacts depends on the state of the education systems in the TACKLE countries. Although the Ministries of Education are on board of the TACKLE project, the issues dealt with in the TACKLE project only cover a small part of the educational policies and systems. In most countries participating in the TACKLE project, the evaluators have encountered challenges and bottlenecks in the education system and policies that go well beyond the scope of the TACKLE project and even the ILO mandate. These contextual factors to the TACKLE project have posed serious limitations to the TACKLE project implementation, despite the commitment of management and staff (particularly teachers) of the Ministries of Education;

12.   *Specific to Result Area 1:* Although most TACKLE countries are or have been initiating a good number of legislative reforms, these reforms are usually slow to implement and roll-out at the national level. The translation of legislation into effective implementation, monitoring and control and finally enforcement takes time, usually far beyond the TACKLE project duration. In the TACKLE portfolio only a few examples of enforcement of legislation can be found, such as the done by the Child Labour Unit established in the Ministry of Labour in Fiji in 2012. Often, state institutions that enforce legislation are not strongly developed and their presence in remote and rural areas is extremely weak. The TACKLE project has not yet achieved sufficient results in this area and much more work is needed to translate legislative reforms into real and effective practices. This applies particularly in rural and remote areas, where alternative models for enforcing legislation built upon local capacities and institutions could be explored. Useful experiences can be found in some TACKLE activities (see lessons learned, below);

13.   *Specific to Result Area 2*: Capacity development is an important activity in the TACKLE project where many activities have been realised. Analysing the capacity development interventions, we can observe that much of the effort is focusing on the provision of training and workshops. A considerable investment done in the TACKLE project is to support individual participants (mostly from Ministries of Labour and Education) to participating in international training courses (ITC in Turin). Although the survey among participants of these training courses shows that most respondents (30% of the trainees) are still working in the same organisation and still involved in issues related to child labour, the risk of the investment trickling away remains. (The situation of the 70% of trainees who did not respond is not known). The fact remains that capacity development investment in individual staff members within government are subject to political changes and transfers of mandates accompanied with significant turnover of staff. Alternative and more collective and organisational capacity development interventions have not yet been sufficiently explored in the TACKLE project.

14.   It is difficult to monitor the effects of personal skills acquired at the organisational level in the framework of the TACKLE project. No specific capacity development monitoring indicators for the longer term and on the organisational level were designed, although immediate results of training courses are reported upon. Nevertheless more capacity building is still felt to be needed by key stakeholders, particularly in countries where activities have been less continuous (e.g. in PNG, South Sudan and Angola);

15.   *Specific to Result Area 3:* In most countries, the action programmes focus on withdrawing and/or preventing children from child labour and increase enrolment in and attendance to school. In most APs this also involves direct material support to families, parents and children, which was extremely important to achieve effective (re)integration of children from poor families in schools. In spite of increased attention to sustainability issues in the final year of the TACKLE project, in most of these direct support actions no alternatives have yet been found to continue these activities after the TACKLE project's end. Furthermore some of the support-modalities applied in the APs are not sufficiently empowering local governments, communities, families, parents and children to

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solve (often very serious) poverty issues, and are even creating dependency of poor families on material support to continue to send their children to school;

16.   The strategy of directly supporting stakeholders to develop activities through well designed Action Programmes was effective in many cases in most TACKLE countries. In some cases, APs have allowed staff of partner ministries or NGOs to take ownership and responsibility in exploring child labour issues more actively and in more depth, and to mainstream these issues in their institutions and organisations. This has contributed to changing visions among these partners, which again contributes to sustainable changes in their implementation practices. Action Programmes have also generated a series of innovations and good practices in tackling child labour.

17.   However, the elaboration of Action Programmes by implementing national partners was a challenge throughout the project. Because of weak capacities of some of the implementing partners, proposals often did not comply with minimum standards in the TACKLE project. As a result of this and also sometimes slow bureaucratic procedures within ILO, start-up and implementation of a considerable number of projects faced considerable delay and in some cases did not even take off. In some cases TACKLE officers provided some training on "proposal writing", but overall these efforts seem not have been sufficient to solve this problem fully, although in the final years considerable progress was made;

18.   *Specific to Result Area 4*: The MTR observed that the visibility of the actions in the TACKLE project and particularly the results obtained by it could be stronger. This did subsequently improve. In many countries, governments, social partners and NGOs are increasingly involved in combating child labour and these partners come together in organising activities related to child labour and in sometimes massive celebrations of the World Day Against Child Labour (WDACL).

19.   However, the visibility of the TACKLE project to the general public still remains a challenge. As the TACKLE comes to its end further improvements in visibility can be expected. Many activities to ensure that capitalisation of experiences, dissemination of lessons learned and good practices are still on-going and will still increase in volume and reach-out, involving all the national TACKLE teams in all countries of the project. Most TACKLE countries showed that they are committed and eager to increase knowledge on child labour issues through direct sharing and learning with other countries' experiences. These exchanges include not only TACKLE countries but they also take place in wider regional contexts and other IPEC programmes in other countries;

20.   Sustainability of actions supported by TACKLE on the longer term presents an overall challenge both during and after the project. Towards the end of the TACKLE project, the sustainability of TACKLE actions under Result Area 3 was questioned by many stakeholders and the sustainability workshops delivered in several countries did not provide sufficient solutions. This aspect of sustainability scored lower than most other result areas during the multi-stakeholder meeting workshops. Stakeholders in the TACKLE project have indicated that not always all relevant stakeholders have been included in the design of TACKLE actions and therefore possible local contributions have been missed. Many of the awareness raising activities were done at a national level or were constricted mainly to urban contexts and did not always reach out the regional or district level. When families are not sufficiently aware of child labour related issues, the practice of child labour will continue. While changes in legislation have generally taken place in most TACKLE countries, institutions and concrete mechanisms for support and control have not yet been rolled out, creating a challenge in implementation and enforcement over longer periods of time.

21.   The availability and quality of data are a challenge in child labour and education retention interventions. In spite of efforts done (including with support of SIMPOC) in some TACKLE countries, overall data generation, updating and exchange is not yet systematic of sufficient quality, sometimes not shared and exchanged and sometimes not even available. As the availability of reliable data is crucial for the monitoring of success of actions related to withdrawing children from child labour and retention of children in schools, more efforts in ensuring these data are made available could have been expected. Also within the framework of the TACKLE project

the presentation and analysis of data on withdrawal and/or prevention of child labour (related to Result Area 3) is not fully coherent, because data on withdrawal and prevention are mixed and sometimes also other types of beneficiaries are counted;

22.   Some regional synergy occurred between more and less experienced TACKLE country projects showing a strong regional potential of interaction among them. This inter-country experience and knowledge can accelerate awareness raising, particularly for Ministries of Education representatives, for whom there was no previous experience of cooperation with Ministries of Labour. Nevertheless, this regional or cross-border sharing is not systematic and the TACKLE project has not achieved a real international level of joint programming and implementation. Even though during implementation information was shared and exchanged between different countries through multiple events, workshops and joint training activities, in terms of planning and programming, TACKLE has mainly remained a collection of 12 different country projects. These have been managed as stand-alone projects by national TACKLE officers and team in cooperation with the TACKLE management in Geneva and a regional coordinator in Nairobi. Some activities directed to exchange and cooperation, e.g. on the issue of child-trafficking, took place also within a broader context framework of other ILO projects and activities. .

4.2   On TACKLE management and implementation

a)   The TACKLE project is managed and implemented by a small team. At the global level until the end of 2012, a team of 3 ILO-staff was managing the project, and since then only 2 and an ILO intern. At the national level the management is usually done by 1 TACKLE responsible officer, usually assisted by an assistant. In the case of PNG and South Sudan this management is done from Fiji and Kenya respectively. The TACKLE officers and assistants spend part of their time also on direct implementation of activities. All other activities in the TACKLE project are sub-contracted to consultants and to SIMPOC. This staffing, in the light of the scope and budget of the TACKLE project can be considered small, with corresponding modest management costs;

b)   Although the central management of the TACKLE project in the framework of the funding relationship with the EC/ACP was functional, from the implementation in the field perspective it has created some bottlenecks and slowed down implementation of activities, particularly the implementation of the action programmes (although insufficient capacities of implementing partners also contributed to these delays). Administrative procedures to acquire approval for sometimes very small amounts of funds are sometimes cumbersome. A decentralised set-up with regional coordinators in all three project regions was often suggested to create a more agile structure for implementation. Similarly a greater mandate for managing small funds for small activities (petty cash) was suggested as a means to speed up the programme;

c)   The role of ILO as a provider of technical assistance and not provider of funding is crucial for the importance of the TACKLE project in general. ILO is in general able to mobilise the right technical assistance and as an expert organisation on child labour matters is able to link the right organisations and partners. Only with regard to Result Area 3, where ILO provides seed-funding for activities through action programmes, does ILO's role becomes one of a funding agency. It is in this area where expectations among local partners are created for continuation of funding, which cannot be met by ILO, because it depends from external funding sources to do so;

d)   ILO in many countries has acted successfully as a multi-stakeholder broker, by linking the Ministries of Labour and Education, trade unions, employer's organisations and NGOs. This multi-stakeholder brokerage role is key to the relative success of the TACKLE project, because in all countries new partnerships and relations of cooperation have been established (although in some cases still weak and incomplete). The position of ILO between partners and its role to bring parties more closely together, has been realised effectively in all countries and the importance of ILO in the TACKLE project is recognised by all partners, without exception;

e)   The capacity of ILO in contributing to dialogue and cooperation between partners and in providing good quality technical assistance is generally appreciated by all partners. However,

partners frequently indicate that the capacity of ILO is limited in number of staff and experts available to support activities in the TACKLE project. This minimal capacity of ILO is compensated by the fact that ILO has a good network of consultants that are contracted for specific tasks in the project. Nonetheless, in the cases where there was no appointed National Project Officer (e.g. Sudan, South-Sudan) or where TACKLE faced problems recruiting appropriate staff (PNG), the provision of intermittent technical support was insufficient to sensitize, develop awareness and capacities among the key stakeholders and therefore TACKLE project performance and results in these countries were weaker than average;

f) The TACKLE narrative project reporting is rich in stories and examples, but it is not very analytical in presenting trends and patterns. Although rich in detail, it is based on anecdotes. The presentation of stories bears a certain risk of "inflation" of the results of the project, because the specific examples cannot be seen in the framework of broader target-groups or compared with other contexts. The annexes, particularly table A, of the yearly reports provide more comprehensive and also quantitative information on progress compared with planning, but here it is difficult to interpret the numbers. The link between the annexes and main report is weak, which also limits the analytical quality of the reporting;

g) Some aspects of the monitoring system in the TACKLE project that relate to the monitoring of the progress against indicators (as is done in Annex A of the narrative reports), are difficult to interpret. In the first place, a base-line assessment of the results against indicators is missing and therefore it is not possible to know in what the degree the current values of reporting relate to the situation prior or at the start of the project. Furthermore, some of the indicators are composed of different sub-elements that are difficult to aggregate, such as policies. The aggregation of these numbers might hide the fact that important achievements and minor achievements are mixed in the same aggregated score.

h) Most importantly with regard to monitoring, the numbers of children withdrawn and prevented from child labour require more explanation. It is not clear on what criteria these numbers are presented. Participation of a child in certain project activity, as is monitored in ILO's DBMR system, does not mean that the child is structurally withdrawn or prevented from child labour. These problematic aspects are not touched upon in the project reports and the numbers presented in the report that are far above the planned numbers seem inflated when considering the structural changes at the outcome level, but seem fair in relation to the children directly participating in activities of the project (output level);

i) As observed in conclusion 22 in section 4.1, the TACKLE project has not yet reached a regional or global level of planning and programme, but during implementation exchange of information and joint learning among TACKLE countries did occur. To strengthen global coordination and exchange the recommendation of the MTR to establish a website on the project was followed-up but other forms of digital exchange and learning have not yet been developed. Countries know little about each other and successful models in some countries are not yet exchanged with other countries (although at the end of the project such knowledge might be available and also chapter 6 in this evaluation report will present some of such lessons and models to be shared).

j) The possibility of exchange at the international level, particularly the subcontinental level, has also not been sufficiently explored and implemented. In the Caribbean and Pacific regions, the Fiji and Trinidad and Tobago offices indicate that they are able to contribute to more and closer linkages at the regional level, and the theme of child trafficking is mentioned as a specific item to do so. The theme of child-trafficking is closely related to the challenges in TACKLE but also slightly different and will require additional approaches and instruments to be embraced by the project. Similarly in Africa, more exchange can be realised.

k) The relationship, cooperation and coordination between ILO and the EC/ACP have been fluent throughout the implementation of the project. European Delegations in the countries are aware of the project, but are generally not closely cooperating. In several countries there are possibilities for increased synergies, because the EU is funding other projects and activities in the Education and Social Protection sectors, with a potential interest in sharing experiences and knowledge with

TACKLE project experiences and by applying a more sector wide approach. Narrative and financial reports on TACKLE have always been accepted by EC/ACP without major comments. After the MTR, ILO and EC/ACP agreed on the non-cost extension of the project without major comments.

4.3   TACKLE Country Level conclusions

In this section, the most important conclusions from the specific country reviews are presented. These conclusions are not preceded by the presentation and analysis of findings, as this is done in the country review reports in Volume II of this report. The conclusions are presented as bullet-points to enable a sharp and concise section without too much detail and repetition. Readers seeking more background on these country-level conclusions, are referred to Volume II of the evaluation report.

Angola:
- As a result of the civil war of Angola; the context, challenges and underlying dynamics are extremely diverse and this is not sufficiently taken into account during the whole TACKLE period;
- At the start of the TACKLE project in Angola ownership by local partners was weak and communication and cooperation between stakeholders was poor. Over time this has improved, but has not yet become strong;
- Angola faces a language barrier in the TACKLE project: some documents are only available in English instead of Portuguese. This language issue frustrated general communication and coordination between Angola and the other project elements.
- The TACKLE project has achieved most results in awareness raising and capacity building activities (result 2), but in other result areas there was hardly any progress;
- There is little progress made in the implementation of the activities since 2011. This includes not following up on the recommendations made within the MTR;
- The implementation of the TACKLE project has suffered significant delays because of:
  - Insufficient and lack of reliable data on child labour;
  - Insufficient quality of action programme proposals submitted to ILO;
  - Delays in processing proposals and poor communication between ILO and partners;
  - Difficult procedures and formats for action programmes and monitoring formats (DBMR);
- Statistical data on child labour in Angola are not readily available and of poor quality, which makes context and needs analysis and planning quite difficult;
- The TACKLE project in Angola has had a limited focus on children, families and community leaders, through direct interventions (under Result Area 3);
- Relationships and connections with other child-related institutions were not recognised;
- Overall, the TACKLE project in Angola is not perceived very positively. The relevance of TACKLE is acknowledged, but the actual status of the project is not satisfactory.

Fiji:
- TACKLE has very committed implementing partners and stakeholders in the tri-partite constituency of ILO and Civil Society in Fiji, serving as an example in the region;
- TACKLE has made child labour visible in Fiji and the importance of tackling it widely understood among stakeholder organisations in Fiji, although at the level of the general public more awareness still needs to be created;
- Tackling child labour is one of the few subjects that enable a real tri-partite social dialogue and cooperation between different stakeholders in Fiji. TACKLE served as an entry point for further strengthening such dialogue;
- ILO has been able to function as a broker bringing together a wide range of different stakeholders. Its role and function as broker and provider of technical assistance is widely appreciated;
- Systems for identifying child labour and taking actions have been established from the local to national level, involving cooperation of multiple actors. Challenges are:
- Proper categorisation of child labour and providing the right follow-up by the right actors;
- Better linking and communication of data between different institutions.

- Child-oriented support programmes target really needy children and in some cases actually takes children from child labour back to school. However, these programmes lack a strategy towards sustainability and bear considerable risk of creating dependency amongst the beneficiaries;
- Vocational training, NFE and bridging programmes are crucial to ensure that poorer and more needy target-groups can be maintained in the education system;
- Education support in Fiji will always be challenged because over 90% of its schools are owned by communities who must raise funds for maintenance. Parents end up paying, so effectively education is not free in Fiji.

Guyana:
- After a slow start in the first years the project has made great progress in implementation in the past two years. The project is on track under results 2, 3 and 4, but not under 1;
- The issue of child labour has been clearly embraced by MLHSSS, MoE, FITUG, GTUC and CAGI who were active in the implementation of the project through the national steering committee. Particularly MLHSSS and GTUC have showed strong ownership of the project;
- There is a need for rethinking child labour in Guyana. While prevention is crucial in the fight against child labour, prevention alone fails to address and acknowledge what is really happening. Reports indicate that child labour is prevalent, particularly in mining communities across Guyana; there is need for statistical research and development of action programmes aimed at stopping existing occurrences of child labour;
- Guyana generally has laws and regulations in place, but capacity (human & systems) for implementing, enforcing and sanctioning them is still weak, particularly in the interior;
- Although the government is making efforts to achieve better access to education, TACKLE's activities' impact was limited by problems in the education system, such as:
- Sufficient quality & variety of education services (e.g. TVET)
- Systems and procedures to report and sanction child labour
- Difficult working & material conditions in schools in the interior
- TACKLE in Guyana achieved good working relations with government and trade unions, but did not actively include employers and NGOs in order to achieve tri-partite dialogue on child labour;
- The financial sustainability of financial and material support components directly benefiting parents and children is a challenge, with alternatives in place as the project ends.
- Child labour could be integrated as an issue in educational curricula's;
- Lack of economic and social opportunities and weak local institutions have increased vulnerability of children. Structural solutions for regional economic development are needed to progress in poverty reduction. Inclusion of TACKLE (and other themes) in more comprehensive poverty reduction programmes is desired.

Jamaica:
- Overall, the TACKLE project has made progress in all four result areas, although Result Area 3 is lagging behind;
- There was minimal to no acknowledgement by non-participating stakeholders, who were not familiar with the TACKLE project;
- A positive point within the TACKLE project is strengthening institutional capacity, basically under Result Area 2. Although the trickle-down effect of this is not recognised, more than once it was stated in the country report that capacity building and awareness raising should also take place at a grassroots or community level;
- The relevance of the TACKLE project is well recognised and understood by the local partners, although there is a lack of local ownership. This is related to the fact that all decisions have to go through the ILO country office or HQ;
- Lack of ownership relates also to the sustainability of the TACKLE project. Sustaining the gains of the TACKLE project is at risk if the sustainability plan is not implemented and resources secured at the level and in the areas needed to scale up the local initiatives;
- The government of Jamaica has indicated its commitment to addressing child labour practices and some work has begun to lay the foundation for eliminating the worst forms of child labour and strengthen the policy and legislative frameworks. While this is so, many stakeholders also expressed that the government is not as committed as it ought to be and that the issues of child labour and its link to overall national development are not fully understood.

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- Related to the previous point: under TACKLE programme various child labour related laws are revised (renewed), but child labour is not recognised as a theme which should be on the National Agenda;
- Due to under capacity of the ILO country office, proper assistance is sometimes lacking;
- Multi-stakeholder meetings are primarily with direct stakeholders, therefore there is little wider knowledge on what the TACKLE programme and its activities entail;
- The EU is positive about the relevance of the TACKLE project but not about the achieved results under TACKLE, especially not under Result 3;
- Relationships and linking with diverse stakeholders are established and build upon, but not yet institutionalised in terms of MoUs. This also could strengthen ownership.

Kenya:

- Many stakeholders have praised the relevance and effectiveness of the TACKLE project in combating child labour. This image is confirmed by the evaluators, who have found generally good results at the level of policy development and in local interventions. Previous work developed by IPEC in the country and consultations in the planning phase of the project have enhanced local ownership, particularly of both Ministries of Labour and Education, who from the start of the project have clearly shown a long-term commitment with TACKLE. Children's enrolment in schools is a national priority, thus there was a high level of policy and administrative support;
- ILO's resourcefulness and expertise has gained recognition in child labour and education sectors in Kenya. Taking stock of the TACKLE experience in Kenya has a good potential to reinforce knowledge and operations in the area of child labour at the regional level in Eastern and Southern African countries;
- Government ministries, NGOs, trade unions and the Federation of Kenya Employers collaborated with ILO Tackle and ten action programmes were signed and executed, driving key stakeholders to take responsibilities and developing their ownership;
- TACKLE Kenya played a major role in support to activities in Sudan and South-Sudan, where there was no national project officer, and was also active in regional cooperation. The TACKLE team in Kenya was recognised as effective and useful by stakeholders from other countries involved in cooperation activities with Kenya;
- Key results (in all four results areas) include: (a) child labour mitigation through the education system with the approved APBET national policy that targets the inclusion of hard to reach and educationally excluded children. This programme, and its successful experience with the institutionalised alternative inclusion of children from nomadic communities, has the potential for replication in many countries where inclusion of children from nomadic communities is an important issue; (b) the school feeding programmes, which in the Kenyan context have the employers as drivers, coupled with economic empowerment of communities, with positive impacts on child labour prevention and school retention. This experience also has a potential for replication in other African countries;
- Child labour technical inputs to increase knowledge and awareness include a mainstreaming guide developed by the Kenya Institute of Curriculum Development (former Kenya Institute of Education), and various IEC materials issued by social partners. These advancements are currently continued and developed by a newly created institute, showing that child labour issues are well embedded in the Ministry of Education's practices;
- Greater involvement of the private sector has been successfully obtained and secured through the 'Adopt a School' initiative and the FKE is showing a clear commitment to continue this action in dialogue within the National Council for Children's Services;
- The NGO Undugu has withdrawn vulnerable children from child labour and provided vocational skills that are relevant to the labour market. These market oriented skills have resulted in a good majority of graduates employed in decent work and promoted self-employment;
- Physical monitoring and enforcement mechanisms are neither well established nor harmonised across the diverse stakeholders and this requires the design of appropriate and participative M&E system. The National Council for Children's Services is taking action to improve coordination, as shown by the currently launched ''National Children Database'' by the National Council for Children Services. The data collection tool developed by the MoL will mainstream child labour monitoring, as a result of TACKLE support;

- TACKLE has developed approaches for pastoral communities and is reaching out to them to work on child labour issues in these communities.

Madagascar:

- Because of the unstable political and economic situation in Madagascar the implementation of project and activities is quite difficult and stumbles upon various obstacles. Furthermore, lobbying and trying to garner strong national support is difficult as it is particularly at this level where there is a general institutional weakness;
- The Ministry of Education has no strong and specific focus on child labour but it is working on integrating child labour in national curricula;
- Cooperation and coordination between ILO and EU is minimal and has not assisted the implementation of TACKLE, but the EU delegation is regularly updated about the project's progress, particularly around the WDACL. Communication with the EU delegation was also made difficult by constant changes in staffing at the delegation;
- The National Committee is hardly operational and its involvement is limited. This relates also to the point mentioned before: general institutional weakness. This slows down the implementation process of the TACKLE project;
- Regional committees have been involved in the inception and design phase of TACKLE. They have been consulted and mobilised relevant stakeholders. This has positive implications for the ownership of the programme. Also because of these regional committees, the programme is more decentralised;
- Other factors affected the ownership of the programme, including political instability, lack of proper funding, and lack of inclusion of various stakeholders, which also affects the sustainability of TACKLE. However, it should be noted that at the technical level within ministries, TACKLE activities have been implemented and have contributed to an increased involvement of ministry technical departments even when such engagement does not openly exist at the political level;
- Although not all stakeholders are included or consulted, the awareness of child labour related issues has grown among a quite heterogeneous group of stakeholders. Progress can be observed in the National Committee against Child Labour in which all tri-partite partners currently participate;
- The hierarchical structure of ILO does not add to improving the effectiveness of TACKLE. Furthermore, this hierarchical structure together with long approval procedures definitely slows down the implementation process and loses the momentum;
- Efforts to decentralize child labour issues have been successfully deployed with the set-up of Regional Child Labour Commission in three key regions. They are at the moment operational and fully informed, yet it remains to be seen how these achievements will last;

Mali:

- Since the beginning of its operations, TACKLE had very committed implementing partners and key stakeholders in the tri-partite constituency of ILO but also with Civil Society Organisations in Mali, with acknowledgeable efforts of coordination. A very difficult political context in last two years has weakened the government commitment and active involvement;
- TACKLE Action Programmes were based on previous IPEC experiences and on a preliminary needs assessment on developing training plans, programmes and materials, thus facilitating ownership and operational planning activities of the project;
- An important step was the adoption of a national Plan of Action for the Elimination of Child Labour (PANETEM, 2011-2020) and the institutionalisation of a Child Labour Unit, with its own budget and supported by a good number of capacity building activities that included community leaders, teachers and Labour Inspectors;
- Under Result Area 3, the project developed a number of action programmes with decentralised activities in rural areas, involving school communities, teachers and national NGOs, reaching out to a good number of schools and children. Special attention was given to community and cooperative based IGAs with the parents and their communities and to improvements of school facilities. These included, among other initiatives, an education support programme for children infected by HIV; child labourers at risk in the informal economy, and specific actions targeting a Child Labour Monitoring System in the traditional gold mining region;

- Noteworthy coordination and synergy was observed between TACKLE and ILO projects funded by The Netherlands and Spain, and this was critically important in the follow-up of activities following the succession of institutional and political crises in Mali since early 2012;
- TACKLE Mali gained a specific experience with 3 APs with communities in rural areas for the promotion of a school based income generating activities. This experience was recently synthesized and published, showing relevant potential for other TACKLE countries;
- For the future, capitalisation of these good practices, exploration of financial sustainability of initiatives on the field and enforcement of legislative achievements are likely to remain the main challenges faced by the project;
- Mali is the only Sahel and francophone country directly involved in TACKLE project and can play a key role in promoting experience and knowledge sharing in the other countries of Sahel, where the linkages between child labour and education have not yet been addressed.

Papua New Guinea:
- Child labour is an issue which had not really been touched upon before 2008. This is, among other things, shown in the existence of unsatisfactory laws which do not clearly address and define child labour;
- Regarding the definition of child labour, in PNG more than any other TACKLE country during the end evaluation, social and culturally realities and issues were raised. It is stated both by the evaluator as by the stakeholders that the cultural aspect of child welfare should be well taken into consideration, both in the definition of child labour as in the approach of diverse stakeholders;
- This links to lack of ownership; Not knowing what exactly child labour is and what kind of implications this has for the implementation of the activities, makes it difficult to feel connected with the programme, and to report progress;
- Subsequently, existence of proper, available data is lacking. First contacts were made with universities, but no concrete actions regarding data collection and analysis have been undertaken;
- Due to great effort of the TACKLE office two NGOs are closely involved (strong partnership developed) in the TACKLE programme, namely Catholic Mercy Workers of Mount Hagen in the Western Highlands Province and the PNG Young Women Christian Association (YWCA);
- The government stakeholders' participation is quite ad hoc, inconsistent and not aimed at a specific purpose. There seems no serious commitment of both parties, which is needed in order to gain national ownership;
- In all the four result areas limited results were achieved, but the main activities achieved are related to awareness raising;
- Although there are no significant achievements during the five year period, the real achievement is that stakeholder partners and communities are beginning to realise not only the importance of the TACKLE project but the issue of child labour in a country where child labour may not be considered seriously;
- The PNG TACKLE office has not been stable to properly coordinate and manage the project. Despite this weakness, the project has developed some capacities and it is getting momentum.
- The PNG TACKLE office gets support from the Fiji regional office and the Fiji TACKLE office on administration as well technical aspects. Fiji runs regional workshops which the PNG ILO/TACKLE office staff can attend and therefore there are working relationships which are mutually beneficial.
- Although there are no clear outputs to show the number of children taken out from the streets to be trained and equipped with personal development skills, there are some success stories both from YWCA and Mercy Workers.

Sierra Leone:
- Despite Sierra Leone being a 'young' country active in the international field (the civil war ended at 2001 and thereafter limited ratification of ILO-conventions etc.), the TACKLE project shows in all four result areas positive results;
- Furthermore, the various stakeholders also rated the TACKLE project quite high (3.33);
- Related to the previous conclusion: the relationship between the various stakeholders is very cordial and constructive which helps with the execution of the planned activities;
- The Government of Sierra Leone showed political will in addressing child labour - establishment of a Child Labour Unit in MLSS, ratification of the two conventions, and active involvement of MLSS and other key line ministries in NTSC overall activities. These gains can only be sustainable with

increased advocacy and support to key line ministries to affect their sector plans in addressing child labour.

- The project was effective in raising broad public awareness and better insight into child labour and withdrawal/prevention of children in child labour.
- The number of children reached with direct benefits was however too small considering the extent of the problem.
- The ILO office in Sierra Leone has limited capacity of staff, which affected the planned activities in their execution and implementation;
- TACKLE Sierra Leone had also a focus on parents and household, therefore TACKLE and addressing child labour related issues are more embedded in a broader context than just the national context.

South Sudan:

- The TACKLE project results thus far are not very well developed, due to implementation limitations, lack of permanent and competent staff and a challenging context of a newly established country after a long period of conflict. In spite of these limitations some first initial and important results can be observed: child labour is on the national agenda, although only in a start-up phase and stakeholders still face a lack of knowledge and experience on child labour issues in their country;
- TACKLE initiated the operations during the transitional government with a review of the education and labour legislations, providing initial inputs to the mainstreaming of child labour in the draft education and labour laws;
- Important but not yet consolidated achievements were attained concerning Result 1: South Sudan joined the ILO to become its 184th constituent on 29 April 2012, with support from the project. The Government of South Sudan ratified ILO Conventions 138 and 182 in 2012 and the Child Act.. A National Action Plan has been drafted but not yet approved. A draft list of hazardous work for children has been recently drafted with large participation of central and national states' representatives;
- Under Result 2, the Child Labour Unit and the National Steering Committee on Child Labour have been institutionalized. Capacity building activities on mainstreaming child labour in Education programs took place very recently only, at national and regional level, with regional cooperation and direct support of TACKLE/Kenya. Further capacity building is highly demanded by key stakeholders;
- Concerning Result 3, very little direct support work has been implemented in South Sudan, the project rather focused on capacity building. Only two APs were started;
- TACKLE is trying to implement approaches for working on child labour in pastoral communities that were developed in Kenya;
- Concerning Result 4, a study on child labour and education among pastoralist communities was conducted by IPEC and will be soon disseminated, opening opportunities for future country work and also for exchanges with other countries where pastoralist communities and related child labour have a significant weight;
- A new Ministry of Gender (Child and Social Welfare) was recently created and is eager to be more involved in project steering and activities. Union representatives felt they were weakly involved in project activities. Acting NGOs in the country showed to know little about the project's objectives and operations. These findings indicate that coordination and cooperation with other stakeholders outside the Government sector is still weak and that these other stakeholders are insufficiently involved in the TACKLE project;
- TACKLE partners in South Sudan acknowledged relevance of experiences and technical capacity of Kenya and Zambia in child labour and show interest in exchanges and mutual learning. International relations and exchange is very important for this emerging new state in Africa and this could be taken by ILO/IPEC in the area of child labour and education.

Sudan:

- The start of the TACKLE programme was very slow and minimal, partly because of upcoming elections in Sudan, such that the government stakeholders hardly participated in the programme;
- The Steering Committee is not yet fully functional, which does not help in developing the TACKLE project further. But this recognised and more focus and effort is organised in order to improve the functioning of the Steering Committee;

- The unstable political situation in Sudan and government departments not flagging child labour as an important issue cause delays and limited impact of the project at the national level;
- Related to the previous point, the design and inception phase of TACKLE Sudan were not quite tailored to the unstable political situation, which has consequences for the stakeholder approach and actual implementation of activities;
- Furthermore, the lack of reliable data or even the nonexistence of data does not help to make realistic activity plans
- Despite the slow start of the programme Sudan has made significant progress in the area of development of legal framework, mobilizing local resources to complement project funds;
- Limited progress was made under Result Area 3 under two Action Programmes with SACA and CDF;
- Within the TACKLE programme of Sudan priority was given to capacity building of steering committee and government instead of other relevant stakeholders such as NGOs and teachers;
- Capacity building of trainers is seen as important as there is a shortage of trained trainers/teachers. The limited capacity is seen as very important cause for school drop outs;;
- The Sudan experience on TACKLE is seen as a stakeholder struggle to conceptualize concepts with limited institutional memory. It is a necessary struggle: more stakeholders are needed in order to implement the activities and create more awareness;
- ILO is viewed largely as the 'fuel' and is necessary to drive the 'engine' (NSC) to strengthen and consolidate the fight against child labour;
- In relation to the previous bullet point it is also stated that the Sudan ILO office is understaffed, which limits the planned activities to implement. Having no full time TACKLE staff member makes it difficult to coordinate the project and motivate stakeholders effectively.

Zambia:
- Zambia has been active on child labour-related issues from 1999 onwards; this eased the process of TACKLE, for example, bringing the various stakeholders together, working cooperatively and facilitating the understanding and discussion of child labour-related issues;
- The numbers reached under Result 3 are quite high (compared to the other countries), more children were reached as planned and 800 households were supported with economic empowerment;
- After the MTR more participation of various stakeholders on a broader level (not only specific group) was noticeable in the working field of TACKLE;
- The relevance is rated high among the diverse stakeholders, although sustainability is still something to work on;
- There were delays in the start-up phase because of bureaucratic process of approving proposals by ILO HQ. Therefore the implementation phase was drastically reduced;
- Furthermore, the hierarchical and inflexible structures of HQ hampered the pace of implementation;
- Overall very positive on the achievements of TACKLE so far: good example.

4.4   Key lessons learned

Some important lessons have been learned in the implementation of the TACKLE project. Many of these lessons are analysed and documented in country reports and also the TACKLE Technical Progress Reports (TPRs). Others are already integrated in the conclusions in section 4.1 above.

In this section the evaluators highlight some of the lessons learned at the global level of the project and evidence from TACKLE countries that is relevant for the design and development of possible follow-up or similar projects. Some of these lessons will be further analysed and developed into possible intervention models for future and/or follow-up projects on tackling child labour and increasing school retention.

- Effective and sustainable solutions to tackle child labour and to increase enrolment of children in school and improve retention rates of vulnerable children, require multi-stakeholder approaches and cooperation, as the roots of the persistent problem of child labour are complex and multi-dimensional. The involvement of multiple stakeholders is also a better guarantee that local

partners take ownership of child labour related interventions and will ensure continuation of efforts after project interventions;

- In many (TACKLE) countries tri-partite social dialogue is still a relatively new phenomenon and commonly the different partners have not yet built relations of trust and open and fluent communication. Many subjects are politically or economically sensitive because they touch upon interests of specific stakeholder groups. The TACKLE project has shown that the issue of child labour is considered by most stakeholders a real issue of importance and there is a general moral agreement that one should do whatever possible to tackle it. As such the issue of child labour has served as a starting point for building more experience in tri-partite social dialogue and it can serve as a stepping stone to move to other social-economic issues. In this respect the TACKLE experience can be helpful for ILO's corporate actions in building and strengthening tri-partite social dialogue on labour issues in general;

- Many (TACKLE) countries face enormous challenges in their educational policies, systems and structures. In spite of progress made by most countries in EFA goals, issues remain that cannot be solved by ILO/IPEC alone: these include access to education in rural and remote areas; costs of education; and the quality and relevance of the education curriculum in specific situations. The challenges faced in the education sector require a stronger involvement and leadership of Ministries of Education (and sometimes other ministries too) and a clear sector-wide strategy on increasing access and improving quality and relevance of the educational services, particularly in the rural and remote areas. This might also be an important area for exploration of closer coordination and cooperation between ILO/IPEC in the TACKLE project and the EU Delegations in the TACKLE countries which are often managing important resourceful programmes in the education and social protection sectors;

- The fact that education ministries are usually bigger and stronger than labour ministries is a relevant factor to take into account in the implementation of joint projects with these two ministries. The lack of historical experience of partnership among these differently sized ministries has caused the TACKLE project to move more slowly than planned. An issue of joint concern for both ministries is the provision of a relevant skills and TVET training offer for youth. In most countries skills and TVET training is given a low priority, yet it is probably critical in tackling child labour through education. Although TACKLE experience in this domain exists, it is not sufficiently visible nor duly analysed, documented and disseminated. But this issue is also very appealing for employers and labour unions, who are direct stakeholders in this matter and can be directly more involved as partners. It is in this domain where cooperation between Ministries of Education and of Labour needs to be further developed;

- The relevance of the education services in rural and remote areas and for children from poor families can only be increased when relevant curricula are developed for specific target groups and regions, through TVET and skills development programmes, education in mother tongue languages, non-formal education, literacy training (for parents), economic empowerment and entrepreneurship development;

- Among the issues of non-formal and alternative education in rural, remote and hard to reach areas, those working with pastoralist communities are particularly relevant to countries such as Sudan, South Sudan, Mali, Kenya, Zambia and Angola. TACKLE is working on child labour in pastoralist communities in Kenya and South Sudan. Strong partnership with Ministries of Education and other UN Agencies (such as UNICEF) are essential to design sustainable action, such as shepherd classes for pastoralist children and their communities. Recent events have illustrated that neglecting remote communities can result in regional and even national destabilisation (e.g. in Mali, South Sudan, among the TACKLE countries);

- The data-provision on child labour is by definition a challenge as much of this phenomenon occurs illegally and outside the scope of monitoring and enforcing institutions. However, even in the formal the education system data-collection on enrolment and retention rates is poor, incomplete and unreliable as can be observed in UNESCO's GMRs. And when data are available, these are often not shared and linked between different relevant institutions. The

success of projects focusing on tackling child labour, depends in a large degree of the availability and reliability of data and this should be considered a necessary area of intervention in child labour projects;

- As observed in conclusions 5 and 6 in section 4.1, processes of increased informalisation of the economy and the urban-rural divide require more reflection and analysis. New forms of interventions, specific and tailored interventions, and involvement of other (local) partners are needed to challenge the trend of informalisation of the economy and to provide proper solutions and perspectives for families living in rural, sub-urban and remote areas;

- Among the different stakeholders involved around child labour related initiatives the group of employers, although they are participating, might need more awareness raising and support to become more actively involved. The specific interests of the private sector employers are different from the other tri-partite partners and more oriented towards profit and the economic bottom-line rather than the social aspects. Although there is no doubt about the commitment of participating employers' organisations in the TACKLE project, this will not automatically mean that among and particularly outside their membership, the interest of employers in tackling child labour will be there, as it can negatively affect their profit. Therefore, other and additional mechanisms to involve and motivate employers in tackling child labour are needed, such as international certification trajectories and corporate social responsibility initiatives;

- Child Labour and Hazardous Work are contextual concepts on which sometimes not all stakeholders agree. Although international definitions are helpful, they are not always effective and applicable. This applies particularly to the establishment of Hazardous Work lists, because the economic activities of national populations as a whole or in specific sectors and sub-sectors are very different. Universal definitions of Hazardous Work do not apply and the development of Hazardous Work lists should be the outcome of a thorough process of stakeholder consultation, as was done in the TACKLE project in almost all TACKLE countries.

5 Recommendations

Section 5.1 of this chapter presents a set of recommendations that are organised according to the main aspects and areas of work in the TACKLE project. Under each area recommendations are developed for each of the four main stakeholder groups in the TACKLE project: ILO, ILO/IPEC, implementing partners in TACKLE countries, and the EC/ACP as the supporting agency of the TACKLE project.

Section 5.2 contains recommendations on the TACKLE project management and implementation, which contains more specific recommendations to ILO, ILO/IPEC and implementing partners. For more information on preliminary country-level recommendations, please refer to Volume II and III of the evaluation report.

To facilitate the reader to link the recommendations in this chapter, each recommendation presents at the end (between brackets) the number of the conclusion on which it is mainly based, as presented in section 4.1.

5.1 Overall Strategic Recommendations

5.1.1. On forwarding the tackling child labour agenda in policies and legal frameworks of ACP countries

The Africa, Caribbean and Pacific Group of States (ACP)/European Union (EU) Joint Parliamentary Assembly adopted on 15 October 2003 the "Resolution on children's rights and child soldiers in particular". The ACP/EU resolution stressed that the fight against child slave labour, trafficking of children, sex trade in children and the use of child soldiers must be a political priority for the European Union and the ACP countries, to be implemented in particular through the regional funding programmes of the European Development Fund (EDF) budget. Given this high political importance given by the ACP/EC to tackling child labour and given the clear mandate and long experience of ILO/IPEC in this area, the following recommendations are in order:

I. Implementing partners in ACP countries, ILO and ACP/EC are recommended to look into possibilities for continued efforts in tackling child labour in ACP countries. The TACKLE project has shown that it is relevant and can reach results, but at the same time that child labour problems are persistent and not easy to solve. Therefore continued efforts are needed in tackling child labour in Africa, the Caribbean and the Pacific (1);

II. ILO/IPEC is recommended to develop a more comprehensive strategy to move from legislative reforms on child labour towards more effective implementation, monitoring and control and enforcement, because most challenges are related to implementation and national coordination issues rather than to formal legislation. This strategy could also include phasing of interventions, by moving from a first phase of support to development of legal frameworks to support in implementation and enforcement in a next phase, more centred in supporting Child Labour Units (12);

III. ACP/EC could make an inventory of its Child Labour, Social Protection and Education experiences in ACP countries and investigate where more direct relations and cooperation with the TACKLE project and other ILO/IPEC projects on child labour is desirable, as suggested by several EU delegations visited in this evaluation. The existing linkages and exchange between the EU-delegations and ILO/IPEC at the country level are not yet sufficiently systematic and structural to achieve this exchange. Several ILO regional and country offices (Caribbean, Pacific, Sierra Leone) have identified child trafficking as an increasingly important issue to tackle and the ACP/EC is identifying this issue as a priority in the fight against child labour. Therefore ILO/IPEC and ACP/EC are recommended to investigate possibilities and possible countries (within regional

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contexts, as trafficking has an important international dimension) to start-up specific interventions focusing on child-trafficking (22).

5.1.2. On linking tackling child labour strategies and actions of Ministries of Labour and Education and possible other ministries in ACP countries

With the above mentioned resolution from 2003, the ACP/EU Joint Parliamentary Assembly stated that education is an essential element in tackling child labour, in the form of rehabilitation programmes, non-formal education and basic education for the most vulnerable children. This consideration is an important foundation under the ILO/IPEC TACKLE project that has explored a new and innovating approach in involving Ministries of Labour and Education in joint implementation efforts of education and child labour interventions. The following recommendations are suggested:

IV.   ILO/IPEC at the start of child labour and education interventions should make a stakeholder-map to ensure that all relevant stakeholders are on board of child labour projects. ILO/IPEC has developed a methodology for this in its Strategic Programme Framework (SPF) that can be a useful reference for this recommendation. This could require expanding the number of ministries because in some countries other relevant ministries can contribute to child labour projects, such as Ministries of Youth and Social Welfare. In some cases the supply of education of certain types of education (non-formal, TVET etc.) is also housed in other ministries or even CSOs. In complex state-structures, inter-ministerial of special presidential of vice-presidential commissions could be considered to take part in child labour projects management and/or steering committees (10);

V.   Implementing partners in ACP countries and ILO/IPEC are recommended to document and use the participatory multi-stakeholder approach in the design and inception stage of the TACKLE project for other projects that require multi-stakeholder approaches. The instrument of MoUs with different ministries deserves replication in similar child labour related projects, but should be more precise in stating tasks and responsibilities between the different ministries, including possible other relevant ministries (e.g. social welfare). Such approach is needed to increase the possibility of real ownership and commitment of local partner ministries (3);

VI.   ILO/IPEC needs to develop a more coherent approach and strategy to deal with issues related to education. This evaluation has found many problems in education policies, systems and structures that are not within the mandate of ILO. Some of these challenges - such as securing EFA and providing alternative forms of education, non-formal education (including for nomadic target-groups) and TVET - are part of the mandate of other UN organisations, particularly UNESCO and UNICEF. The EU is also investing in such alternative education projects. More coordination and cooperation among ministries at the national level and between ILO/IPEC and other UN organisations and EU-delegations in TACKLE countries is needed to remove some of the problems that hinder the full achievement of children's enrolment and continued retention of children in schools, in urban, rural and remote areas. It is further recommended that ILO/IPEC involves relevant other technical assistance providers in the education sector to further develop a comprehensive multi-actor strategy in which ILO can define and develop its specific role and function (11);

VII.   EC/ACP is recommended to look into the ILO/IPEC experience of establishing MoUs with more than one ministry to enable the start-up and implementation of cross-cutting and multi-dimensional programmes such as tackling child labour (which is an economic, cultural, social and human rights multi-dimensional issue). The mechanism of involving several ministries to take ownership and responsibility over such cross-cutting policy issues, presents new challenges compared with traditional sector-wide approaches (3).

5.1.3. On integrating tackling child labour in agendas for tripartite social dialogue and in multi-stakeholder cooperation of social partners in ACP countries

A current structural development in the new global economic arrangements is increased attention to human rights and social protection in international trade relations. Economic Partnership Agreements

(EPAs) between the EU and ACP regions aim at promoting trade between the two groupings – and through trade promoting development, sustainable growth and poverty reduction. The EPAs contain important human rights and social protection paragraphs. ILO historically works on strengthening dialogue between social partners and on corporate social responsibility. The attention to human rights and social protection requires a real and genuine social dialogue between the different social partners often including NGOs. The TACKLE project has proved that child labour is an issue that can be effectively taken up in social dialogue and multi-stakeholder cooperation, but has also shown that further progress and improvement is still needed. The following recommendations are appropriate:

VIII.   EC/ACP is recommended to screen its projects and initiatives where human rights and social protection paragraphs in EPAs or other preferential trade-agreements with ACP countries are important components (e.g. as in Fiji, where the EU is providing financial assistance for certification costs for setting up a local sugar cane producers association and the inspection costs of the Fair-trade Labelling Organisation (FLO). Additionally, the secretariat of Pacific Countries' EU-funded Facilitating Agricultural Commodity Trade (FACT) project assisted with the cost of an environmental audit, a pre-requisite for certification). Such projects provide great opportunities for tackling child labour interventions, because international certification requirements provide an additional tool for monitoring and enforcing social protection and human rights clauses. ILO/IPEC and EC/ACP could further look into possibilities in economic sectors such as mining, tourism, and fisheries, where tackling child labour initiatives could be linked to international preferential trade agreements and certification (4);

IX.   Implementing partners in the ACP countries should try to apply the tri-partite approach also in the conception, planning and implementation of interventions on child labour at de-central or local level. Such interventions that were conducted as action programmes under Result Area 3 in TACKLE, could build in more sustainability from the start by ensuring that different stakeholders can contribute with human, material, technical and financial support, also after a period of external funding (9);

X.   Implementing partners in the ACP countries and ILO/IPEC should always guarantee sufficient involvement and participation of different stakeholders at the start and inception of child labour projects. At the same time they need to develop concrete actions and show results to convince sceptical stakeholders that child labour and children's continuous enrolment in schools is an important issue in poverty reduction and the development of the country on the longer-term. Therefore, lack of commitment of specific partners and/or stakeholders at the start of child labour projects should not immediately be seen as a sign to stop the project. However, decreasing commitment and participation over time should be looked at with urgency, and additional actions are required to ensure that the project can remain on track (7);

XI.   The participatory multi-stakeholder approach of ILO/IPEC should be further expanded and refined to include better the participation of trade unions, NGOs and CBOs and particularly employers' organisations, the latter stakeholder group showing somewhat less interest in child labour than the other stakeholder groups. The participation of the full tri-partite constituency (plus NGOs) in similar projects should be set outin the MoUs with the relevant national Ministries (4);

XII.   ILO/IPEC is recommended to continue with the management modality of the national Project Steering Committee of child labour projects, because it is an effective way of involving different stakeholder groups in the project. It is recommended to always include all relevant partners in the tri-partite constituency (plus NGOs) in the Steering Committee, even if they participate as guests and not implementing partners. Regular meetings with sufficient quorum should be actively promoted and supported by ILO/IPEC, in its function as the secretary of these Steering Committees. Partners that are showing decreased interest in participation should be actively followed-up by ILO/IPEC staff. In those countries where an Advisory Labour Board is already established, ILO and partners could consider the absorption of child labour project steering committees in these national institutions (8).

5.1.4. On dealing with capacity constraints and capacity development challenges at the individual, organisational and institutional level

Capacity development of national partner organisations in developing countries is often a challenge in designing and starting development interventions. This does not only apply to the TACKLE project and ACP countries, but is a universal phenomenon in developing countries. Dealing with governance and capacity challenges requires a multi-pronged approach that focuses on different levels of capacity development. Nowadays most development partners have in-built capacity development components, just like in Result Area 2 of the TACKLE project. Considering the magnitude of challenges in capacity development and the multitude of development interventions in this area, more coordination and cooperation in this area can increase the impact of individual development interventions. The following recommendations are identified:

XIII.   ILO/IPEC is recommended to expand the repertoire of capacity development interventions in child labour projects. While at present most capacity development interventions are training and workshops, other forms of capacity development that also include a clearer focus on organisational development can increase the retention and sustainability of capacity development interventions in organisations. This could be done by developing more train-the-trainer approaches, cascading training activities, coaching, learning on the job, peer consultation and reviews and exchange and exposure between organisations at the national and international level. These approaches could build upon existing knowledge and experience on integrated capacity development processes at the ITC in Turin (13);

XIV.   EC/ACP and ILO/IPEC should jointly look into possibilities where synergy and advantages of scale are possible in capacity development support to national partners, particularly in the areas of governance, human rights, social protection and educational approaches and strategies. More cross-feeding and exchange of experiences and participation of partners in relevant capacity development initiatives of each-other can bring cost-savings. Particularly possibilities for regional exchange and cooperation in capacity development could be further explored (13 and 22).

5.1.5. On developing and implementing innovative and sustainable action programmes to withdraw and prevent children from child labour in ACP countries

The action programmes implemented under Result Area 3 of the TACKLE project form an important component of the country-level TACKLE initiatives. These action programmes involve a multitude of partners, outside the immediate circle of the TACKLE implementing partners; as such they are extremely important for developing local ownership and commitment and reaching out to different target groups in the countries. However, these action programmes are not always designed and developed with a clear exit and sustainability strategy in mind. The following recommendations apply:

XV.   Implementing partners in ACP countries and ILO/IPEC should consider building in sustainability and exit strategies in action programmes for interventions on the ground, particularly where these plans contain direct material transfers to families and children, mostly in the form of providing support to retain children in schools. Additionally, extra interventions should be developed (as done occasionally) to develop alternatives for poor families for income generation to compensate for loss of income when children are withdrawn from child labour. This might require working with other partners that can provide services, such as the provision of technical capacities and of micro-finance for small economic activities (15);

XVI.   More comprehensive technical support and coaching by ILO/IPEC to national partners in designing and developing action programmes under Result Area 3 are needed to ensure that proposals meet the minimum requirements of ILO and that the implementing partners are able to deal with monitoring requirements (such as the DBMR). These capacity development interventions should precede the implementation period of action programmes to avoid delays in start-up and delays or even interruption of implementation of these plans (17);

XVII.   A large number of Action Programmes were implemented and several of them have generated innovative and new approaches and methodologies. Additionally these Action Programmes have contributed to increased ownership and institutional sustainability of local interventions to tackle child labour. As such these new approaches and models need to be replicated and expanded. This requires a bigger effort than documenting experiences as best practices. The TACKLE implementing partners and ILO/IPEC are recommended to develop a strategy, to systematise actions in replicating good practices, and to track and report upon successful and not successful replication experiences (3 and 15).

5.1.6.   On bridging gaps and addressing methodological challenges in tackling child labour approaches in ACP countries

The TACKLE project experience has shown that there are a few important and fundamental gaps and challenges in tackling child labour in developing countries that need to be addressed to ensure that child labour interventions can reach more people with more sustainable results. The following recommendations are developed for this heading:

XVIII.   ILO/IPEC is recommended to reflect further upon the phenomenon of informal economy and increasing informalisation of the economy in relation to child labour. This trend presents an increasing challenge to reach out to specific target groups (particularly those in rural and remote areas), while the incidence of child labour in this sector is likely to be significant. This trend also requires specific attention to working with trade unions and employerss organisations that face difficulties in achieving organisation of target groups and developing a membership base in this sector. At the same time this challenge calls for considering a more extensive and active involvement of NGOs and CBOs in child labour projects (5);

XIX.   ILO/IPEC is recommended to build in strategies and result areas in child labour projects that deal with the challenge of lack of availability and access to reliable data on child labour, with particular attention to informal economic activities, and children's enrolment and retention rates. This also includes a more robust approach, with related indicators and methods and instruments for data collection in ILO/IPEC's own child labour projects (section 4.2 recommendation (g) & 21);

XX.   Through the TACKLE project ILO/IPEC and its partners have implemented local projects to tackle child labour in many countries and often the interventions are quite different, depending on specific local contexts. The experiences in implementing interventions in urban and rural and remote context should be further analysed and systematised. It is clear that interventions in rural and remote areas require other approaches and other types of interventions compared to urban contexts. ILO/IPEC needs to recognise that it is much more difficult to obtain sustainable results in rural and remote areas, where children's enrolment in education is often limited because the educational structures do not provide sufficient access to education, and, perhaps even more important, do not provide relevant education for children in these areas (in terms of skills, TVET, language, non-formal education). This will also require more massive interventions with a clear role for the Ministry of Education and other development oriented ministries (agriculture, economy, mining, energy, infrastructure) that are likely to surpass the specific of ILO/IPEC and therefore will also require more coordination and cooperation with other development actors (6);

XXI.   EC/ACP is recommended to look into the TACKLE experiences at the de-central level, particularly in rural and remote areas, where significant constraints are faced because of the local and regional development situation. In many of these settings a sector-wide approach on education or a specific economic sector will not resolve all challenges and a more integrated development approach is needed on regional, often rural, development. Such approaches require more cooperation between different ministries at the national level and development actors, including the EC/ACP, at the international level. ILO/IPEC and EC/ACP together with national EU-delegations could look into possibilities where interventions geographically overlap to establish more coordination and cooperation and if possible develop integral regional/rural development projects, where child labour and education will be integrated as cross-cutting components (6).

5.1.7. On addressing challenges in strengthening sustainability of TACKLE initiatives and exit strategies

Reaching the end of the TACKLE project, sustainability issues become increasingly urgent and expectations among national partners on a possible continuation of the TACKLE project or the development of a new project in the area of tackling child labour are high. The following recommendation deals with this sustainability aspect in all four result areas of the TACKLE project:

XXII.   ILO/IPEC is recommended to build in sustainability approaches and actions from the start of child labour projects and not merely in the final phase as was done in the TACKLE project. The sustainability approach should contain a variety of strategies for the different result areas of the project (for which a start is made in the sustainability matrix of the TACKLE project, established in 2012 and subsequently updated). Under Result Area 1, more attention is needed for establishing and strengthening institutions for implementation and enforcement of legislative framework. Under Result Area 2, more attention is needed to complement training and workshops with more organisation-focused capacity development interventions. A specific area of attention should be to empower people in newly established or strengthened institutions to deal with implementation and enforcement of legislative framework. In some countries this also means expanding the categories of stakeholders, with police, social welfare worker, juridical officers etc. Under Result Area 3, content related actions on child labour in specific projects should build a link with curriculum development and review, to ensure that child labour aspects are mainstreamed in education and into teachers' training. Furthermore interventions working with teachers could link-up more closely with the Ministry of Education to ensure that teachers' job descriptions give more attention to tasks of detecting and follow-up on child labour or child-abuse. They might also include time for coaching and mentoring children at risk of drop-out. For the interventions under Result Area 3 that include direct financial and material support to target groups, it is needed to develop strict rules and a strict screening of proposals that such support can only be provided when it works towards structural solutions for the poverty situation of families or when there are other partners, including the Ministry of Education, can take over these subsidy mechanisms in structural and long-term support mechanisms. When dealing with support to children's retention at school, a subsidy support mechanism should focus more on rewarding past performance rather than provide support up-front (the Brazilian Bolsa-Escola system might provide a good international reference for this) (20);

5.1.8. On elevating national tackling child labour initiatives in ACP countries to the regional and international level

The TACKLE project has not yet developed into a strong multi-country project with cross-cutting and integral activities, although experiences in exchange of information and joint learning have occurred. In order to strengthen the international dimension of tackling child labour work, the following recommendations should be considered:

XXIII.   EC/ACP and ILO/IPEC are recommended to analyse the possibilities for more synergies and international coherence between the TACKLE project and other child labour projects. The best possibilities for doing so do not seem to be at the global level of all ACP countries, because regional and national situations are too diverse. The regional and subcontinental level provides more possibilities for cooperation and exchange. Specific regions that can be identified are: Pacific Islands, Caribbean Islands and Caribbean Coast of South and Central America, and the East, Southern and Western African economic communities: EAC, SADC and ECOWAS. Another possible regional form of cooperation can be between recent post-conflict states (Mali, Sierra Leone, South Sudan and Sudan). A challenge remains with Angola, which is the only Portuguese speaking country in the TACKLE group. The most viable option for exchange and cooperation in this case would be with other Portuguese speaking countries, but they are not yet considered in the group of TACKLE countries (18 and 22);

XXIV.   ILO/IPEC is recommended to make use of the experiences of leading TACKLE countries (Fiji, Kenya and Zambia) in other child labour related initiatives. Thess experiences could also be

tapped into to support other countries where ownership and political will exist, but capacity constraints limit progress in implementation. In the selection of possible countries for tackling child labour interventions, the following criteria could be used for clustering countries:

a) Physical presence of ILO in the country and previous work on child labour related issues;
b) Proximity of past or present conflict and political instability;
c) Existing levels of capacity of local partners;
d) Existing experience in tri-partite social dialogue and multi-stakeholder cooperation.

Countries with similar characteristics can be grouped for exchange of experiences and joint learning as well as to be targeted with coordinated support activities. The assessment of the base-line situation of specific countries to one or more of these criteria should be used as a criterion to allocate a specific and realistic budget for implementation of projects in each respective country (2);

XXV.   ILO/IPEC is recommended to continue to invest in disseminating experiences and lessons learned from the TACKLE in its other projects and programmes. The TACKLE project is innovative in terms of its multi-stakeholder nature and the joint participation of Ministries of Labour and Education and this innovation could benefit other projects (such as the Dutch funded *Combating child labour through education* project). Most lessons learned will become available in the last months of the TACKLE project, and this evaluation also contains a number of experiences and models to share. Future child labour projects should build upon the experiences obtaining in the TACKLE and the Combating Child Labour through Education projects (19);

XXVI.   EC/ACP and ILO/IPEC are recommended to jointly explore more possibilities in child labour related projects to develop regional and global dimensions and linkages between actions in different countries. Such regional approach can strengthen relations of cooperation and support between specific countries and the creation of regional hubs to support individual countries and also to coordinate the implementation of regional programmes. Such a regional approach can help individual countries to tackle specific challenges by being able to refer to experiences of other countries and by pooling available technical resources between countries and within regions, including the support of well-equipped and knowledgeable hubs. Furthermore, by strengthening the international dimension of child labour projects, cross-border issues can be dealt with such as the child trafficking that has been identified as a priority challenge by several ILO country and regional offices. The region seems a relevant level of coordination and cooperation, as challenges faced are often similar and related (4.2 (i) and (j), and 19).

5.2   On TACKLE Management and Implementation

The following recommendations are more operational in nature and apply mostly to ILO/IPEC only, except for recommendations (a) and (i). Where a recommendation is linked back to conclusions in section 4.2 the letter of the relevant conclusion is at the end in brackets.

(a)   ILO/IPEC is recommended to continue with its current practice of managing the TACKLE project and other child labour projects with a limited number of staff at the central and de-central level in order to be able to make cost-effective use of resources. However, a minimum staffing is required to ensure effective implementation at all levels. Taking the TACKLE project that takes place in three regions as a reference, the following structures and minimal staffing options could be considered:

- A central team of three officers (including CTA and financial officer) with task-distribution between three regions and 1 officer and 1 assistant in each of the project-countries;
- A central team of two officers; the CTA and a financial officer and three regional coordinators and at 1 officer in smaller project-countries and 2 officers in larger project-countries or countries that face specific challenges (A);
- A set of de-central (preferably regional level) projects, managed by regional or country level ILO offices, where these offices directly engage with donors in these regions for these

projects. In these projects there then should be a provision made for ILO/IPEC to provide global advice, mentoring and backstopping to these national/regional based projects.

In the light of the currently ending EC/ACP support to the TACKLE project, ILO/IPEC and EC/ACP are recommended to include in discussions on a possible follow-up project on the current project (if such is desired by EC/ACP and ILO), this aspect of a preferred and cost-effective management and implementation structure of such a project (a);

(b)   ILO/IPEC is recommended to consider possibilities for decentralised management and implementation of projects to ensure more agility of actions at the country level and at the same time to strengthen regional linkages and cooperation. In this respect the second option mentioned under recommendation (a) provides better perspectives for a stronger decentralised set-up. Furthermore ILO/IPEC needs to consider possibilities for simplification or more flexibility in applying procedures for approval and transfer of funds to local actions, particularly in those cases when activities and budgets are small. Measures could include the establishment of petty cash registers at the level of national ILO or project offices (b);

(c)   ILO/IPEC is to remain as close as possible to its role of provider of technical assistance and not provider of funding. This requires a rethinking of the national action programmes in the framework of the TACKLE project that also included material and financial transfers to ultimate beneficiaries. Where possible this should be avoided, to ensure that ILO/IPEC's role remains clear. Where seed-money is needed to kick-start national action programmes, ILO should have a strict policy that this can only be provided when there is an up-front commitment of local partners and stakeholders to take over this external funding role, when longer-term financial support is required (c);

(d)   ILO/IPEC should capitalise on its successful role as broker in multi-stakeholder and multi-ministerial cooperation in the TACKLE project. A further documentation and analysis of this role as one of the lessons learned in TACKLE will be helpful to expand and replicate in other child labour projects but also other ILO projects (d);

(e)   ILO/IPEC is recommended to maintain its minimal structure and staffing in place to deal with child labour issues in TACKLE countries. Furthermore ILO/IPEC should continue to use its good network of consultants that are contracted for specific tasks in child labour projects to ensure cost-effective implementation of project activities (e);

(f)   ILO/IPEC's narrative project-reporting on child labour projects should complement its current richness of stories and examples with a more analytical reporting on trends and developments in its child labour projects. There should also be a clearer link between the narrative reporting and quantitative monitoring information sheets on specific indicators (f);

(g)   ILO/IPEC is recommended to further develop a robust monitoring information system on its project progress indicators with and within national Child Labour Units or similar institutions of partner countries in order to reinforce their capacity to integrate child labour in policies and programmes. A particular challenge lies with distinguishing clearly between prevention of and withdrawal from child labour (which is made in the indicators) when reporting on outcomes and activities. Furthermore, the current monitoring information provided by ILO's DBMR on withdrawal and prevention are in fact more at the output level (participation in specific activities in the TACKLE project) than at the outcome level (withdrawal from child labour and participation in school), which can only be measured on the longer term. ILO/IPEC should avoid presenting merely output-figures on prevention and withdrawal of children from child labour and instead proceed to outcome monitoring. The latter will require the introduction of tracking and tracer studies among beneficiaries of TACKLE interventions. ILO/IPEC has already developed a manual for this purpose (g and h);

6   Good Practices and suggested Intervention Models

In this final chapter of this evaluation report, the evaluators present good practices and intervention models that have been generated by the TACKLE project. ILO/IPEC in the final year of the TACKLE has produced a brochure with selected examples from the IPEC TACKLE project to illustrate good practices obtained in the project period. Some of the TACKLE countries, such as Fiji, have also generated such overviews of good practices at the country level. Some of these good practices were observed by the evaluators during the country reviews. During the TACKLE global multi-stakeholder workshop in Brussels a further exploration for good practices was made during different meetings on different result areas of the project.

This chapter contains an overview of those good practices that have been checked and verified by the evaluators during the country reviews. The main criterion for selection of a good practice in this overview was that the evaluators believe that the respective practice is applicable to other TACKLE countries and also to child labour related actions outside the direct context of the TACKLE project.

Some of the TACKLE countries have generated a wealth of concrete examples of good practices, but the evaluators have decided to only present a maximum of two good practices per TACKLE country. For more references to good practices, the reader is referred to the country review reports in Volume II of this report and to ILO/IPEC's own publications (see Annex 4).

Good practices and intervention models for further replication suggested by the evaluators:

1.   The Adopt a School model implemented in Kenya with the Federation of Kenyan Employers (FKE) in Kenya is an interesting model that tackles child labour through active involvement of private sector employers exercising their Corporate Social Responsibility. This initiative was launched in 2009 and it links private sector businesses with school to support income generating activities and school feeding programmes to encourse families to send their children to school. The initiative was called "adopt a school" and it involved 11 schools supported with in-kind, financial and technical means by the FKE. Local authorities, local employers and the parents themselves were also involved in the initiative. This model of local multi-stakeholder partnership and support from the local business community is an important instrument for sustainability of the initiative as ownership is brought to the local level and income generating activities are supported, increasing the capacity of local resource generation;

2.   The People's Community Network in Fiji has developed a support programme to withdraw children from extremely poor families in squatters communities from child labour by providing support to those children to go to school. This is combined with capacity development and empowerment of their parents to engage in economic activities and improve the family income to compensate for loss in income from child labour. The combination of material support with complementing activities to improve the social-economic situation of parents and families is a very important strategy to avoid that target-groups become dependent from external material or financial support. Although in the project challenges were faced by PCN to implement these training and capacity development support activities with parents, in some cases successes were obtained. However, the long-term sustainable success of these efforts still requires establishing further linkages with providers of micro-finance and MSME technical support;

3.   The establishment of a Project Management Committee for the implementation of a school retention programme in Guyana implemented by the Ministry of Labour. This Project Management Committee provided a solution for administration and reporting problems at the start of this programme. Although the Project Management Committee represents a cost to the TACKLE project at the same time it provides the possibility to strengthen capacities of persons in charge and a management and implementation institution that on the longer term can contribute to further institutional sustainability of child labour interventions;

4. At national level, the subcommittee on child labour composed by government, employers' associations and employee´s unions is a good practice developed by the project in Angola. This subcommittee was established from the original Management Committee that was a quadripartite space of consensus formed by Government, employers, trade unions and NGOs. The meetings of this subcommittee became a forum for dialogue and consultation, which helped to enhance the knowledge on child labour, share experiences and plan joint actions;

5. International exchanges between semi-similar countries are seen as very useful and are much appreciated by the diverse stakeholders. The ILO TACKLE Madagascar project has had frequent exchanges with the Mali program (the only other French-speaking country in the TACKLE programme). These international exchanges have been much appreciated and national stakeholders were interested in knowing about child labour structures and solutions in Mali;

6. The Nanyoiye Community Development Organization in Kenya successfully developed an Action Programme for combatting child labour among pastoralist communities, tackled through non-formal education. Special curricula have been designed, tested and approved by Ministry of Education. Local communities and teachers were also trained and 200 children withdrawn from hazardous work are now at school through Lchekuti (shepherd) classes for pastoralist children. Moreover, these classes are now institutionalised and included in national education budget. TACKLE supported the Ministry of Education to elaborate the Policy on Alternative Provision of Basic Education and Training (APBET) allowing bringing evening classes into government school support system. This experience is relevant for other African countries, where pastoralist communities are difficult to reach and often neglected;

7. The work done by ILO/IPEC with the Child Labour Unit (CLU) of the Ministry of Labour in Fiji provides two important good practices and models for interventions. The first one is directly related to the TACKLE project: ILO/IPEC has supported the Ministry of Labour to set-up a Child Labour Unit to deal with more effective monitoring, control and enforcement of child labour violations in the country. Since its establishment in 2012, it has identified and acted in approximately 145 cases of child labour violations. This unit is a good example of institutional sustainability for implementing and enforcing child labour policies. A second practice and model lies in the cooperation of TACKLE with a parallel intervention: the work of the CLU in Fiji in the sugar cane sector is closely aligned and coordinated with the national association of sugar cane growers in Fiji. This association (with support of FLO and the EU) has recently received a FLO certificate for the entire sugar-production of the association. This certification includes child labour clauses and these clauses are now audited by FLO certification companies and the Sugar Cane Growers' Association itself. This is a powerful self-regulation mechanism within the private sector itself that can serve as an example for other countries and economic sectors (particularly in clothing industry, mining, tourism and fisheries) in other ACP countries.

8. The TACKLE project in Mali has generated significant examples for the organisation of dissemination and awareness building activities and campaigns for large audiences and target groups. The World Day Against Child Labour was used to organise a big music concert for a large audience, during which the audience was informed about child labour issues. The TACKLE project in Mali, since 2009 also has a structural cooperation with the private sector to support awareness building activities. There is an agreement with the mobile phone company Orange's, ORANGE foundation to yearly around the WDACL send out a slogan as a text message to all Orange subscribers in Mali, In 2011 an audience of 6 million subscribers was reached. This example is an interesting example to reach out to large audiences with a minimum of costs or no cost at all that is likely to be viable in many other countries as the mobile phone nowadays is the most important communication means used by almost all people in developing countries.

Evaluator's note: in spite of all efforts during and after the Multi-stakeholder workshop in Brussels, we have still not been able to decide about inclusion of good-practices in the following countries :
Lessons are still welcome for:
- Jamaica
- *PNG*
- *Sierra Leone*
- *South Sudan*
- *Sudan*
- *Zambia*

TACKLE stakeholders from these countries are invited to present their proposals for good practices with the round of comments on the second and final evaluation report.

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Annex 1: Updated Activities and Results Table TACKLE May 2013

Overview Activities & Results Reported under Results Area 1 *(updates since MTR, as at May 2013, in italic)*

RESULT 1	1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	2. Framework for enforcement in place and operational
Angola	• Obtained acceptance of the TACKLE project by the different stakeholders with MoU signature; • The already existent (since 1991) ILO National Commission integrates TACKLE: a sub-commission was created to be the project's steering committee; • Law on prohibited worst forms of child labour approved, 2010 (Executive Decree No. 171/10). *Since MTR* • *Study on compliance of national laws with Child Labour ILO conventions completed; results of study disseminated among general population and stakeholders with support from the project (workshops in provinces, media and public awareness sessions, etc.).*	
Fiji	• Review of legislative & policy framework completed; • Legislative Review Report tabled for discussion in tri-partite forum (Employment Relations Advisory Board); • Discussion in ERAB towards elaborating a list of hazardous work & list of light work for Fiji; • Legislative Review recommendations submitted to Ministry of Education for consideration in review of Education Act; • Recommendations submitted to Ministry of Education for its proposed child protection policy; • Recommendations submitted to Department of Social Welfare for its Standard Operating Procedures (SOP). *Since MTR:* • *A list of hazardous work for children that was developed was gazetted by Fiji Government in May 2013;* • *The Employment Relations Promulgation 2007 is now under reform and with discussion underway on increasing the minimum age to 16 years and decreasing the time children may legally work from 10pm to 8pm;* • *Project Advisory Committee and the Child labour sub-committee formed as part of the National Committee for Children (NCCC) coordinated by CLU;* • *The Crimes Decree was adopted in Fiji, protecting children against various forms of exploitation including commercial sexual exploitation, trafficking and child labour;* • *The Department of Social Welfare is revising the Juvenile's Act and Adoption of Infant's Act;* • *NFE Forum run for Ministry of Education, Labour, government partners, workers, employers, civil society organisations and schools to share lessons learnt on putting out-of-school children back into schools and formulate a response for the need for alternative education programmes to ensure access to basic education is provided for all children;* • *Child labour legislation and monitoring system is being enforced: the Ministry of Labour Child Labour Unit has developed a new systems and processes for labour inspectors including child labour inspections;* • *The CLU has taken its first case to the Employment Relations Tribunal for prosecution;* • *Drafting of Child Protection Focal Points by all schools involved;* • *Drafting of Child Protection Policies by schools that included monitoring of children at risk of engaging in child labour;* • *Schools appointed Child Protection Officers focusing on 'drop-out' early warnings indication begun as schools-based CPs.*	

RESULT 1	1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	2. Framework for enforcement in place and operational

Guyana	• R1 deliverables and activities need to be clarified, but stakeholder discussions so far have generated the following suggestions for activities:
	  • Development of a document that groups and explains all child-related laws (including child labour laws) for easy reference and training purposes;
	  • Development of a recommendations document based on the assessment of other child labour laws for implementation by the MLHSSS and Govt. of Guyana.
	
	Since MTR:
	• *A child labour hazardous work list elaborated, currently before the tripartite committee;*
	• *Employers' organisation has taken it on board to ensure that all are aware of CL. Every training program focused on awareness building among participants - part of the policy;*
	• *Translation of the labour laws in Chinese and Portuguese. Some of the collateral/promotional materials were also prepared in those two languages;*
	• *Incorporation of the labour laws in all training programs of MoL;*
	• *Signing M.O.U;*
	• *unscheduled visits to the Guyana Geology and Mines Commission (mining areas) & Guyana Forestry Commission locations to ensure there is no CL.*	

Jamaica	• An update and recommendations on the legal framework relating to child labour was requested through the development of a ToR and a consultant hired to undertake this activity, which has already had two extensions and it was due for September 2010. *Since MTR:* • *A senior legal officer of the Ministry of Labour and Social Security trained in "Laws Policies and Reporting tools: Supporting the fight against child labour" (October 15-22, 2011) undertook a review of national labour laws to determine compliance with and enforcement of ILO Conventions Nos.138 and 182, within the Legal Department of the Ministry of Labour and Social Security with the support of TACKLE. The document, analyses the extent to which both case law and legislation meet the benchmarks for child labour enforcement, identified gaps and made recommendations;* • *The document has already been used by the MLSS to review the labour inspectorate regulations that accompany the Draft OSH Act;* • *Jamaica Confederation of Trade Unions establishment of Child Labour Steering Committee, development and adopted a Child Labour Policy;* • *Jamaica Employers Federation draft child labour policy;* • *Ministry of Labour and Social Security draft Child Labour Policy;* • *National Education Policy reviewed took into account issues related to child labour;* • *Poor Relief Department (one of two agencies with responsibility for administering the national social security mechanism, for the poor and indigent) included child labour in their corporate plan and all future activities for Poor Relief Officers;* • *Child Labour manual for legal professionals developed (judges, magistrates, lawyers/ court clerks and other support staff.*	
Kenya	• The Ministry of Labour Mid-Term Plan has been finalized and launched in August 2009 and child labour is now mainstreamed in the Ministry of Labour Strategic Plan; • Mainstreaming child labour in Kenya Education Sector Support Programme (KESSP) II by the Ministry of Education who has taken up child labour in various investment programmes for the next phase (2012-2017). *Since MTR:* • *Non-formal education policy – coherent with ILO Conventions - has been finalized, approved and currently in country budget (June 2013);* • *Improved capacity of the Child Labour Division evidenced by the way activities are coordinated: round table forums are regularly convened, bringing together government and NGOs working on child labour elimination;* • *NAP against commercial sexual exploitation of children (CSEC) elaborated;*	

RESULT 1	1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	2. Framework for enforcement in place and operational
	• *List of hazardous and light work elaborated;* • *Child Labour Policy developed;* • *Mainstreamed CL issues in the Education Act 2013;* • *Mainstreamed CL issues in the curriculum at all levels (basic education and training curriculum);* • *Strengthened the National steering committee through the support of TACKLE and development partners.*	
Madagascar	• Analysis of the Decree 2007-563 on the child labour was carried out through meetings and workshops; • 2 Law projects were prepared: one decree project amending the Decree 2007-563, and a bill amending the law on the Labour Code 2003-044; • A Regional Committee for Combatting child labour (CRLTE) has been created in the framework of an AP at Analanjirofo region. *Since MTR:* • *Updated list of hazardous work has been finalized (April 2013);* • *Pre-testing of the application of child labour laws by the magistrates and labour inspectors (April 2013);* • *Reactivation / strengthening of the National Child Labour Committee and set up / strengthening of 3 new regional committees;* • *Workshop for improving enforcement of child labour related laws for judges and labour inspectors: recommendations and 74 Labour inspectors trained;* • *Law modifying Labour Law (decree 2007-563 et law project 2010) to include improvements of definitions, sanctions, integration of CL at domestic work and agriculture prepared (although not approved);* • *Workshop for integration Atelier Child Labour in Ministry of Education (March 2013)*	
Mali	• An updating of the list of "Hazardous work for children" was carried out and completed; • Study on the implementation of the Conventions 138 & 182 has been conducted since October 2009 in the framework of the review of existing legal framework on child labour and education. *Since MTR:* • *Plan of Action for the Elimination of Child Labour (PANETEM, 2011-2020) adopted by the Council of Ministers;* • *Consideration of child labour in Strategic Framework for Growth and Reduction of Poverty (2012-2017) and in UNDAF (2012-013);* • *Support to inter-ministries for the creation of a donor round table for PANETEM funding;* • *Support for harmonization of article L187 of Labour Law with ILO Convention N°138;* • *Support for elaboration of a law against human trafficking, currently under discussion at National Assembly;* • *Harmonisation of age 15 for youth employment introduced;* • *Law on human trafficking approved;* • *Hazardous Child Labour List approved;*	
Papua New Guinea	• The review document assessing the Policy and Legal Framework on child labour is nearly finalised; • The document with the recommendations from the assessment report is currently been finalising and expected to be ready by the end of July 2010; • Review document assessing both formal and informal education policies, legislation and strategies and labour Policies and strategies to identify gaps and formulate recommendations for legislative and policy changes would be done by the supplementary adviser requested to ILO; • Provided child labour monitoring workshop for labour inspectors in Lae Morobe, but still pending the child labour monitoring workshop for school inspectors; • Draft inspection manual for labour inspectors;	

RESULT 1	1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	2. Framework for enforcement in place and operational
	• Training on use of labour inspection manual; • Draft inspection manual for school inspectors; • Training on use of school inspection materials. *Since MTR:* • *Employment Act is being reformed and draft version in line with ILO C138 and C182;* • *Hazardous Child Labour List currently being drafted together with inspection procedures for labour officers;* • *The CL Comprehensive Report setting the pace on the interest for more awareness on CL issues;* • *The trialling of the Child Labour Inspection Forms by the Labour Inspectors and the Referral Forms, by other stakeholders, following its formulation by the Provincial Labour Inspectors in 2011;* • *Establishment of Provincial Child Labour Committees to further progress and extend CL to the bulk of the population in the rural areas;* • *Legislative review (particularly the Employment Act) conducted.*	
Sierra Leone	• The ratification process of the conventions 138 and 182 s not yet completed but it is at a well-advanced stage with Ratification documents having already gone through Cabinet and received its approval, and now needing the parliament's final vote. All other activities under Result Area 1 are post ratification activities and therefore subject to the ratification of the ILO conventions. *Since MTR:* • *ILO Child Labour Conventions 138 (Minimum Age) and 182 (Worst Forms of Child Labour) were ratified by Parliament;* • *List of hazardous employment/work for SL children developed;* • *A National Action Plan (NAP) against Worst Forms of Child Labour developed and expected to mainstreamed in all sector plans after finalisation;* • *Labour Inspectors training.*	
South-Sudan	• South-Sudan Labour Law developed. Section 138 and 182 of ILO convention regarding the minimum age for employment and prevention and elimination of child labour has been included in the Labour Law; • Terms of Reference developed for supporting the Ministry of Labour in the development of the list of hazardous work in South-Sudan.; • Terms of Reference developed for review of the policy and legislation framework on education and endorsed by Ministry of education, awaiting the hire of a consultant. *Since MTR:* • *South Sudan joined the ILO to become its 184th constituent on 29 April 2012 (supported by the project in coordination with ILO Cairo office);* • *The Government of South Sudan ratified ILO Conventions 138 and 182 in 2012 and set the Minimum age of entry into employment at 14 years -Registration of the ratification of the 2 conventions in December 2012;* • *The Child Act enacted, expressly integrates provisions of the ILO conventions 138 and 182 and project, in various capacity building workshops;* • *Staff from the National Council for Child Welfare were invited to facilitate sessions on the Child Act;* • *A draft list of hazardous work for children in South Sudan has been developed, through a mini-AP implemented by Ministry of Labour;* • *National Steering Committee has been established;* • *Child Labour Unit is functional;* • *HCL list has been developed, shared and evaluated and awaiting to be presented to the Council of Ministers;* • *TACKLE Project in partnership with the GAP project is providing technical support towards the development and finalization of a National Action Plan on child labour*	

RESULT 1	1. Child labour and education/training legal framework is coherent and in line with ILO child labour conventions	2. Framework for enforcement in place and operational
	elimination. ILO/IPEC GAP Project will, in view of closure of TACKLE Project, take the responsibility to ensure the NAP is finalized and adopted.	
Sudan	• No activity was formulated on this Result though the project did consultation among all stakeholders and the initial planning management structure, as well as the technical advisory requirements were set up. *Since MTR:* • *The list of hazardous work of children has been finalized;* • *A comprehensive review of all legislations relevant to child labour has been conducted within a project of support to National Council for Child Welfare (NCCW). The report includes gaps and opportunities for making laws more responsive to child labour interventions.*	
Zambia	• A report on the Desk review of the legal framework was completed and shared with stakeholders; • The draft child labour hazardous list & the National Action Plan on child labour were finalized with inputs from the project. The documents await Government approval; • A report on the assessment of the implementation and enforcement machinery was completed at Headquarter levels only. Consultations were started for field level assessments through a national stakeholder workshop; • Participation and inputs in National policy review processes at national level are on-going. Results are long term and not immediate; • An assessment report on limitations on access to basic education impacting on child labour was completed & the Project facilitated presentation of report findings by an Advocacy Group to Parliament. *Since MTR:* • *The project made a number of inputs to integrate child labour elimination activities in Zambia Decent Work Country Programme (2012-2015) and UNDAF;* • *A research study was commissioned in collaboration with the Understanding Children's Work Programme and the report titled 'Towards ending child labour in Zambia: An assessment of resource requirements' validated by stakeholders in 2011, dissemination activities in 2012;* • *Advocacy for the adoption of the hazardous child labour list and specifically the preparation of a Statutory Instrument;* • *Child Labour Policy and National Action Plan finalised and are being implemented;* • *Statutory instrument on hazardous labour was finalised and gazetted in June 2012 and implementation has since started.*	

Overview Activities & Results Reported under Results Area 2 *(updates since MTR, as at May 2013, in italic)*

RESULT 2	3. Ministries of labour and education, social partners and civil society organizations formulate and implement action to combat child labour	4. Number of policies, programmes or plans that incorporate child labour concerns established or revised by Ministries of education and labour, municipalities or others	5. Number of schools seeking to identify children at risk of dropping out and means to keep them in school	6. Number of schools using new curricula/methodology to improve the learning environment	7. Action taken to develop/ improve non formal education
Angola	No achievements reported in the phase until MTR. *Since MTR:* • *National Seminar on Child Labour, organized by the Ministry of Labour;*				

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	• Workers and employers training workshop organized by the UNTA and CCIA; *• First draft of the National Plan to prevent and combat child labour elaborated and discussed (2013);* *• International Workshop on Child Labour in the Community of Portuguese Language Countries (CPLP)(2013);* *• Training on child labour for members of National Union of Workers of Angola (UNTA-CS)* (2013); *• SCREAM training program for teachers and students in schools.*				
Fiji	• Capacity building at ILO-ITC, Turin. Officials who have participated in this training: MoE 1; Fiji Teachers' Union 2; Fiji Trades Union Congress 1; Fiji Employers' Federation 1; MoL 1; Fiji Police Force (Juvenile Bureau) 1; Dept. of Social Welfare 1; Fiji Is. Bureau of Statistics 1; & Save the Children Fiji 1; • Institutional strengthening on conducting child labour research in Fiji. Research training workshops conducted by Senior Statistician from Statistical Information & Monitoring Programme on Child Labour (SIMPOC), IPEC, Geneva; • Research steering committee established with representatives from Fiji Islands Bureau of Statistics (FIBOS) & TACKLE Project Advisory Committee (PAC); • FIBOS & Ministry of Agriculture include means to obtain child labour information through National Agricultural Census; • Child labour module incorporated in National Labour Force Survey 2010 – 2011; • Capacity building for Inspectors/Officers from MoL, MoE, Dept. of Social Welfare & ILO social partners on developing strategies to address child labour. child labour Divisional Training Workshops held throughout Fiji; • Framework for National to District level CLMS designed. CLU concept has been developed in MoL to strengthen implementation of labour legislation *Since MTR:* *• Ministry of Education has revised the Education Act, at the SG's office for comments;* *• Ministries of labour and education work together to undertake school based survey to find out about in-school children who are also working and develop strategies to minimise risk of dropping out;* *• 10 Ministry of Education officers and 100 teachers trained to identify children at risk of dropping out and develop plans to address the issues;* *• Ministry of Education Policy on Child Protection drafted including child labour concerns;* *• Department of Immigration develops and launches National Action Plan for the Prevention of Trafficking of Women and Children;* *• Fiji Police Force develops institutional Trafficking Unit and action programme incorporating trafficking of children;* *• Ministry of Education signs MOA with ILO to integrate Know About Business programme into schools in 2013. Syllabus for KAB being developed and KAB to be piloted by 15 schools in Fiji in Term 2 2013;* *• SIYB training programme also includes non-formal education component and has potential for expansion in future. SIYB is implemented by the Ministry of Education for secondary school students at technical, vocational and education training centres, and may be expanded to out-of-school children 15-17 years in child labour;* *• SIYB piloted tested in 10 schools in 2011, scheduled to be rolled out nationally in 2012;* *• NFE curriculum and Bridging programme piloted for over out-of-school children in child labour through TACKLE funded AP;* *• Empowering SCREAM Camp also run for out-of school children in child labour. Children participants in SCREAM workshops formed own committees as 'watch-dogs' for children in child labour risk;*				

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	• *Integrated approach by both government agencies, civil society (including workers and NGOs), and the employers to remove children from commercial sex activity;* • *Fiji Commerce and Employers' Federation is developing a code of conduct for its members and aims to follow the example of ACCOR group of hotels which bans children in commercial sex. NZAid is also assisting via mentoring.*				
Guyana	• TACKLE Guyana TNC and two (2) Occupational HSOs of MLHSSS participated in Training in Turin, Italy in Aug/Sep/09 on Education for all and child labour Elimination; • 30 persons from MLHSSS and MoE and Workers organisations as well as a few civil society groups undergo training conducted by Specialist attached to the ILO Statistical Information Monitoring Program for Child Labour-How to Conduct Rapid Assessments; • Contract for conduct of Review of Capacity of MLHSSS completed and signed. Scoping interviews with Human Services started; • Capacity Building session on Child labour held with Staff of the Child Care & Protection Unit; • Session held with Senior Staff of the Training Unit of the MOL Inspectorate, on Child labour; • Session on Child Labour held with Human Resource Managers and other employer representatives. *Since MTR:* • *Training has taken place at the local level for the benefit of 185 trade unionists;* • *Peer education among secondary school students;* • *Moving from sensitization of parents to 3 – 3 day workshop s in 3 indigenous and gold mining communities;* • *14 members of staff of the Inspectorate Unit of the MOL benefited from training in "Identification of Children in Labour activities & networking to End child labour", June,2012;* • *Staff of the Men's Affairs Bureau received training in "Understanding the issue of Child labour", March 2013;* • *CAGI's contributions/involvement. "CAGI, the employers' organization presents the issue of Child Labour at every training intervention together with the distribution of printed information as a result of the project. Averages of 350 persons have been involved in some 15 training and developments annually.*				
Jamaica	• TOR developed and contractor hired. Consultations held and comprehensive report with recommendations submitted to Geneva in Feb. 2010; • Limited contact/working relationship with representatives of the MoE. *Since MTR:* • *Five day workshop with Jamaica Confederation of Trade Unions resulted in the development of a Trade Union policy and the implementing of 5 Mini-AP to sensitize 150 delegates and officers across the island;* • *Ministry of Educations, Education Policy & Apprenticeship Act reviewed;* • *Establishment of National Child Labour Steering Committee / Project Advisory Board and results based subcommittees;* • *Stakeholder Consultation for the review of light work and hazardous work list;* • *Sensitization of labour inspectorate (local workshops, Turin (Italy) Centre– labour inspection, and trafficking;*				

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	• *Training in policy development at Turin Centre (Ministry of Labour and Social Security legal officer);* • *Training of STAIN staff in child labour data management;* • *122 Sports coaches and guidance councillors sensitized to child labour and trained in the use of the SCREAM tool. Over 20,000 children exposed to child labour sensitization through this initiative;* • *Training in IPEC/TACKLE financial management and reporting training provided to key national stakeholders;* • *140 Training staff of Jamaica Constabulary Force sensitized to CL using curriculum develop for the JCF by TACKLE Jamaica;* • *Developed CL sustainability plan in collaboration with over 70 national stakeholders.*				
Kenya	• Training of government officers in the ILO Training Centre, Turin (12); • Extension officers in the Ministry of Agriculture were trained, ministry has mainstreamed child labour in its planning and training operations; MoE is taking steps towards implementing the Non-formal education policy of 2006; • Reviving the National Steering Committee on Child Labour has strengthened decision making in the sector; • Training of Non–Formal Education Teachers, School/Centre Managers, and Education Field Officers and Government officers in Mombasa and Kisumu on Elimination of child labour to interpret and teach contents of the Life Skills Curriculum on elimination of child labour (developed in a previous project); • National workshop on mainstreaming child labour Stakeholders working towards mainstreaming child labour in their institutional operations; • Exchange visit for MoE on financing and managing non-formal education in Ethiopia has provided inside on non-formal education and the NFE policy has been finalized, and it will be launched soon. Process has started on developing implementation framework for the National NFE Policy, already factored in KESSP II *Since MTR:* • *The national children database is operational to systematically capture data on key child protection indicators, administered by the National Council for Children Services (NCCS)(https://docs.google.com/forms/d/1XLusK5PmbgTtQJ115YMMAAPsAcGQnRXfYjyYQfPs-Sc/viewform?pli=1);* • *Policy on Alternative Provision of Basic Education and Training (APBET) launched in 2011; APBET implementation strategy finalized in July 2012;* • *The New Education act provides for education for all children aged below 18 years;* • *15 teachers and 3 education officials were trained on how to handle children rescued from child labour. Kenya Institute of Education also addressed cost effective methods of developing teaching and learning materials, to minimize learning costs of education for children from poor families;* • *One new AP programme with the Ministry of Labour and two new AP with NGOs (CISP and NCDO). The CISP AP works with 8 schools in Malindi and Magarini involving prevention of children from dropping out of school and going into child labour and capacity building for children;* • *5 Non-formal schools targeted through the training of school management committee members on management of government grants on education;* • *7 schools identified children at risk through FKE AP;* • *15 schools whose teachers were trained by KIE through HOPE WWK AP;* • *Training of committee members of five non-formal schools in Samburu;* • *Developed a five year implementation plan on the policy framework on alternative program of basic education and training;* • *A draft registration guideline has been developed for APBET institutions;*				

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	• *Provide financial support to the county/district CL committees for sustainability;* • *Hosted continuous capacity building for neighbouring countries on CL issues e.g. South Sudan.*				
Madagascar	• Participation of the Director of the Office of Mass Education and Civics (OECM) from the MoE (MEN) to the training carried in Turin, Italy (30/08/09 to 04/09/09); • Preparatory meetings on the validation of the workshop and report assessing the needs of the MoE (MEN) and supporting the development of policies and programmes related to the elimination of child labour as well as the integration of child labour in the curricula and methodology; • Evaluation on the Number of School Districts (CISCO) / schools that identify children at risk: 24 schools evaluated / 06 schools identified children at risk; • Number of teachers trained: 130 females / 360 males; • Evaluation of the monitoring school systems; • A study on the current structure of the fight against child labour was performed in order to analyse the institutional effectiveness; • Capacity building of INSTAT (Institute National de la Statistique) carried out, 3 technicians trained in collecting, analysing data on child labour; • In the frame of the MFPTLS reinforcement 74 females /110 males Labour Inspectors have been trained; • A regional Committee for the Fight against Child Labour has been established in the Analanjirofo region; • A training on the reinforcement of capacities was carried for social partners such as employer's organisations and workers organisations (51 females/50 males); • An action programme is being finalised with the CTM (Union trade platform). *Since MTR:* • *1 Mini-AP developed and implemented by the Platform of Civil Society for Children;* • *National Workshop on Child Labour and Education March 2013 to mainstream child labour concerns into the national education policy and strategies;* • *Development of a code of conduct against Commercial Sexual Exploitation of Children by the hotel industry in Nosy-Be, signed by 50 tourism operators, representing approximately one fourth of all tourism operators in that are;* • *Two training workshops for tourism operators on ESEC in Nosy-be: 50 en 2011 et 32 en 2012 (total 82) ;* • *Training of 91 trade unions: work plan drafted and implemented in DIANA region;* • *Training of 43 journalists on child labour issues and child labour in agriculture;* • *Data on child labour integrated in current national employment surveys and National Statistics officers trained;* • *Elaboration of action programmes for the integration of child labour in the national education curricula;*				

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	• *Integration of CL in curricula of years 3,4 and 5 of primary schools;* • *Training on CL of 35 partners of vanilla value chain in SAVA;* • *Report on training needs on CL in 80 Education districts approved by Ministry of Education;* • *Training on CL of Execution Agencies (also on IPEC/TACKLE required techniques and funding procedures;* • *Partners training at Turin ITC (3 from M. Education, 1 M. of Labour, 1 from Unions and 3 from Institute of Statistics;* • *Training of trainers in the framework of the Action Programme;* • *18 Schools have worked on identification of Children in Child Labour;*				
Mali	• A needs assessment on developing training plans, programmes and materials such as the Ministry of Basic Education Literacy and National Languages was preliminary made at the national workshop of ownership and operational planning activities of TACKLE Mali; • The capacity of representatives of the agriculture and trade unions on education and child labour in connection with the method Work Improvement in Neighbourhood Development (WIND) had been strengthened with the training of 46 volunteers, caravan information and awareness in the circles of Fana and Niono and the city of Segou. Carried out jointly with the WIND and RAF/06 projects (IPEC's French Government funded projects); • The national director of the Child Labour Unit and the national director of the Promotion of Child and Family participated to the Training in Turin (Italy) on the Child Labour reporting in November 2008, and now are responsible for reporting on the implementation of international labour standards *Since MTR:* • *With the project technical inputs, CNLTE (Child Labour Unit) is implementing an action program on Child Labour Monitoring System (CLMS) in the area of traditional gold mining region of Sikasso;* • *The National Council of Employers of Mali (CNPM) developed a programme and training guide on Corporate Social Responsibility (CSR) in the fight against child labour and promoting Education for All, implemented during the 2nd quarter 2013;* • *Labour Inspectors training organised;* • *Training workshop for teachers union organised;* • *Workshop for the NSC members organised;* • *NGO ENDA has opened a skills training centre for older children to prevent/withdraw them from child labour;* • *Through TACKLE APs, arrangements are made at 20 schools in target areas by members of school management committees and Educational Centres to identify children at risk of dropping out and to improve the quality of teaching;* • *Validation of manuals and guides for 20 model lessons on education and child labour by National Direction of Pedagogy (M.Ed), for all schools;* • *In addition, AP-through year, about 140 teachers from 20 schools have been trained on the child labour in collaboration with teachers union;* • *Development of functional literacy programs and courses in school remediation programs through APs to reach out of school children;* • *With technical inputs from the project, a program for Accelerated Learning Programme to reach out of school children, child labourers or children at risk of child labour in the Ségou and Sikasso is being implemented;* • *Training of members of the Trade Union for education and culture workers (SNEC) on the fight against child labour through education (realised in partnership with Education International);*				

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	• Training of trainers of trade Unions (SNEC and FEN) on training techniques and model lessons on Child Labour education; *• Training of representatives of the Ministries of Labour, and Youth and trade unions in the ITC in Turin;* *• National seminar on integration of Child Labour on sectoral education policies (May 2013 in Sikasso);* *• Training of trainers in education and techniques on delivery of model lessons in Kayes and Ségou.*				
PNG	• Consultations held with Curriculum Division from the MoE to identify opportunities to mainstream child labour in the Curriculum; • Draft ToRs on developing supplementary curriculum materials for formal education, at all levels including non-formal education have been provided to ILO Geneva but have not yet been approved; • There have been some discussions with Divine Word University, Madang to include social work students to complete SCREAM training. In addition Caritas PNG after discussions with the National Project Coordinator want to include SCREAM methodology in their AP; • Training on labour inspection and child labour was provided to labour inspectors and provincial labour inspectors in Lae; • Training on labour inspection and child labour was provided to provincial labour inspectors in Lae; • The Project Advisory Committee (PAC) was established in June 2009; • The Decent Work Country Plan was finalised in May 2010 and included child labour concerns. The Draft Employment Act and Industrial Relations Act are currently in draft form and the TACKLE Project expects to provide input on the issue of child labour, in particular the age of eligible work for children; • Three members of the DoL have been sent to ITC training in Turin regarding child labour reporting; • On the inclusion of child labour indicators in the 2010 national census, discussions were held with National Statistics Office, however the census has been delayed to July 2011. Another option would be to include child labour questions in their annual school survey; • Training of employers and workers organisations and NGOs was carried in 2009; • On the training to civil society through engaging Consultative Implementation and Monitoring Council (CIMC), work has been done with a reference group of the CIMC "People Against Child (sexual) Exploitation (PACsE); • Discussions have been held with the Vice Chancellor of the University of PNG on the establishment of a certificate course on child labour and education. *Since MTR:* *• Current work progressed by Massey University on the NAP as well as the Child Labour Unit (CLU), which should be completed before the Project ends in August 2013.*				
Sierra Leone	• TACKLE National Technical Steering Committee established; • Child Labour Unit has been created within the Ministry of Labour and Social Security; • Training on EFA and child labour elimination (ITC/Turin) for officers of MoL, Teachers' Union, International Rescue Committee; • 2 officers (1 from Ministry of Labour and 1 from Statistics Sierra Leone) have participated in two trainings on child labour data collection and analysis (ITC/Turin and ILO/Tackle/Nairobi, previous to National Child Labour Survey (also supported by the project); • No mini programmes undertaken so far under R2, one to be implemented soon with the Labour Congress to train their affiliate members on child labour issues.				

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	Since MTR: • *Representatives of MoL, Employers Federation and Labour Congress, trained on Labour Dimension of Trafficking in Children (ITC/Turin);* • *Participation in workshop on "Mainstreaming Child Labour into Education Policies" in Lusaka (Tackle PO and 2 representatives from M. of Education;* • *Training Workshop on Mainstreaming child labour concerns into Education Sector Plans workshop, with M. of Education, in view of 2013-2017 Education Sector Plan;* • *Training with stakeholders on International Labour Standards Reporting;* • *Training of Labour Inspectors (police, M. of Mines, M. of Agriculture, local councils) on Child Labour monitoring, to strengthen child labour inspection both in the formal and informal sectors.*				
South-Sudan	• Workshop for training of trainers on economic reintegration of children and youth formerly associated with armed forces and groups was delivered to 25 participants from government, UNICEF, NGOs working on reintegration of demobilised children; • Training on child labour and education, education for all and elimination of child labour was provided to 3 members staff of the MoL by ILO in Turin – Italy Training of stakeholders on proposal writing; • 15 staff of various stakeholders were trained on proposal writing; • Study visit to Nairobi, Kenya by Juba ILO staff to learn from the Kenya project, which provided the South-Sudan support in the proposal writing process and reviewed the proposals and budget of the stakeholders; • The Ministries of Labour and Education have submitted their proposals to ILO. *Since MTR:* • *Child labour unit has implemented a Mini Programme to develop a draft list of hazardous work of children: a technical sub-committee of National Steering Committee (NSC) on child labour was formed, trained and supported to hold a two days' workshop that resulted in drafting of List of Hazardous Work for children;* • *Three regional consultative workshops on hazardous work of children with States' governments and the public were done in Juba, Wau and Malakal ; the revised drafts with input from stakeholders in the three regional workshops will be presented for validation in a national workshop before being presented to Cabinet for approval and decreeing;* • *National Workshop on Child Labour and Education has been organized in collaboration with the Ministry of Education to mainstream child labour into national education policies and strategies.*				
Sudan	• Training on economic reintegration of children formerly associated with armed forces and armed groups (CAAFAG) and other vulnerable children (OVC) Khartoum, Northern Sudan (2009). The target audience were organisations implementing programmes with children formerly associated with armed forces and groups on the frame of the Disarmament, Demobilization and Reintegration (DDR) programmes in Northern Sudan. *Since MTR:* • *Ministry of Education implemented a mini AP on education and child labour, to start a development process of National Action Plan for the elimination of Worst Forms of Child Labour;*				

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	• *NCCW implemented a Mini AP on poverty, education and child labour;* • *Child Labour Unit and the National Steering Committee on Child Labour established. These institutions are functional even though there is need for further capacity building to be more effective;* • *Five members of the Sudan National Steering Committee on Child Labour held a study visit to counter parts in Morocco, aimed at sharing good practices.* • *Forty Labour Inspectors participated in a 5 day TACKLE training;* • *A consultant was recruited to draft a background document to guide the writing of a national policy on child labour, an action programme and budget estimates for operationalizing the policy, involving government, NGOs, trade union and employers. Retreat is planned in June 2013;* • *New project in the field of CL by using education targeting adolescent education from 9-14 years – those out of school and those working in domestic work;* • *Evaluation of MoE and other partners made strategic to accelerate education and join them to education system by: (1) creation of flexible education system by means to reduce the period of basic education; (2) Time of studying afternoon and after the child finished his work; (3) Develop a new programme to increase the local skills of the child.*				
Zambia	• A preliminary needs assessment of all key stake holders, particularly identifying units in Ministries was completed; • 12 Participants from key Partner Institutions were trained in developing training plans, programmes and materials at ILO's ITC training centre.; • A Working group on child labour monitoring system was formed post training; • Training of trainers on SCREAM undertaken with 30 participants trained and beneficiaries now training others ; • Using the tool for community mobilization in child trafficking & child labour developed under result 4, training was conducted for change agents in 9 provinces. At least 50 people trained & over 500 children reached with information on child labour and trafficking *Since MTR:* • *The project supported COIHEP, LACP, MDC and ANPPCAN with their Aps;* • *TACKLE Zambia participated and co-facilitated an IPEC 'Towards the Elimination of Child Labour (TECLII) training workshop on mainstreaming child labour in education policies and programmes in Johannesburg in June 2011. Follow up: TACKLE Zambia with support from the Africa coordination team and ILO/HQ, worked with the MESVT, to organise an in country training workshop on mainstreaming child labour in education, including international participants from other African countries;* • *Facilitation of SIMPOC in planning activities for the 2012 Zambia Labour Force Survey, this led to the development of a child labour module;* • *TACKLE supported the setting up of a Consortium of Organisations working on child labour with the preparation of partnership documents including the Memorandum of Understanding and identifying activities;* • *Work with the 2 trained resource persons from Ministry of Education, Science and Vocational Training in organising an in-country mainstreaming workshop;* • *Through additional resources mobilised through RBSA, supported MLYS on NAP coordination strengthening efforts; Community Youth Concern and Hosanna Mapalo on planning for the child labour Consortium,* • *Support Community Youth Concern and Hosanna Mapalo on completion of preliminary planning for the setting up of the child labour Consortium; and currently supporting MDCR and ANPPCAN with strengthening sustainability strategies; and MESVTEE with provincial workshops on mainstreaming child labour in education;* • *Through collaboration with SIMPOC, a child labour module has been included in the 2012 LFS and an implementation agreement is being finalised;*				

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	- The 2013 UNDAF work plan for education activities has out-of-school and child labour concerns and activities incorporated; - The draft of Zambia Decent Work Country programme has consideration of child labour; - The MLYS and Central Statistical Office in collaboration with IPEC /TACKLE decided to maintain a child labour module in the LFS and have integrated it in planning; - While noting the cardinal involvement of all the 82 schools involved in the APs, it is not all of them who have the ability to actively support such initiatives on their own. The following have therefore been identified among the formal schools and non-formal education centres engaged with the Project: 17 with COIHEP; 7 with LACP; 39 with ANNPCAN; and 7 with MDCR; - Good numbers of schools have applied SCREAM, recreation and other methodologies to enhance the progress of children in education and keep them out of child labour risks. They are: COIHEP: 1 skills training and 1 recreation centre; LACP: 2 transitional education schools and 1 skills training centre; MDCR: 1 skills training centre; ANPPCAN: 2 reading and recreation centres; - Institutional Capacity built for purposes of developing Labour Movement Child Labour Policy; - ANPPCAN Mini Programme using literacy to strengthen child labour elimination strategies; - Training of provincial teams in mainstreaming child labour in five provinces.				

Overview Activities & Results Reported under Results Area 3 *(updates since MTR, as at May 2013, in italic)*

RESULT 3	8. Number of child labourers withdrawn through educational support or training opportunities.	9. Number of children at risk of becoming child labourers prevented through the provision of educational support or training opportunities.	10. Percentage of children withdrawn who complete educational support or training opportunities.	11. Percentage of children prevented who complete educational support or training opportunities.	12. Models/strategies of Target 11 intervention are replicated in some form beyond the project or promoted for replication
Angola	- Reception, evaluation and restructuring the action programme; - Reworked 4 APs to be evaluated and possibly financed. Two small Action Programmes approved; 2011, agreement signed by workers and employers to make 40 companies "zones free from CL" (with support of project) *Since MTR:* *Implementation of Action Programme by Kandengues Unidos.*				
Fiji	- Carried and analysed 5 research surveys on (i) commercial sexual exploitation of children, (ii) schools, dropouts & child labour, (iii) rural & agricultural communities, (iv) informal settlements & squatter communities, (v) street children; 6 APs (i) Eliminating child labour through the establishing of a child labour Unit, a Centralised Database, and child labour National Strategy in the Ministry of Labour, (ii) Eliminating the sexual exploitation of children for Save the Children Fund, (iii) Establishing school-based monitoring systems to prevent & withdraw children from child labour in Fiji Teachers' Union / Fiji Trades Union Congress, (iv) working with employers to develop actions against child labour, in Fiji Employers' Federation, (v) targeting street children in child labour, Foundations of the People of the South Pacific International.				

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	Since MTR: • *Fiji Trades Union Congress launches AP targeting 15 schools through preventive and institutional strengthening strategies, including decentralising child labour activities through the union network and appointing child labour focal points;* • *TACKLE supports an AP with Save the Children targeting 12 schools for development of child protection policies and school-based child labour monitoring committees;* • *As part of this AP, TACKLE has organised training workshops with Save the Children and conducted these with over 20 schools and 100 teachers who have been trained also on identifying risks and vulnerabilities and early warning signs for students dropping out of school;* • *AP with CLU in Ministry of Labour to withdraw children from child labour;* • *AP with PCN to withdraw children from child labour and support in school retention;* • *Employers organisations have designed an Adopt a Child programme, adapting a child labour guidebook from ILO ACTEMP for employers;*				
Guyana	• School Bus Action Programme for children in vulnerable areas was being refined and planned to be implemented by September 2010; • Proposals had been received from partners in the MOE of Education requesting assistance with Voluntary Mentoring Programme; • A proposal from a civil society organisation has been received at the time of the country MTR. *Since MTR:* • *3 schools have been targeted in the AP implemented by the Ministry of Labour and 5 in the AP implemented by the Ministry of Education. These action programmes target 3,500 children and 460 respectively. The entire number was targeted for prevention strategies;* • *Rapid Assessments have been conducted (results still under review): the informal sector (4 towns were targeted and the implementing agency was the LMIS, Ministry of Labour); in the commercial sector, agriculture and domestic labour two rural communities were targeted; gold mining, logging and agriculture (targeting the riverain and hinterland areas of 1 Region);* • *The School Retention Programme at Kuru Kuru and Dora Secondary schools had remarkable results, Head Teachers at the two schools relating that attendance is at an all-time high due to the bussing and nutrition programmes;* • *AP with Trade Union centrals for awareness raising of staff and members.*				
Jamaica	• Planning of reliable collection and analysis of data and statistics on child labour; • 4 NGOs presented APs to be evaluated (at time of MTR the proposals had already by HQ Geneva and then again by Trinidad Office requesting re-writing of all of them). *Since MTR:* • *RISE Life Management undertook work in six inner city communities within the Kingston metropolitan area. They successfully withdraw a certain number of children from CL and undertake prevention activities with children through various in school and after school programmes;* • *Children First undertook work in Spanish Town a large metropolitan city, Old Harbour Bay a fishing village and May Pen, a rural agricultural and mining town;* • *Children First successfully withdraw children from child labour and undertake prevention activities with children through the formal and informal education sectors;* • *Jamaica Employers Federation undertook a ten day summer camp for 30 child labours exposing them to various skills required for successful entry into the formal sector upon leaving school. The summer camp resulted in a lasting relationship between a charity that works to removal child labours, the JEF and the Jamaica Constabulary Force. The group continues to collaborate in the support of the children that participated in the summer camp;*				

RESULT 3	8. Number of child labourers withdrawn through educational support or training opportunities.	9. Number of children at risk of becoming child labourers prevented through the provision of educational support or training opportunities.	10. Percentage of children withdrawn who complete educational support or training opportunities.	11. Percentage of children prevented who complete educational support or training opportunities.	12. Models/strategies of Target 11 intervention are replicated in some form beyond the project or promoted for replication
	• *Sports Mentorship Programme was undertaken in which a football league mentorship programme was run for three consecutive months (two days a week) enrolling 400 children aged 8-16 in inner city community (Maverley);* • *30 children were identified through sports mentorship programme as child labours and referred to local NGO and Ministry of Labour;* • *Low literacy printed material (fliers and notices) advertising football clinics and highlighting child labour issues distributed in schools and throughout surrounding communities. 76 parents/ guardians followed up by Guidance and Counselling staff within one month of the completion of the Sports Mentorship programme to assess attitude and behaviour towards child labour.*				
Kenya	• Combating child labour in Siaya District through Sustainable Home Grown School Feeding Programme (Hope World Wide); • Withdrawal of 100 children from child labour in Nairobi and Kisumu and vocational skills training for sustainable livelihood (Undugu Society of Kenya); • Exploring Corporate Social Responsibility as option for improving schools and retaining children (Federation of Kenya Employers); • Combating child labour through Education among Pastoral Community of Samburu, Kenya (Nainyoiye Community Development Organisation, Samburu); • Three monitoring missions with the stakeholders (EU, NSC, and MoL) to visit Siaya/Kisumu and Mombasa/Malindi. *Since MTR:* • *Model of IGAs developed by FKE;* • *Adopt a School strategy developed (FKE).*				
Madagascar	• Evaluation of the implementing agencies; • Support the IAs to apply and follow the target actions, prevention, and withdrawal, reinsertion (formal & informal education) and improve families' livelihood conditions. • Carried studies on underemployment and non-employment; • Follow up the action programmes. *Since MTR:* • *48 schools benefited from AP to identify children at risk; 290 teachers trained. 1847 children prevented, 1985 withdrawn; 870 parents supported with IGA;* • *5 action programmes were developed: SAVA Region in the fight against child labour in the sector vanilla, District of Nosy Be in the fight against CSEC;* • *2 APs implemented by Aide et Action and Stop Sida targeting schools;* • *Implementation of local follow-up community committees in all intervention areas;* • *Implementation of parents' associations in same communities for sustainability in all intervention areas;* • *Mini AP with PFSE: training on awareness raising and advocacy.*				
Mali	• Identification of sites where the program of action or support, planning and prospects for their implementation with partners • Action programme to support child labourers or children at risk of child labour in gold mining in the traditional circle of Kenieba • The action programme to support the schooling of children working in artisanal fisheries in the circle of Macina is under development • 3AP for Education support programme for children infected by HIV/AIDS or child labourers at risk in informal economy in the area of Bamako (RIOVE NGO) for children at risk to Child Labour in the agricultural/pastoral sector in Segou.				

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	Since MTR:
	• *A part of benefit from IGAs supported by APs has been used to cover educational expenses of most vulnerable families, with involvement of School Management Committees and Parent Teachers Association, teacher unions and communities in identifying and implementing activities to prevent and to remove children from hazardous work and their retention in the education system;*
	• *Implementation of an action programme for education and combating CL in traditional (river) mining;*
	• *Implementation of an action programme for education for children and risk for trafficking and child labour;*
	• *Action Programme for education for children and risk for trafficking and child labour in the Mopti region (Circle of Douentza);*
	• *Development and implementation of 3 mini-programmes with the National Unit for the Fight against Child Labour (CNLTE).*
	  • *Mini Action programme for informing, awareness raising and social mobilisation against exploitation of children in child labour in a crisis period and the impact of child labour on education;*
	  • *Mini Action Programme on informing and training of self-help groups against recruiting of children in armed forces;*
	  • *Mini Action programme to prevent Child Labour and school leaving through psycho-social support of abandoned and orphaned and displaced children in the Northern regions;*
	• *5 more mini Action Programme have been started to support children to go to school, realisation of socio-cultural and sport activities, improve the school environment and mobilise local institutions against Child Labour.*				

PNG	• Meetings have been held and continue to be held with YWCA, Caritas PNG and Save the Children PNG regarding their prospective Action Programmes.; • Social work students from UPNG will be conducting rapid assessments of child labour across different sector areas; • Proposals for three major APSOs have been finalised and are awaiting approval for implementation; • Awareness raising has been included in each of the APSOs; • Plans are underway to translate C138 and C182 into Tok Pisin and Motu. Media Training is also planned to occur with members of the media to promote awareness of the issue of child labour. *Since MTR:* • *Action programme on withdrawing 100 children from the worst forms of child labour has started in Port Moresby.*				
Sierra Leone	• 1 AP (Community Responses to child labour) on preventing and withdrawing 1,500 children from child labour, implemented by NGO International Rescue Committee (mining regions) with creation of 30 community Child Welfare Committees. *Since MTR:* • *600 children's families were trained in business skills and agriculture for income generating activities;* • *1 AP implemented by a local NGO (Community Action for Rural Empowerment, CAREM, targeting 200 direct child beneficiaries withdrawn or prevented from child labour through education support in 10 primary schools, with creation of Anti-Child Labour Monitoring Committee.*				
South-Sudan	• Identified NGO (Confident Children out of Conflict) to work with TACKLE; • This NGO was working on a proposal to be submitted to TACKLE project at the time of the country MTR.				

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	Since MTR: • *Mini-AP for direct support to retain in primary school/withdraw 20 children (20 boys, 20 girls) working in the streets, commercial sexual exploitation, implemented between Sept and Dec 2012 by local NGO Confident Children out of Conflict, in Juba city. The project linked 20 family heads to institutions providing training and grants to initiate IGA;* • *An AP implemented by local NGO Care for Children and Old Aged in South Sudan in Jonglei State, targeting 60 children to be withdrawn and prevented from child labour by enrolling them in school and vocational skills training opportunities; 60 parents of the children will be trained in entrepreneurial skills for IGA.*				
Sudan	• No AP has been implemented on this Result due to political situation. *Since MTR:* • *A mini-AP by SABAH Association supported 20 children withdrawn from streets and domestic work, and their 20 families supported to develop alternative sources of income, inked to Zakat chamber.* • *CDF carried out a mini AP on child labour targeting withdrawal and rehabilitation of 30 children working in the fishing industry*				
Zambia	• Prevention and Withdraw of HIV/AIDS Affected Boys and Girls from Child Labour in Luanshya and Masaiti districts, Zambia through Education and Meaningful Engagement in Social Protection Measures (COIHEP – Aug 2009- Aug 2011); • Combating Child Labour through Education and Social Protection Schemes in Livingstone (Livingstone Anglican Children's Project Nov 2009- Mar 2011); • A new AP has been technically approved to be implemented in Mpika, Northern Province (Jul 2010); • AP development and implementation workshop in Goroka and in Port Moresby, with inputs from ILO-HQ and Fiji ILO Office (Aug 2009); • Recreation and sport equipment was provided for children in 20 government schools, 1 community school, and 2 transit schools; • Baseline Data collection forms had been developed together with DCLCs and CCLCs and the community mapping had been done. *Since MTR:* • *High percentage of participation of children both withdrawn and prevented from child labour. A report on actual completion rates will be compiled when the DBMR databases from the partners will be completed;* • *Around 800 households were supported with economic empowerment initiatives to further support prevention and withdrawal efforts (including use of GET Ahead training package;* • *Media information kit and the 'Be the Change' community mobilisation kit produced;* • *Training of Head Teachers and Guidance and Counselling teachers to enhance child labour integration and mainstreaming;* • *Four Action Programmes running at different intervals successfully implemented. Specific results of the direct action as at April 2013 include a total of 2,623 children were reached with prevention and withdrawal support out of a targeted 2,510. Out of this number (2,623), 1,450 girls and boys were prevented from entering child labour, and 1,133 children withdrawn from child labour. Additionally, a total of 141 teachers were trained on mainstreaming child labour in education over the project period.*				

Overview Activities & Results Reported under Results Area 4 *(updates since MTR, as at May 2013, in italic)*

RESULT 4	13. The knowledge related activities, including action-oriented research, result in discussion and debate on the correlation of child labour and education.	14. The enhanced knowledge leads to policy or programme decisions	15. The research reports/discussions lead to further investigation/ reports.	16. The various countries and regions within the same countries become aware of experiences, particularly good practices, from elsewhere through strengthened networks.	17. Evidence of work on networking and mainstreaming of child labour and education issues as part of the networks.
Angola	• With TACKLE support, Angola organises regularly events (provinces, media, ect.) emphasising CL issues during the month of June (all month, every year): African Child Day and Angola Child Day. *Since MTR:* • *Yearly WDACL celebrations (since 2010);* • *Production of documentary on child labour developed in collaboration with PALOP.*				
Fiji	• Develop of a communication strategy by the stakeholders; • 1st Child labour Forum (Dec 2008) a tri-partite plus stakeholder group commit to action on Action programme Matrix; • 2 child labour information sessions organised for stakeholders with specialist from ILO Geneva & Bangkok; • 1 child labour symposium on social justice with 100 participants from cross-section of society; • 1 child labour stakeholder dialogue on final draft of legislative review report and to assess mid-term progress on Action programme Matrix; • 2 workshops to observe World Day Against Child Labour (2009); • Child labour sub-committee of national co-ordinating committee for children (NCCC) endorsed and a first meeting held; • 2nd national child labour forum (Feb 2010) to support development of APs & review progress made against action commitment from first forum; • Regular meetings held with EU and EU participation at TACKLE. *Since MTR:* • *Technical support for EU funding proposal & helped obtain F$4.5million for Homes of Hope (accommodates young mothers & run-away girls, most of whom are victims of sexual abuse);* • *10 good practice stories are documented for their innovative models and approaches;* • *Post Graduate Course on Child Labour developed by the University of the South Pacific;* • *Child labour research and awareness raising supported through TACKLE in Tuvalu, Kiribati and PNG, and child labour mini-programmes supported through TACKLE in Samoa and Vanuatu. Child labour forum held in Kiribati to discuss research findings. Work in Kiribati on HCL list to commence in 2013;* • *Child labour research findings released by Fiji TACKLE have resulted in additional research on the issue undertaken by the Fiji media, particularly in the area of children in commercial sexual exploitation;* • *Public panel presentation and discussion organised by the University of the South Pacific. Student presentations on child labour issues and education focused strategies in Fiji, PNG, and Solomon Islands generate extensive debate and public discussions;* • *TACKLE Child Labour DVD produced and launched sharing good practices;* • *Public presentation on trafficking of children presented by TACKLE to a forum of development practitioners and academia;*				

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	• *TACKLE also organized a Non- Formal Education Forum to share lessons learnt on the action programmes and facilitate stakeholder input into formulating a position paper on the need for alternative education programmes for out-of-school children in child labour or at risk;* • *Rapid Assessment on Trafficking of Children for labour or sexual exploitation begun in Fiji to fill the gap in information on trafficking and research presentations made to students and lecturers at the University of the South Pacific. University students (MA) pursuing additional research on child labour and trafficking based on research report released;* • *The Foundation of the People of the Pacific International (FSPI), are implementing a complimentary research on street children to the TACKLE Street Children in Child Labour Survey. This FSPI research is using adapted versions of the SIMPOC tools that were used during the street children in child labour survey (questionnaire and research protocol;* • *Homes of Hope have undertaken further research on commercial sexual exploitation, including the trafficking of children for sexual exploitation, and submitted a proposal for CSEC and trafficking to EU Investing in People Programme. Technical support for EU funding proposal & helped obtain F$4.5million for Homes of Hope (accommodates young mothers & run-away girls, most of whom are victims of sexual abuse);* • *Child labour research findings shared on Australia news, PNG news, Tonga and Solomon Is news;* • *Child labour topic added to child protection training programmes of police and social welfare department;* • *National Child Labour Forum held to evaluate the progress of efforts to tackle child labour through education in Fiji, particularly the impact of actions and develop an exit strategy for TACKLE;* • *Good practices have been documented and shared with stakeholders at the forum and resolutions on way forward agreed to, which include the signing of MOUs between departments to strengthen child labour inspection systems and referral procedures;* • *Support to the consultancy to formulate education strategies to improve access to education for out-of-school children in child labour or at risk; organize a forum to develop a child labour module to be integrated into the formal education curriculum;* • *Work with implementing agencies, including the police anti-trafficking unit and immigration to prepare concept notes for further child labour actions and identify possible development partners/ donor;* • *Strengthen the role of the Child Labour Committee and expand the concept of developing Media child labour Champions to other media through a training of media child labour focal points.*				
Guyana	• Training and sensitisation on child labour, Truancy and Low School attendance in Bell West, West Bank Demerara (TACKLE & EU Low Income Housing Project, June '09); • School Rally in region 3 (8 schools from the West Bank & West Coast areas, 2009); • Inter Class Quizzes on Child Labour (Good Fortune Primary School & Kawal Primary School, 2009); • Mini Exhibition & Edutainment Session in Georgetown (2009); • Mini Exhibition at Rose Hall in the region 6 (2009); • Public Forum for parents and children on Guyana's laws relating to Education and Labour, on what constitutes child labour and the value of education (Corriverton, 2009); • Public Education Programme - dissemination in two Sunday newspapers of the Ministers of Education and Labour messages as well as the workers organisations, employers organisation and the TACKLE NPO. (June 2010);				

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	• IPEC message dissemination within all religious communities; • Press Briefing launching the week of activities of the World Day Against Child Labour (June 2010); • Jingle & Art Competition on Child Labour among primary and secondary school children (2010); • Public Education Programme in region 2 - sessions in Karawab, Charity, Dartmouth, Goed Hope and Cotton Field (targeting parents, teachers, primary & secondary school children, as well as government officials (2010); • Public Education Programme in region 4 – sessions in Cane Grove, Long Creek, and Kuru Kururu (June 2010); • Seminar on Child Labour at the University of Guyana, Applied Social Psychology Class (May 2009). *Since MTR:* • *At least 12 activities around WDCL. These included competition among secondary schools, which was preceded with the discussions among students, school debates, public discussions and articles in the print media. The school rallies captured much attention, carried in the print and electronic media;* • *The Ministry of Labour, Human Services and Social Security organized a Symposium on Child Labour. Panellists included Labour Inspectorate representatives, UNICEF, workers and employers representatives;* • *Schools with high dropout's rates were identified by the Ministry of Education (children and their parents);* • *The Project has facilitated the signing of a communiqué on child labour by all stake holders – Government, workers and employers organizations.*				
Jamaica	• Awareness raising and policy formulation workshops • Coverage of the World Day Against Child Labour in the local press • The TACKLE NPO participated in several radio interviews highlighting the situation of child labour in Jamaica. *Since MTR:* • *Jamaica Employers Federation highlighted child labour at their annual Convention in 2011 and 2013. Convention hosted approximately 500 participants from the private sector on each occasion;* • *National stakeholders commemorated WDACL 2010, 2011, 2012. 2013 activities included a three week long public education campaign in 2011 in the media supported by 8 local celebrities, culminating with a radio address from the Prime Minister and Leader of the Opposition and a awareness raising march lead by the Ambassador to the EU delegation in 2013;* • *Knowledge, Attitude, Practice and Behaviour survey undertaken in 30 schools national wide. The data was used to develop a report that provides some critical insight into the nature, of child labour children are involved in across all 14 parishes;* • *Knowledge, Attitude, Practice and Behaviour survey undertaken with the Jamaica Constabulary Force. The result of the research showed how members of the force view child labour and some of the reasons the issue is not often perused and brought before courts;* • *A child labour training programme was developed for the Jamaica Constabulary Force using information gained from the KAPB study. The training programme was delivered over two days to 140 members of the force to test the material. The feedback was overwhelmingly positive with most participants requesting greater time be spent on the training and the inclusion of the programme in the training curriculum of the Force;* • *TACKLE development a Child Labour Handbook for Professionals. 100 copies have been printed and will be disseminated along with training to key stakeholders by the*				

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	MLSS; • *100 Rural schools targeted for sensitization of guidance councillors and sorts coaches. The sports coaches are often have significant influence in the communities they serve having access to parents, children and the wider community. This activity sought to tap into this influence and develop community based advocates and resource persons in the fight against child labour.*				
Kenya	• Radio Programs – Simba FM held numerous radio programs of 5 minutes with UNIC/KBC; • Study on micro factors inhibiting education access, retention and completion by children from vulnerable communities in Kenya (partnership ILO-IPEC & UNICEF; • Study on effectiveness of trade unions and action against child labour (COTU); • Supporting World Day Against Child Labour all years (2008 – 2012). *Since MTR:* • *A debate has been made through stakeholders validation of NAP review report;* • *Kenyan participants participated in the child labour and education workshops in Lusaka to share experiences with neighbouring countries;* • *TACKLE Kenya NPC participation in South Sudan DWCP workshop and Sierra Leone mainstreaming child labour in education sector plan workshop;* • *TACKLE Kenya active participation in the Round Table Forum chaired by Ministry of Labour;* • *In partnership with USDOL funded SNAP Project, process of formalizing the working group comprising of agencies working on different forms of child labour in Kenya started;* • *Proposed joint UNICEF, ILO, UNESCO analysis of data on out of school children;* • *Child labour in Slat Mining study (conducted by CISP).*				
Madagascar	• Support the implementation of network between the implementation agencies; • Child labour monitoring system operationalized (support to Labour Force survey, which integrates child labour module); • Training for journalists on child labour issues; • Analysis and dissemination of good practices generated by the project, by the implementing partners and regional committees against child labour (2010); • Carry a study on the causes of school dropout and failure to achieve primary school; • Analysis on actual situation on child labour on the intervention sites; • Develop and disseminate communication materials and awareness raising; • Organisation of yearly World Day Against Child Labour; • Conduct advocacy and awareness of target groups. *Since MTR:* • *The result of the study on child labour in the vanilla sector has been disseminated and has led to a discussion to come up with an action programme to eliminate child labour in the sector* • *WDACL celebrated every year since 2009 also in main provinces (spectacles, sports, carnivals, radio broadcastings, films) with participation of MOL and MOE*				

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	participants from Mali • *Radio broadcasting on child labour issues with the implementation agencies* • *Integration of a child labour module in the Labour Force survey (to be finalised in June 2013)* • *Identification of good practices of Execution agencies and Regional Committees against CL* • *Communication strategy developed and implemented for TACKLE;* • *Conference on Child protection in collaboration with UNICEF and PACT;* • *Identification of good practices with project partners (May 2013);* • *Elaboration of code of conduct against economic and sexual exploitation of children in the region of Nosy- Be : engaging around 50 hotel owners);* • *Regular meetings with journalists and preparation of articles (in total 60 in the entire project period);* • *Update of statistical data on child labour (to be finalised in June 2013);* • *Partnerships with private sectors in three intervention site: provision of agricultural inputs for 480 parents.*				
Mali	• Organisation of a conference debate on child labour and education; • Organising a competition SCREAM on child labour and education with schools; • Completion and publication of a book of poetry, writing and drawings on child labour and education; • Production and publication of communication materials on education and child labour for target groups on the IPEC areas of intervention; • Conducting a study on cross-border child labour in the traditional gold mining sector. *Since MTR:* • *Monitoring visit for Local Authorities to understand child labour in traditional gold mining sector, information and awareness campaign on the education and Agricultural child labour in the region of Segou and Mopti;* • *Keeping several exchanges in cluster meetings Protection and Education on the impact of the crisis on the worsening situation of child labour concerning worst forms such as the involvement of children in groups and armed forces, child trafficking;* • *Research conducted on child labour and Micro Credit Institution in Nésigiso has leaded a decision to take some pilot work in the target area;* • *UNICEF's study on CSR activities has opened a discussion to establish more coordinated CSR activities by private companies;* • *Participation in development and validation of the ToR for a research on the impact of the crisis on education and child labour (with World Bank);* • *Participation of MOL and MOE participants from Mali in the national workshop in child labour and Education to share their experiences;* • *Follow up of the bilateral agreements on the trans-border Human Trafficking between Mali and Guinea, and Mali and Burkina Faso;* • *Establishment of working group on child labour: the group has produced a documentary film on child labour in the agriculture;* • *Follow-up of agreement Mali-Ivory Coast on cross-border Child trafficking.*				
PNG	• Translate relevant ILO conventions into local language, national dissemination of the translation through schools; • Forums mainstreaming child labour issues such as the senior education officers conference, the CIMC regional forum, and Medical Association; • Child trafficking conference (2010) co-funded by TACKLE to raise awareness on trafficking and commercial sexual exploitation of children;				

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	• Participation in the Child Welfare Council and other forums to disseminate results of the baseline studies and other research; • Identify Education and Child Labour problems oriented research areas; • Information and data gained from the research used to improve education and child labour activities; • 2 WDACL commemorations; the second in 2010 was held in three provinces and involved children, students and schools in awareness raising on child labour. *Since MTR:* • *Child Labour Research reports sent to US Library of Congress on request for storage in archives and distribution to Libraries in the United State;* • *TACKLE contributed to the PNG National Action Plan to combat Trafficking in Persons through participation on Trafficking group and training of Ministry of Justice representatives at a trafficking training in Suva;* • *Extensive media coverage on CL and trafficking by the local media including other regional media organizations such as Radio Australia, which was generated by the Project.*				
Sierra Leone	• National Child Labour Survey agreement signed on July 2010; • Study on child labour in post conflict countries was on going at the time of the country report *Since MTR:* • *Mobilization and participation of stakeholders in organizing the WDACL, with engagement of new partners. Done usually through press briefings, radio and TV discussion programs, jingles, school quiz competitions and rallies;* • *The project currently supporting a National Child Labour Survey (the first in Sierra Leone). Data already collected, being analysed; draft report by end of May 2013;* • *Support to Future for Children Sierra Leone (local NGO) for awareness raising on child labour in the Northern Province where gold mining and agriculture is preventing children from attending school;* • *Support to the Freetown City Council to carry out "Sensitization on the contents of the Freetown City Council By-laws against Child Employment;* • *Support to the Employers' Federation to carry out a sensitization against hazardous employment of children through a workshop for employers;* • *Participation in the Child Labour Free Zone conference in Uganda.*				
South-Sudan	• Commemoration of the World Day Against Child Labour with: (a) Interview of children in the media (Miraya FM), (b) Talk show on child labour held by stakeholders over the South-Sudan TV and (c) Debate by children, testimonies of former street children and Counselling for street children *Since MTR:* • *Understanding Children's Work (UCW) report on labour markets in South Sudan was launched in during the WDACL, 2012. The platform was used to advocate for more targeted action in economic sectors that employ children most, increase access to education and call for increased jointly coordinated interventions on child labour.* • *A study on child labour and education among pastoralist communities is being conducted from January 2013, supported by multiple agencies including ILO, FAO, UNICEF and the Government of SS, will inform appropriate child labour and education interventions among the pastoralist communities. The study will be completed by June 2013 and be disseminated on the occasion of WDACL 2013;*				

Annex 1

MDF

RESULT 4	13. The knowledge related activities, including action-oriented research, result in discussion and debate on the correlation of child labour and education.	14. The enhanced knowledge leads to policy or programme decisions	15. The research reports/discussions lead to further investigation/ reports.	16. The various countries and regions within the same countries become aware of experiences, particularly good practices, from elsewhere through strengthened networks.	17. Evidence of work on networking and mainstreaming of child labour and education issues as part of the networks.
	• *Collaboration on DWCP current drafting.*				
Sudan	• Advocacy Panel to celebrate the World Day Against Child Labour was planned (Exhibition, show for children with media participation and coverage) but never implemented. *Since MTR:* • *The project has supported awareness creation among both policy makers and the public through the celebration of the WDACL since 2011;* • *In 2012, the WDACL was commemorated in Khartoum and in 15 other States; main activities included a march on Nile street, development and distribution of IEC including visibility materials (EU, ACP and government logos); Sensitization of policy makers on child labour in a national forum of stakeholders and policy makers;* • *The knowledge base will be enhanced through survey on children out of school to be conducted by the Ministry of Education in its approved action program and with support from UNICEF and TACKLE;* • *Informal Apprenticeship study conducted;* • *Participation in the Child Labour Free Zone conference in Uganda* • *Organisation of WDACL activities in 15 states.*				
Zambia	• Report on child labour networks identified and with which TACKLE could work and generate synergies; • Advocacy group on free and compulsory education in Zambia (supported to present issues to the parliamentary committee on Education Science and Technology); • Create research agenda including collaborating with UNICEF and UN partners to document and disseminate reports on good practices in inclusive education; • Cost benefit analysis on elimination of child labour (ToR was developed and the technical working group as well as the reference group were set up); • Child labour awareness-raising work carried during the World Day Against Child Labour; • One good practice from Zambia was selected and presented at the Global Conference on Child Labour, the Hague – (May 2010). *Since MTR:* • *Direct involvement of schools in awareness raising activities such as WDACL;* • *Work of child labour clubs and already existing child rights clubs; and the use of Reading and Recreation centres and transition schools;* • *Support to MLYS and MLSS for WDACL commemoration. 5 district and 1 national WDACL commemoration activities which generated public discussions and debates in schools; 1 discussion following the presentation of the UCW study draft report;* • *Draft Z-DWCP (2012-2015) inputs on child labour; UNDAF 2012 work plan on education incorporating out-of-school children and child labour concerns; inclusion of a child labour module in the 2012 LFS planning;* • *Incorporating UNDAF 2013 work plan on education including out-of-school children and child labour concerns;* • *Inclusion of a child labour module in the 2012 LFS;* • *The initiative on GET Ahead training was introduced by the African Regional Coordinator and the WEDGE Programme Officer;* • *The "Be the Change' kit was used from the experience of TACKLE and introduced to a group of partners from the employers representatives for matters of forced labour;* • *Participation in the Child Labour Free Zone conference in Uganda;*				

ref: Independent Final Evaluation TACKLE Project ILO

RESULT 4	13. The knowledge related activities, including action-oriented research, result in discussion and debate on the correlation of child labour and education.	14. The enhanced knowledge leads to policy or programme decisions	15. The research reports/discussions lead to further investigation/ reports.	16. The various countries and regions within the same countries become aware of experiences, particularly good practices, from elsewhere through strengthened networks.	17. Evidence of work on networking and mainstreaming of child labour and education issues as part of the networks.
	• *Information and experiences were shared on the UCW study report; education and legal frameworks and the 2012 report on child labour & education by Gordon Brown;* • *Through the MESVTEE child labour mainstreaming collaboration; UNDAF; child labour in the LFS and child labour Coalition;* • *Created awareness using the developed policy to all the other constituents of the labour movement.*				

Annex 2: Results TACKLE former training participants

This annex displays the results from the survey on the former TACKLE training participants based on responses of 27 participants until July 2013.

Annex 3: List of people interviewed and overview of country reviews

Date	Name	Position	Organisation
2 May	Peter Wichmand	Director EIA	ILO/IPEC
	Jennifer Jokstad	Assistant EIA	ILO/IPEC
	Ahmed Ozirmak	CTA	ILO/IPEC/TACKLE
	Alessandro Batazzi	Assistant to the CTA	ILO/IPEC/TACKLE
	Minorou Ogasawara (by Skype)	TACKLE coordinator for Africa	ILO/IPEC/TACKLE
3 May	Benjamin Smith	IPEC Expert /Former TACKLE CTA	ILO/IPEC
	Constance Thomas	Director IPEC	ILO/IPEC
	Anne-Laure Henry Greard	Technical Cooperation Officer, Focal Point EC	ILO/PARDEV
	Laurence Dubois	Senior Programme and Operations Officer	ILO/IPEC
	Alexandre Soho	Senior Programme and Operations Officer	ILO/IPEC
	Lars Johansen	Senior Programme and Operations Officer	ILO/IPEC
6 May	Patrick Quinn (By Skype)	Education Senior Expert	ILO/IPEC
7 May	Rudi Delarue	Director	ILO/Brussels
	Audrey Le Guével	Programmes and operations Officer	ILO/Brussels
	Blerina Vila	Programme Officer International Labour Standards, Rights at Work and Gender Equality	ILO/Brussels
	Marco Sioli	Programme Manager, Regional Programmes Sub-Saharan	EC, Programme manager of TACKLE
	Michele Dominique Raymond	ACP Sub-Secretary General	ACP/HQ Brussels
6 June	Giovanni di Cola	Director of ILO Sub Regional office in Port of Spain, Trinidad	ILO/Port of Spain
10 June	Badra Alawa	Former TACKLE officer at HQ	ILO/Cairo

Country reviews	Date workshop
Angola	29th of May
Fiji	17th of May
Guyana	30th of May
Jamaica	31st of May
Kenya	24th of May
Madagascar	30th of May
Mali	30th of May
PNG	31st of May
Sierra Leone	30th of May
South Sudan	29th of May
Sudan	29th of May
Zambia	29th of May

For the list of people interviewed during the country reviews, please see respective country review report in Volume II of this evaluation report.

Annex 4: Documents Reviewed

The following documents were consulted for this evaluation:

Author/ Organisation	Title	Organisation/ Publisher	Year
General documents			
Report ILO Director-General	Accelerating action against child labour. Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work	ILO	2010
Rosati,Guarcello, Koseleci, Lyon, Breglia, Kovrova & Valdivia	Joining forces against child labour Inter-agency report for The Hague Global Child Labour Conference of May 2010	ILO and Understanding Children's Work (UCW)	2010
Gordon Brown	Child Labour & Educational Disadvantage – Breaking the Link, Building Opportunity	Office of the UN Special Envoy for Global Education	2012
ILO/IPEC	Combating Child Labour through education	ILO/IPEC	2009
ILO/IPEC	Mainstreaming Child Labour concerns in education sector plans and programmes	ILO/IPEC	2011
ILO/IPEC	Good Practices Tackling Child Labour trough Education, selected examples from the IPEC TACKLE project	ILO/IPEC	2013
ILO	The ILO and the EU, partners for decent work and social justice	ILO/IPEC	2012
EC/ILO	10th High-level meeting between the ILO and the European Commission	EC/ILO	2012
ILO	ILO policy guidelines for results-based evaluation: principles, rationale, planning and managing for evaluations	ILO Evaluation UNIT	2012
ILO	Guidance Note 4: integrating gender equality in monitoring and evaluation projects	ILO Evaluation UNIT	2012
TACKLE Project documents			
ILO/IPEC	PRODOC (Full EC/ILO Agreement), Description of the Action /Tackling Child Labour through Education (TACKLE)	EC/ILO	2007
CTA of TACKLE	Technical Progress Reports: - March 2008 - March 2009 - March 2009 – February 2010 - March 2010 – February 2011 - March 2011 – March 2012 - March 2012 – April 2013 (draft)	ILO/IPEC	2008 – May 2013
CTA of TACKLE	TACKLE project milestones	ILO/IPEC	2013
CTA of TACKLE	Good practices files & Selected Good Practices	ILO/IPEC	2013
CTA of TACKLE	TACKLE sustainability Matrix (V4)	ILO/IPEC	2013
ILO/IPEC/PARDEV	Notes on the Mid-Term Review workshop of the TACKLE project in Brussels (23-24 May 2011)	ILO/IPEC/ PARDEV	2011
New frontier services	Independent Mid-Term Review (MTR) of the TACKLE project (and annexes)	ILO	2011

For the list of documents reviewed during the country reviews, please see respective country review report in Volume II of this evaluation report.

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Annex 5: Comparative Analysis Stakeholders perceptions on TACKLE

	Overall average	Angola	Fiji	Guyana	Jamaica	Kenya	Mada-gascar	Mali	PNG	Sierra Leone	South Sudan	Sudan	Zambia
Overall average Assessment Score	**3,24**	2,95	3,47	3,28	3,10	3,57	3,20	3,33	3,05	3,33	2,98	3,19	3,45
Summary results on main evaluation criteria													
1. Relevance & Strategic Fit TACKLE	**3,58**	3,20	3,87	3,61	3,34	3,88	3,59	3,73	3,83	3,46	3,34	3,28	3,88
2. Quality TACKLE project design & inception	**3,35**	2,99	3,63	3,44	3,17	3,66	3,26	3,27	3,21	3,61	3,21	3,08	3,66
3. Effectiveness implementation TACKLE	**3,22**	2,84	3,46	3,39	3,18	3,49	3,06	3,24	2,94	3,37	2,99	3,32	3,38
4. Results and Achievements of TACKLE	**2,98**	2,63	3,19	2,83	2,70	3,32	3,08	3,13	2,65	3,18	2,67	3,19	3,21
5. Sustainability of TACKLE Results	**3,07**	3,11	3,22	3,13	3,14	3,50	2,99	3,25	2,60	3,00	2,71	3,09	3,14
Detailed results on specific evaluation criteria													
1.1. Relevance TACKLE in light of child-labour challenges	**3,78**	3,83	3,88	3,76	3,91	3,92	3,77	3,92	3,86	3,52	3,61	3,43	3,94
1.2. Relevance TACKLE in light of children's enrolment in schools	**3,61**	3,23	3,78	3,72	3,55	3,81	3,34	3,84	3,90	3,62	3,64	3,44	3,50
1.3. Fit TACKLE with result areas with national policy priorities	**3,43**	3,10	3,58	3,38	3,34	3,78	3,18	3,31	3,71	3,40	3,31	3,25	3,82
1.4. Participation national stakeholders in design TACKLE	**3,31**	3,56	3,72	3,25	2,64	3,47	3,03	3,42	3,14	3,59	3,17	3,35	3,40
1.5. Link TACKLE with specific organisational priorities	**3,42**	2,56	3,86	3,46	2,76	3,85	3,62	3,54	3,80	3,54	3,06	3,13	3,82
2.1. Quality context- and stakeholder analysis	**3,16**	2,28	3,57	3,04	3,21	3,43	3,14	3,21	2,90	3,37	3,25	3,08	3,46
2.2. TACKLE's integration of needs & interests stakeholders	**3,32**	2,92	3,59	3,51	3,36	3,53	3,21	3,04	2,94	3,58	3,19	3,08	3,89
2.3. TACKLE's integration of specific gender needs among children	**3,32**	3,03	3,50	3,66	2,73	3,67	3,54	3,15	3,30	3,89	2,92	3,01	3,43
2.4. TACKLE's logical contribution to decrease in child labour	**3,59**	3,25	3,92	3,71	3,52	3,94	3,64	3,61	3,52	3,79	3,58	3,09	3,55
2.5. TACKLE's logical design and measurability indicators	**3,40**	3,17	3,53	3,25	3,36	3,72		3,36	3,38	3,33	3,10	3,17	4,00
3.1. Effectiveness ILO & consultants	**3,19**	2,43	3,43	3,45	3,44	3,36	3,06	2,82	3,22	3,46	2,96	3,29	3,41
3.2. Timeliness of ILO & consultants	**2,95**	2,63	3,27	3,23	2,68	3,06	2,94	2,91	2,72	3,25	2,76	3,14	2,85
3.3. Flexibility of ILO & consultants	**3,17**	2,96	3,54	3,30	3,08	3,42	3,08	3,41	3,06	3,18	2,95	2,98	3,06
3.4. Coordination ILO & consultants and implementing partners	**3,31**	2,99	3,43	3,25	3,13	3,80	2,89	3,46	2,75	3,40	3,21	3,64	3,80
3.5. Effectiveness in bringing different stakeholders together	**3,46**	3,20	3,66	3,72	3,58	3,84	3,06	3,62	2,96	3,56	3,04	3,55	3,77
4.1. Progress in developing legal framework on child labour	**3,04**	2,88	3,42	2,67	2,56	3,31	3,03	3,20	2,75	3,19	2,95	3,32	3,18
4.2. Progress strengthening institutional capacities to combat CL	**3,05**	3,23	3,23	2,97	2,65	3,03	3,28	3,04	2,69	3,19	2,90	3,25	3,10
4.3. Progress in delivering actions to combat child labour	**3,01**	2,60	3,23	2,77	2,88	3,43	3,36	3,19	2,47	3,36	2,41	3,03	3,35
4.4. Progress advocacy & dissemination good practices	**3,05**	2,45	3,12	3,07	2,86	3,47	3,53	3,05	2,79	3,15	2,64	3,18	3,28
4.5. Visibility overall results and impact of TACKLE	**2,81**	2,00	2,93	2,70	2,56	3,33	2,74	3,17	2,55	3,04	2,44	3,17	3,11
5.1. Attention in TACKLE documents for sustainability	**3,16**	2,96	3,34	3,16	3,26	3,60		3,37	2,63	3,29	2,82	3,33	2,95
5.2. Transfer of capacities to local partners	**3,20**	3,20	3,46	3,44	3,19	3,52	3,06	3,28	2,56	3,38	2,85	3,21	3,26
5.3. Commitment & ownership of national tri-partite stakeholders	**3,08**	3,48	3,25	3,28	2,81	3,44	2,70	3,42	2,83	2,60	3,03	3,03	3,09
5.4. Capacity to raise local contributions in cash, labour and kind	**2,83**	3,00	2,86	2,64	2,44	3,33	2,72	3,17	2,70	2,85	2,38	2,92	2,98
5.5. Implementation & monitoring CL & education policies & actions	**3,01**	2,93	3,12	3,14	3,28	3,61	3,06	3,02	2,28	2,88	2,51	2,98	3,40