



# ILO EVALUATION

- **Evaluation Title:** **Combating child labour through education” and “Combating child labour through skills training for older children” (Dutch Education Projects) – Final Evaluation (INT/10/07/NET & GLO/14/27/NET)**
  - **ILO TC/SYMBOL:** INT/10/07/NET & GLO/14/27/NET
  - **Type of Evaluation:** Final
  - **Country(ies):** Bolivia, Indonesia, Mali, Kenya and Uganda
  - **Date of the evaluation:** March-June 2015
  
- **Name of consultant(s):** **Rafael Muñoz Sevilla (team leader), Grace William Maiso (national consultant, Uganda), Samuel Munynwiny (national consultant, Kenya), Mamadou Boulkassoum Traore (national consultant, Mali), George Martin Sirait (national consultant, Indonesia) and Ana María Seleme (national consultant, Bolivia)**
  - **ILO Administrative Office:** FUNDAMENTALS
  - **ILO Technical Backstopping Office:** FUNDAMENTALS
  - **Other agencies involved in joint evaluation:** None
  
- **Date project ends:** **INT/10/07/NET June 2015 and GLO/14/27/NET September 2015**
  - **Donor: country and budget US\$** The Netherlands
  - **Evaluation Manager:** Peter Wichmand
  - **Key Words:** Child labour Education Skills training

**This evaluation has been conducted according to ILO’s evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office**



## **Acknowledgements**

*This report describes in detail the independent evaluation of the Projects “Combating child labour through education” and “Combating child labour through skills training for older children” also referred to as the “Dutch Education Projects”. The evaluation was conducted by Rafael Muñoz Sevilla (team leader), Grace William Maiso (national consultant, Uganda), Samuel Munynwiny (national consultant, Kenya), Mamadou Boulkassoum Traore (national consultant, Mali), George Martin Sirait (national consultant, Indonesia) and Ana María Seleme (national consultant, Bolivia) and in collaboration with the project team and stakeholders. The evaluators would like to express sincere thanks to all parties involved in this evaluation for their support and valuable contributions.*



## Table of contents

<b>Acronyms .....</b>	<b>ix</b>
<b>Executive Summary .....</b>	<b>xiii</b>
Findings and conclusions .....	xiii
<i>Project design .....</i>	<i>xiii</i>
<i>Project Management.....</i>	<i>xiii</i>
<i>Relevance .....</i>	<i>xiii</i>
<i>Key results and challenges.....</i>	<i>xiv</i>
<i>Effectiveness and efficiency .....</i>	<i>xv</i>
<i>Major contributions towards impact .....</i>	<i>xv</i>
<i>Sustainability .....</i>	<i>xv</i>
<i>Lessons learned.....</i>	<i>xv</i>
<i>Emerging good practices .....</i>	<i>xvi</i>
Recommendations .....	xvii
A. <i>General recommendations .....</i>	<i>xvii</i>
B. <i>Specific recommendations: while recommendations 8 to 11 apply to all countries, recommendations 12 to 16 refer to very specific and significant issues in each of the countries selected for this project. ....</i>	<i>xvii</i>
<b>1. Project description and background .....</b>	<b>1</b>
1.1 Background to the projects .....	1
1.2 Project objectives .....	1
1.2.1 <i>Combating Child Labour through Education .....</i>	<i>1</i>
1.2.2 <i>Combating child labour through skills training for older children in rural areas .....</i>	<i>1</i>
<b>2. Evaluation purpose and methodology .....</b>	<b>3</b>
2.1 Evaluation purpose.....	3
2.2 Methodology.....	3
<b>3. Findings .....</b>	<b>5</b>
3.1 Project design.....	5
3.1.1 <i>Identification of needs in the target countries.....</i>	<i>5</i>
3.1.2 <i>Project design and internal logic.....</i>	<i>5</i>
3.1.3 <i>External coherence .....</i>	<i>6</i>
3.1.4 <i>Appropriateness of the projects' strategy .....</i>	<i>6</i>
3.1.5 <i>Timeline and targets.....</i>	<i>8</i>
3.1.6 <i>Inclusion of a gender dimension .....</i>	<i>8</i>
3.1.7 <i>Linkages and complementarities between action programmes.....</i>	<i>8</i>
3.2 Project management.....	9
3.2.1 <i>Management and administrative structure .....</i>	<i>9</i>
3.2.2 <i>Adequacy of project staffing.....</i>	<i>10</i>
3.2.3 <i>Effectiveness of the administrative mechanisms put in place to manage project activities .....</i>	<i>10</i>
3.2.4 <i>Monitoring tools developed and strategies in place for their utilization .....</i>	<i>11</i>
3.3 Relevance.....	12
3.3.1 <i>Global relevance .....</i>	<i>12</i>
3.3.2 <i>In relation with national policies, efforts and commitments made for preventing and combating child labour .....</i>	<i>13</i>
3.3.3 <i>The project's consistency with the needs of key stakeholders and beneficiaries .....</i>	<i>14</i>
3.3.4 <i>Current relevance .....</i>	<i>15</i>

3.3.5	<i>Projects' potential to be scaled-up and replicated</i> .....	16
3.4	Key results and challenges.....	16
3.4.1	<i>Education project</i> .....	17
3.4.2	<i>Skills project</i> .....	26
3.5	Effectiveness and efficiency .....	31
3.5.1	<i>The "Education Project"</i> .....	32
3.5.2	<i>The "Skills Project"</i> .....	35
3.5.3	<i>Efficiency</i> .....	37
3.6	Major contributions towards impact .....	38
3.7	Sustainability .....	41
3.7.1	<i>Definition of clear strategies for sustainability</i> .....	41
3.7.2	<i>Capacity building and increased knowledge for national and local stakeholders (government and implementing agencies)</i> .....	41
3.7.3	<i>Building ownership among project partners</i> .....	41
<b>4.</b>	<b>Conclusions</b> .....	<b>42</b>
4.1	Project design.....	42
4.2	Project management.....	42
4.3	Relevance.....	43
4.4	Key results and challenges.....	43
4.4.1	<i>Education project</i> .....	43
4.4.2	<i>Skills project</i> .....	44
4.5	Effectiveness and efficiency .....	45
4.6	Contributions towards impact.....	45
4.7	Sustainability .....	46
<b>5.</b>	<b>Lessons learned and emerging good practices</b> .....	<b>47</b>
5.1	Lessons learned.....	47
5.2	Emerging good practices.....	48
<b>6.</b>	<b>Recommendations</b> .....	<b>50</b>
<b>Annexes</b>	.....	<b>55</b>
Annex A:	Terms of Reference .....	55
Annex B:	Field work agendas .....	79
Annex C:	List of documents reviewed.....	86
Annex D:	List of persons interviewed.....	90
Annex E:	Inception report .....	99
Annex F:	Photos.....	123

## Tables

Table 1:	Main Policy frameworks on child labour, education and skills training in the targeted countries .	13
Table 2:	# of children prevented/withdrawn from child labour and referred to educational services...	19
Table 3:	# of children enrolled in skills training activities .....	26
Table 4:	# of children that completed Skills training* .....	30
Table 5:	Output Status-Outcome 1 .....	32
Table 6:	Indicators for Immediate Objective 1.....	33

Table 7: Output Status - Outcome 2.....	33
Table 8: Indicators for Immediate Objective 2.....	34
Table 9: Output Status - Outcome 3.....	34
Table 10: Indicators for Immediate Objective 3.....	34
Table 11: Output Status - Outcome 4.....	35
Table 12: Indicators for Immediate Objective 4.....	35
Table 13: Output Status - Outcome 1.....	35
Table 14: Indicators for Immediate Objective 1.....	35
Table 15: Output Status - Outcome 2.....	36
Table 16: Indicators for Immediate Objective 2.....	36
Table 17: Output Status - Outcome 3.....	36
Table 18: Indicators for Immediate Objective 3.....	37
Table 19: Education project: Project allocation and actual expenditure (in %).....	38
Table 20: Skills project: Project allocation and actual expenditure (in %).....	38



## Acronyms

<b>ALPHALOG</b>	Association Libre pour la Promotion de l’Habitat et du Logement
<b>ANPE</b>	Agence Nationale Pour l’Emploi
<b>AP</b>	Action Programme
<b>APEJ</b>	Agence Pour la Promotion de l’Emploie des Jeunes
<b>CAR</b>	Centre d’Animation Rural
<b>CDN</b>	Comité Directeur National
<b>CEA</b>	Centro de Educación de Adultos
<b>CEAS</b>	Centres of Alternative Education
<b>CEBIAE</b>	Centro de Investigación y Acción Educativas
<b>CEMSE</b>	Centro de Multiservicios Educativos
<b>CFIR</b>	Centro de Formación Integral Rural
<b>CL</b>	Child Labour
<b>CLMS</b>	Child Labour Monitoring System
<b>CNEPTI</b>	Comisión Nacional para la Erradicación del Trabajo Infantil
<b>CNLTE</b>	Cellule Nationale de Lutte contre le Travail des Enfants
<b>CNNA</b>	Children and Adolescent Code
<b>CNPM</b>	Conseil National du Patronat du Mali
<b>CPE</b>	Constitución Política del Estado
<b>CRC</b>	Convention on the Rights of the Children
<b>CSO</b>	Civil Society Organization
<b>CTA</b>	Chief Technical Advisor
<b>DNA</b>	Direction Nationale de l’Agriculture
<b>DNEF</b>	Direction Nationale de l’Enseignement Fondamental
<b>DNT</b>	Direction Nationale du Travail
<b>DRA</b>	Direction Régionale de l’Agriculture
<b>DREFP</b>	Direction Régionale de l’Emploi et de la Formation Professionnelle
<b>DRT</b>	Direction Régionale du Travail
<b>DWCP</b>	Decent Work Country Programme
<b>EAST</b>	Education and Skills Training for Youth Employment Programme
<b>EFA</b>	Education for All
<b>EI</b>	Education International
<b>EIA</b>	Evaluation and Impact Assessment unit of ILO/FPRW-IPEC
<b>ESP</b>	Education Sector Plan
<b>FAI</b>	Fundación Arco Iris
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FAUTAPO</b>	Fundación Educación para el Desarrollo
<b>FENATRAHOB</b>	Federación Nacional de Trabajadoras del Hogar de Bolivia
<b>FENU</b>	The Forum for Education NGO's in Uganda
<b>FIER</b>	Formation Professionnelle, Insertion et Appui à l'Entrepreneuriat des Jeunes Ruraux
<b>FKE</b>	Federation of Kenya Employers
<b>FPRW</b>	Fundamental Principles and Rights at Work
<b>FUE</b>	Federation of Ugandan Employers
<b>GBI</b>	Generate Business Idea
<b>GRAADEC</b>	Groupe de Recherche d’Actions et d’Assistance pour le Développement Communautaire
<b>GTF</b>	Global Task Force on Child labour and EFA
<b>HFCK</b>	Housing Finance Corporation of Kenya
<b>HQ</b>	Headquarters
<b>HUYSLINCI</b>	HuysLink Community Initiative
<b>IA</b>	Implementing Agencies
<b>IFAD</b>	International Fund for Agricultural Development

<b>ILO</b>	International Labour Organization
<b>IO</b>	Immediate Objective
<b>IPEC</b>	International Programme on Elimination of Child Labour
<b>ITC</b>	ILO International Training Centre
<b>JARAK</b>	Network for elimination of Child Labour in Indonesia
<b>KAB</b>	Know About Business
<b>KDC</b>	Kitui Development Centre
<b>LGT</b>	Ley General del Trabajo
<b>LPA</b>	Lembaga Perlindungan Anak
<b>LPKP</b>	Institute for Societal and Development Studies
<b>MDG</b>	Millennium Development Goals
<b>MGLSD</b>	Ministry of Gender, Labour and Social Development
<b>MOESTS</b>	Ministry of Education Science Technology and Sports
<b>MOFA</b>	Netherlands Ministry of Foreign Affairs
<b>NAP</b>	National Action Programme for the Elimination of Child Labor
<b>NDP</b>	National Development Plan
<b>NGO</b>	Non-governmental Organization
<b>NITA</b>	National Industrial Training Institute
<b>NO</b>	National Officer
<b>NSC</b>	National Steering Committees on child labour
<b>OCBO</b>	Orphans Community Based Organisation
<b>OSH</b>	Occupational Safety and Health
<b>PANETEM</b>	Action Plan for the Fight against Child Labour
<b>PETIB</b>	Programa Enfrentando el Trabajo Infantil a través de la Educación en Bolivia
<b>PISE</b>	Programme d'Investissement du Secteur de l'Éducation
<b>PMP</b>	Project Monitoring Plan
<b>PNLTE</b>	Programme National de Lutte contre le Travail des Enfants
<b>PRODEC</b>	Programme Décennal du Développement de l'Éducation
<b>PRODOC</b>	Project Document
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>RYDA</b>	Rubaga Youth Development Association
<b>SCREAM</b>	Supporting Children's Rights through Education
<b>SKKNI</b>	Indonesian Qualifications Framework
<b>SNAP</b>	Support of the National Action Plan
<b>SNEC</b>	Syndicat National pour l'Éducation et la Culture
<b>SSA-P</b>	Stratégie de Scolarisation Accélérée par Passerelle
<b>SYB</b>	Start Your Business
<b>TACKLE</b>	Tackling Child Labour through Education Project
<b>TBP</b>	Time Bound Programme
<b>TL</b>	Team leader
<b>TOR</b>	Terms of Reference
<b>TOT</b>	Training of Trainers
<b>TPR</b>	Technical Progress Report
<b>TVET</b>	Technical Vocational Education and Training
<b>UCW</b>	Understanding Children's Work
<b>UE</b>	Unidades Educativas
<b>UMSA</b>	Universidad Mayor de San Andrés
<b>UN</b>	United Nations
<b>UNATU</b>	Uganda National Teachers' Union
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>USDOL</b>	United States Department of Labour
<b>UVQF</b>	Uganda Vocational Qualifications Framework
<b>UWESO</b>	Women's Effort to save Orphans

**VSLA**  
**WFCL**  
**YKAI**

Village Saving and Loan Associations  
Worst Forms of Child Labour  
Child Welfare Foundation



## Executive Summary

At the global Conference on Child labour held in The Hague during May 2010 the government of the Netherlands announced its intention to support a new ILO-IPEC<sup>1</sup> project which has been working to strengthen the policy and programme links between efforts to tackle child labour and to promote education as part of a broader strategy to tackle child labour. An agreement of November 5 2010 between the Netherlands Ministry Of Foreign Affairs (MOFA) and ILO established the project *Combating Child Labour through Education*, which includes both global level work and work in four countries, Bolivia, Indonesia, Mali and Uganda.

The project received a positive mid-term evaluation and was extended from June 2014 to June 2015. Also, in December 2013 the ILO was contacted by the Netherlands Ministry of Foreign Affairs concerning the possibility of IPEC developing a new project focussed on skills training for older children, building on the work of the ongoing project on child labour and education. Subsequently the project *Combating child labour through skills training for older children in rural areas* was developed and became operational in July 2014 and is expected to end by September 2015.

The evaluation was conducted from March 30<sup>th</sup> to June 30<sup>th</sup>, 2015. The evaluators reviewed project documents, developed data collection instruments, and prepared for the fieldwork between March 30<sup>th</sup> and April 10<sup>th</sup>. Also, interviews with ILO staff in Geneva were conducted by the team leader from April 8<sup>th</sup>-10<sup>th</sup>. Fieldwork was conducted in Uganda, Kenya, Mali, Bolivia and Indonesia between April 12<sup>th</sup> and May 23<sup>rd</sup>.

The evaluators interviewed representatives from the International Labour Organization (ILO); IPEC project management team and staff in Uganda, Kenya, Mali, Indonesia and Bolivia; key stakeholders, community members and project beneficiaries in all five countries; and utilized secondary data that refer to documentary evidence that has direct relevance for the purposes of the evaluation and that have been produced by the ILO, other individuals, or agencies for purposes other than those of the evaluation.

### Findings and conclusions

#### *Project design*

The evaluation found some weaknesses in the project design. Despite these weaknesses, the project was nonetheless able to adapt the planned actions to meet the specific contexts and needs of each country and the project followed solid intervention strategies.

#### *Project Management*

Looking at the wide geographical range of the projects, the great amount and complexity of their actions, and the large number of stakeholders involved, staffing seems to have been scarce at all levels: HQ and countries. The evaluation also learned that the burdensome ILO financial and administrative rules and procedures did not contribute in supporting the project's implementation.

However, the evaluation found the overall project management satisfactory. Project staff, both at ILO HQ and in the countries adapted to the needs of each situation and the impact of constraints was minimized.

#### *Relevance*

Both the *education* and *skills* projects were highly relevant. Not only is quality education key in preventing and fighting child labour, but also child labour seriously hinders school enrolment and attendance. In the countries where it was implemented, the project turned out to be fully relevant and

---

<sup>1</sup> ILO: International Labour Organization. IPEC: International Programme on the Elimination of Child Labour.

resulted in the withdrawal of many children from working conditions and in their increased attendance to school or skill training programmes.

Regarding the projects' current relevance, at the global level, the ILO has a key role to play and its potential to contribute to the global efforts on child labour and education/skills training is of great importance. At the national level, the project remained highly relevant during its implementation but there is still room to continue mainstreaming child labour issues in the education and TVET policies and programmes; to fully develop or reinforce key partner involvement; and to improve the quality of interventions. Concerning their potential to be scaled up and replicated the "Dutch Projects" have contributed to test and validate effective strategies that link education and skills training to the fight against child labour. Therefore, the potential for scaling up and replicating the project is not only very strong, it is also highly recommended.

### *Key results and challenges*

The project made important efforts in advocacy work at the global level and although the ILO is still not seen as a major player in global education, new opportunities come forth with the *Post 2015 education goals* agenda and the *Sustainable Development Goals* for the ILO-IPEC to occupy an important position in the international debates. The ILO-IPEC could work to ensure that child labour and education are a high priority on the international agenda and that national actions receive the necessary support.

At the countries level, a key feature of the "Dutch Projects" is that they put forward integrated approaches, through the Implementing Agencies (IAs), which managed to combine services given to children and adolescents with community awareness-raising and mobilization and, in certain cases, with livelihood support to families as well.

Through the *education project*, different approaches were tested in each of the four countries, including primary, non-formal and secondary education. This offered a multiplicity of pilot experiences that were able to adapt to the needs of different beneficiaries and intervention contexts. 6.143 children were prevented or withdrawn from child labour and then referred to educational services. However, there is a pressing need to improve the quality of education.

Although the project made important efforts to share the experiences among national key stakeholders, the evaluation could not find evidence of clear and systematic national strategies being implemented to mainstream the good practices and lessons learned in the education policy discussions. Also, the project helped raise awareness and create stakeholder networks that promote the reduction of child labour and quality education. Likewise, the level of awareness on child labour and education in project communities is very high. Capacity building activities were effective and allowed generating relevant skills within the organizations for mainstreaming child labour issues. However, awareness rising and capacity building need to be strengthened both at the national and decentralised level.

The evaluation found that it is essential to mainstream child labour concerns into the education sector plans and policies and that the proposed strategy was appropriate. However, the outcomes were not as good as expected and this was mainly because the project design failed to take into account that the project schedule must match the timescale of the different national education plans, and thus, the possibilities of mainstreaming child labour issues into these plans was limited. Nevertheless, the evaluation considers that the project was indeed capable of adapting to the different national contexts and, in doing so, was successful in exploring new possibilities for policy mainstreaming; creating new partners and influencing national policies, political debates and institutions that work on child labour related issues.

The vocational training provided by the *skills project* was very diverse and proved that vocational skills can be taught in many different ways. Overall, the project managed to facilitate access to skills and livelihood training to 1.819 children.

The donor specifically asked the evaluation to assess (as far as possible) the *effectiveness* of eliminating child labour through developing skills in rural areas. The evaluation concludes that training older children in useful skills for employment is essential to combat child labour in rural areas. Furthermore, the evaluation found that it was possible to provide skills training even in remote rural areas, something that was not easily expected.

The success of the skills project is undeniable. However, some important challenges still need to be addressed. Most labour market assessments were superficial; the short implementation time made it difficult to develop appropriate curricula, and so, most of the trainings were based on already existing programmes; additionally, often these programmes were based on “traditional” trades which offer low future prospects. In the regions selected by the project, the capacity of absorption of these trades is low. Also, with different degrees and specifications among countries, projects and training providers, there is still room for improving the technical and pedagogical capacities of trainers. Finally, no tracking of future employment is systematically carried out by training institutions.

### *Effectiveness and efficiency*

The evaluation considers that the *education* project has been effective in achieving its intended goals and finds that: it had significant influence on national policies, debates and institutions that are involved in child labour issues; demonstrated to be effective in promoting/strengthening international partnerships and advocating against child labour; and was successful in developing a useful guide, with relevant information, to increase knowledge on child labour and education issues and support skills-training activities.

The *skills* project has been very effective in delivering the planned training programmes to children within ages 14-17 in the selected countries; taking significant steps towards strengthening the capacities of the training providers; and contributing to an improved knowledge base in rural areas concerning child labour, skills and youth employment issues.

Regarding the efficiency, the evaluation concludes that project implementation was indeed carried out with a high level of efficiency and that the costs are fully justified by the results obtained.

### *Major contributions towards impact*

The evaluation believes that the project’s results and achievements contributed to eliminating child labour by enhancing access to education and by enhancing access to decent work for children who have reached the minimum age of employment. Moreover, the project has generated and has the potential to continue generating significant impacts related to national education and TVET policies; capacity building; enhanced access to quality education and skills training; and withdrawal and prevention of children from child labour.

### *Sustainability*

The main strategy for assuring sustainability of project results was mainstreaming child labour into national education plans and programmes. The skills training project intended to link its interventions to broader normative frameworks by raising the issue of the need for skills training of older children. Efforts in this line are ongoing but they have not yet reached their goals. Considering that these approaches are indeed relevant, further efforts should be invested in both strategies.

### *Lessons learned*

1. Actions designed for country-level intervention must take into account national and local contexts.
2. Availability of staff was a key aspect of project implementation.

3. The ILO's demanding administrative procedures and requirements did not contribute to supporting project's implementation and also limited its potential for a more strategic and effective management.
4. When carrying out a project located in many countries, and that aims at shaping policies and institutional practices, it is important to define clear and systematic strategies that are well adapted to the different national contexts in regards to these aspects.
5. When intending to shape policy-making in favour of a specific objective it is crucial to count with the support and participation of governments and representatives of the relevant institutions in project activities.
6. Counting with the presence of employers' representatives, trade unions, and other relevant sectors makes it possible to introduce child labour concerns in a cross-sectional manner to all parties involved.
7. It is very important to include follow-up and monitoring tools at local district and national levels in order to ensure the participation of relevant authorities
8. Short-term interventions in the education sector are not likely to generate a significant impact since they require mid-term and long-term processes.
9. Completing solid labour market studies is fundamental for skills and vocational training programmes.
10. Official certification in skills training is extremely important, as the evaluation found out.

#### *Emerging good practices*

1. Testing different approaches for education, including primary, non-formal and secondary education produced a wide range of pilot experiences that were able to adapt to the different needs and contexts of each given intervention. Vocational training offered by the project was also especially diversified.
2. The use of participatory approaches to sensitise and mobilise communities in the fight against child labour.
3. Building an *ethos* of collective action against child labour by increasing collaboration between different actors.
4. Enhancing capacities and awareness of relevant agents through training and orientation sessions and advocacy campaigns.
5. Improving infrastructures of local primary schools to better equip them for incorporating children that are withdrawn from child labour and re-enrolled in schools.
6. Enhancing household incomes for families of withdrawn and vulnerable children.
7. Participation of education unions and employers' organisations in child labour interventions and awareness raising activities.
8. The development of the ILO Skills and Livelihood Training guide is also considered a good practice.
9. Skills training for adolescents in rural areas, especially in subjects related to agriculture, allowing them to stay in their communities and develop economic activities for their personal improvement and that of the community.
10. Internships are an excellent way to acquire experience with real market demands and to gain first-hand knowledge of market needs and opportunities.

## Recommendations

### A. General recommendations

1. Addressed to: the ILO/IPEC, national stakeholders and donors: *Maintain support to national efforts in current “pilot” countries*, in order to improve the use of generated outputs for strategy and policy formulation, and to consolidate on-going education and skills training initiatives
2. Addressed to: the ILO/IPEC: *strengthen the ILO’s role in the international/global arena.* The ILO-IPEC holds a privileged status to guarantee that child labour and education become a high priority on the international agenda and that national actions receive the necessary support. It is also recommended that the ILO establishes strategic long-term partnerships with current and new allies.
3. Addressed to: the ILO/IPEC: *Design a “Global Programme” on quality education and skills training to combat child labour.* The FPRW-IPEC should design an integrated and ambitious long-term programme on *quality education and skills training to combat child labour*, regardless of the funding arrangements of its actions at the different levels.
4. Addressed to: the ILO/IPEC and national stakeholders: *A greater degree of anchoring is required for the Programme in the different countries.* The design process should be based on participatory consultations and should also take into account the different national contexts, needs, and constraints.
5. Addressed to: the ILO/IPEC: *develop a funding and sustainability plan for the Programme.* It is recommended to begin with a complete budget of all the activities that are covered by the project and to include a funding strategy that can assure their effective implementation (viability) and guarantee their continuity (sustainability).
6. Addressed to: the ILO/IPEC: *Well-performing monitoring processes and instruments need to be put in place.* This could be done by designing and implementing: a) Comprehensive Monitoring and Evaluation Systems (CMES); b) End-line surveys; c) Impact evaluations; d) Tracer studies.
7. Addressed to: the ILO/IPEC: *In order to allow project activities to make the necessary adjustments in response to the needs and evolution of specific national/local contexts, it is recommended to make room for more flexibility in the administrative and financial procedures and to permit a higher degree of autonomy for the Country Offices.*

### B. Specific recommendations: while recommendations 8 to 11 apply to all countries, recommendations 12 to 16 refer to very specific and significant issues in each of the countries selected for this project.

1. Addressed to: the ILO/IPEC and national stakeholders: *Improve education quality.* The evaluation strongly advises to reinforce project activities aimed towards increasing the quality of education.
2. Addressed to: the ILO/IPEC and national stakeholders: *Increase the relevance of the training programmes.* The main criterion for designing the curriculum of skills-training courses should always be the relevance of its content with regards to market opportunities. It is also necessary to adapt times and duration of the courses. It is also important to systematically integrate a gender approach to skills training programmes. Additionally, it would be convenient to strengthen systematic follow-up procedures of internship programs and to improve employment counselling and intermediation.
3. Addressed to: the ILO/IPEC and Employers’ organizations: *Establish cooperation agreements with Employers’ Organisations.* To include these organisations in developing sensitisation campaigns for their members, participating in direct intervention initiatives

and facilitating apprenticeships, internships and employment opportunities for skills training participants.

4. Addressed to: the ILO/IPEC and Workers' organizations: *Strengthen the participation of trade unions.* Education trade unions should be strengthened for the purpose of: carrying out awareness raising campaigns; contribute to the formation and sensitization of teachers; and advocate for mainstreaming child labour issues into education policies and programmes. A global, strategic and long term partnership with Education International could be very helpful to achieve these goals.
5. Addressed to: the ILO/IPEC, DNA, APEJ and FIDA. **Mali:** *take advantage of the existing opportunities and resources to strengthen skills training in rural areas* and establish strategic partnerships with the DNA, the APEJ and the FIDA in order to reinforce and find new ways of providing training in rural areas.
6. Addressed to: the ILO/IPEC and the Ugandan Ministries of Labour and Education. **Uganda:** *reinforce the operation capacities and effectiveness of the joint committee on child labour and education.* Provide support to the Ministries of labour and Education in order to reinforce the operational capacities and effectiveness of the joint committee on child labour and education.
7. Addressed to: the ILO/IPEC and national stakeholders. **Bolivia:** *Strengthen the formal (educación regular) and non-formal (educación alternativa) education complementarities and linkages, in order to consolidate and expand good practices in skills training.* Skills training programs and good experiences could be mainstreamed into the development framework of humanistic and technical education according to the law in Bolivia, as long as these experiences are seen as relevant enough to be integrated in the education sector.
8. Addressed to: the ILO/IPEC and national stakeholders. **Indonesia:** *focus at the decentralized level; strengthen coordination to implement the roadmap; and link One Roof Schools with skills training.* It is suggested to focus advocacy efforts on the province level (especially with the education services) and to intensively engage local policy making in order to achieve significant changes. It is also, recommended to establish coordination mechanisms among relevant parties in order to contribute to implementing and monitoring the *Roadmap towards a Child Labour-Free Indonesia*. Finally, there is an opportunity to provide alternatives for One Roof School graduates who may be interested in specific vocational training. Experiences drawn from the project could be replicated in One Roof Schools where the project is present. These schools could collaborate with project IAs and government training providers (BLKs).
9. Addressed to: the ILO/IPEC and NITA. **Kenya:** *Official Certification.* There is urgent need to bring on board institutions such as the National Industrial Training Authority (NITA) that can offer official certification for skills training programmes.

## 1. Project description and background

### 1.1 Background to the projects

1. At the global Conference on Child labour held in The Hague during May 2010 the government of the Netherlands announced its intention to support a new ILO-IPEC<sup>2</sup> project which has been working to strengthen the policy and programme links between effort to tackle child labour and to promote education as part of a broader strategy to tackle child labour. An agreement of November 5 2010 between the Netherlands Ministry Of Foreign Affairs (MOFA) and ILO established the project *Combating Child Labour through Education*, which includes both global level work and work in four countries, Bolivia, Indonesia, Mali and Uganda.
2. The project received a positive mid-term evaluation and was extended from June 2014 to June 2015. Also, in December 2013 the ILO was contacted by the Netherlands Ministry of Foreign Affairs concerning the possibility of IPEC developing a new project focussed on skills training for older children, building on the work of the ongoing project on child labour and education. Subsequently the project *Combating child labour through skills training for older children in rural areas* was developed and became operational in July 2014 and is expected to end by August 2015.
3. It was the wish of the Donor that the new project was built on and benefited from the work undertaken and the partnerships established by the first project with the possibility of developing new partnerships with others doing similar work, in order that work could be developed and programmed within the very short project duration (15 months).

### 1.2 Project objectives

#### 1.2.1 *Combating Child Labour through Education*

4. The **Development Objective** of this project is to contribute to eliminating child labour by enhancing access to education
5. The project has four **Outcomes/Immediate** objectives:
  - **Outcome 1** - By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in (four) target countries
  - **Outcome 2** - By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour
  - **Outcome 3** - By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced
  - **Outcome 4** – Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project

#### 1.2.2 *Combating child labour through skills training for older children in rural areas*

6. The **Development Objective** of this project is to contribute to eliminating child labour by enhancing access to decent work for children who have reached the minimum age of employment.

---

<sup>2</sup> ILO: International Labour Organization. IPEC: International Programme on the Elimination of Child Labour.

7. The project has four **Outcomes/Immediate** objectives:

- **Outcome 1** - Enhanced access to skills and livelihoods training for children aged 14-17 through the development and implementation of training programmes by partners
- **Outcome 2** - By the end of the project the capacity of partners/training providers in the target countries will have been enhanced
- **Outcome 3** - By the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas

## 2. Evaluation purpose and methodology

### 2.1 Evaluation purpose

8. The overall purpose of this final independent evaluation is to examine the effectiveness of achievement and the efficiency, relevance, gender issues, potential impact and sustainability of the project. The evaluation report includes findings on whether the project produced the desired outputs, and the extent to which it realized the proposed objectives. This evaluation also identified strengths and weaknesses in the project design, strategy and implementation as well as lessons learned and conclusions with recommendations for the ILO's consideration.
9. Globally, as specified in the Terms of reference, the main purposes of the independent final evaluation are:
  - a. Determine project effectiveness at national and states/province levels: achievement of Project objectives at outcome and impact levels and understanding how and why have/have not been achieved.
  - b. Identify relevant unintended/unexpected changes effects at outcome and impact levels.
  - c. Assess the project implementation efficiency.
  - d. Establish the relevance of the project outcomes and the level of sustainability attained.
  - e. Provide recommendations regarding relevant stakeholders, building on the achievements of the Project in supporting the NAPs at national and regional level toward the sustainability of the project outcomes and initial impacts.
  - f. To identify emerging potential good practices for key stakeholders.
  - g. Based on the experience of the projects, to identify the relevance of the projects to broader ILO work on child labour and the main issues that should be taken up by the ILO in future work
10. Also, the final evaluation assessed how the project has contributed to combating child labour through education and through skills training for older children; whether this has proven to be an effective strategy; and whether this strategy could be up scaled and introduced in other countries.

### 2.2 Methodology

11. The evaluation used primarily qualitative data collection methods. Quantitative data were also obtained from project documents and reports, to the extent that they were available, and incorporated into the analysis. Data collection methods and stakeholder perspectives were triangulated where possible to increase the credibility and validity of the results. The interview process incorporated flexibility to allow for additional questions, ensuring that key information was obtained. A consistent protocol was followed during each interview.
12. **Evaluation Schedule.** The evaluation was conducted between March 30<sup>th</sup> and June 30<sup>th</sup>, 2015. The evaluators reviewed project documents, developed data collection instruments, and prepared for the fieldwork between March 30<sup>th</sup> and April 10<sup>th</sup>. Also, interviews with ILO staff in Geneva were conducted by the team leader from April 8<sup>th</sup>-10<sup>th</sup>. Fieldwork was conducted in Uganda, Kenya, Mali, Bolivia and Indonesia between April 12<sup>th</sup> and May 23<sup>rd</sup>. The complete schedule of evaluation activities appears in Annex B.
13. **Data Collection Methods.** Evaluation methods and techniques collected primary and secondary data. Primary data consisted of information the evaluators observed or collected directly from stakeholders about their first-hand experience with the interventions. This data was collected through, direct

observation, meetings, focus group discussions, and interviews that involved direct contact with the respondents. The interviews facilitated a deeper understanding of the project and the project's results and helped the evaluators observe changes and identify factors that contributed to change. Collection of data through interviews or focus groups was carried out in a confidential manner.

14. Secondary data refers to documentary evidence that has direct relevance for the purposes of the evaluation and that have been produced by the ILO, other individuals, or agencies for purposes other than those of the evaluation. Evaluation methods and techniques included the following:
15. **Document Review.** Key documents included the project document; technical reports; Mid-Term Review report; countries' research data and reports; etc. See Annex C for a detailed list of documents reviewed.
16. **Interviews.** The evaluators conducted interviews with the various key stakeholders. See Annex D for a detailed list of stakeholders that were interviewed.
17. The evaluators used a variety of interview formats, which are summarized below.
  - Semi-structured interviews. This format was used to gather information about the role played by the different actors involved in the design, implementation, and management of the programme, as well as their opinions.
  - Focus groups. The focus group interviews mainly served to collect qualitative data on the development of the project's cycle in its different phases, their effects, and their relevance. Focus group interviews were also useful to investigate the rest of the criteria considered in the evaluation.
  - Focused interviews. When necessary, the evaluators carried out additional focused interviews to deepen those aspects that required further investigation. Some of these interviews were conducted after the fieldwork phase using Skype and e-mail.
18. **Field Visits.** The evaluation team undertook field visits in Uganda (Mbale, Kampala and Entebbe); Kenya (Kitui); Indonesia (Sukabumi) and Bolivia (El Alto, Riberalta, Gonzalo Moreno, Surima, Yotala). In Mali, due to security considerations, the evaluation work was conducted in Bamako.
19. **National Evaluation Workshops.** The fieldwork in all five countries culminated in National Evaluation Workshops with key stakeholders to gather further data, to present the preliminary findings, conclusions and recommendations and to obtain feedback
20. **ILO-IPEC Debriefings.** The evaluators conducted debriefing meetings with ILO project staff in Kampala, Kitui, Bamako, Jakarta and La Paz to present and discuss initial findings.
21. **Limitations.** Overall, findings have been based on information collected from background documents and in interviews with stakeholders and project staff. The accuracy of the evaluation findings are determined by the integrity of information provided to the evaluators from these sources and the ability of the evaluators to triangulate this information. The amount of information to be reviewed and analysed was vast. The considerable quantity of documentation, some of which was received after the field mission, represented a challenge to the team. Also, an extension to the *education* project was approved (until the end of June 2015) when the evaluators were finishing drafting this report; and the *skills* project is due to finish by September 2015; so more completed results could not be assessed given that the projects continued its implementation. Finally, field visits in Mali could not be conducted due to security reasons.

### 3. Findings

22. The following findings are based on the review of key project documents and reports and interviews conducted during the fieldwork phase. The findings address the key questions listed in the Terms of Reference (TOR) and are presented according to the following evaluation categories: project design; project management; relevance; effectiveness and efficiency; potential impact; and sustainability.

#### 3.1 Project design

23. This section of the evaluation examines the project design and to what extent it was appropriate for achieving the expected outputs and outcomes. In doing so, the evaluation focused on the following key questions: the identification of needs in the target countries; the project design and internal logic; the external coherence; the appropriateness of the projects' strategy; the timeline and targets; the inclusion of a gender dimension; and the linkages and complementarities between Action Programmes.

##### 3.1.1 Identification of needs in the target countries

24. According to some stakeholders, the project design was qualified as “donor driven”, and the evaluation as well found that it had followed a “top-down” approach. This was identified in the fact that ILO regional and country offices, as well as national stakeholders, did not participate in the planning of the project.
25. The ideal situation would have been that the selected countries had issued a demand for technical collaboration, hence, assuring a strong potential for national ownership in mainstreaming child labour concerns into education programmes and policies, as well as in adopting and replicating the methodology and approach used on the skills training project.
26. Additionally, the evaluators consider that certain factors such as the wide geographical range of the project and the short amount of time given for the kick-off of the project after the official announcement of the Dutch Government's involvement, made it difficult to conduct baseline surveys and a thorough needs assessment for each country.
27. A major weakness that was found in the project design during this evaluation is the fact that the same actions were planned for all of the selected countries. The different national contexts, the unequal capacities of ILO and national staff in each country, and the diverse technical needs were hardly taken into consideration. Furthermore, there was a large imbalance between budgetary allocations for “direct intervention” and “policy mainstreaming”.
28. Despite these weaknesses in the design, the project was nonetheless able to carry out adequate needs assessments during its implementation, and made an effort to adapt the planned actions to meet the specific contexts and needs of each country.

##### 3.1.2 Project design and internal logic

29. For both the education and the skills projects, there is, in general, a strong causal argument that connects their main elements: Objectives (outcomes), outputs and activities. Their internal logic is all-encompassing and the strategies and intervention methodologies chosen are fully relevant for correctly addressing the issues at hand.
30. However, a certain number of weaknesses have been found in the logical framework of both projects that, in a way, impair their quality as management and monitoring instruments:

- The outcomes, although relevant, have been defined in an imprecise manner and prove difficult to verify (i.e. Outcome 3 of the education project “*By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced*” or Outcome 2 of the skills project “*By the end of the project the capacity of training providers in the target countries will have been enhanced*”).
- Additionally, Outcome 2 of the education project (“*By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries*”) largely fell outside of project reach since national education sector plans were already in place and lasted until 2014-15.
- The indicators chosen for these projects are only defined at the level of the immediate objectives, and their capacity to capture relevant changes of project results is limited and not completely suitable for verifying that outcomes have been achieved.
- Important external factors (such as political will, socio-economic context, security issues, institutional capacities in place, etc.) that could have affected the likelihood of reaching the expected outcomes, as well as the timeline set for doing so, were not taken into account during the planning phase.

### 3.1.3 External coherence

31. The evaluation believes that, overall, the projects are aligned with and complement the main initiatives in place for the fight against child labour. These are, on one hand, the National Action Plans (NAPs) for the elimination of child labour, and on the other hand, the ILO’s National Decent Work Country Programs (DWCPs). The latter include strategies and priority goals such as promoting youth employment and improving social protection for both formal and informal workers. Additionally, they also deal with prevention and elimination of the worst forms of child labour.
32. The “Dutch Project” has managed to capitalize all previous experiences in its planning process and the implementation of its activities. This includes the “Tackling Child Labour through Education” (TACKLE) project in Mali and Kenya; the “Supporting National Action Plan” (SNAP) Project in Kenya and Uganda (a project that was instrumental in the development of the NAP for the Elimination of the Worst Forms of Child Labor in both countries); and the project of support to the Time Bound Programme (TBP II) and the Education and Skills Training for Youth Employment (EAST) Project in Indonesia (funded by the Government of the Netherlands); a South-South regional ILO/IPEC project which exchanges knowledge and experiences on child labour from Bolivia, Paraguay, Ecuador and Brazil; and a United States Department of Labor (USDOL) funded project to prevent and withdraw children from the worst forms of child labour in Bolivia
33. Evidence for this capitalization of previous experiences is the fact that most of the ILO partners that were involved in these projects were also part of the “Dutch education Projects”. This proved critical for understanding and implementing child labour mainstreaming as it strengthened the project with institutional memory and the continuation of previous relevant interventions.

### 3.1.4 Appropriateness of the projects’ strategy

#### a. Education Project:

34. Global and national approaches. Interviews with stakeholders confirmed the evaluators’ perceptions that the global strategy adopted by the Education Project is relevant and appropriate. Such a global approach makes it possible to address strategic issues for ILO-IPEC, which in this case would be the relationship between education and child labour, and to introduce them in the international agenda. This helps strengthen the Organization’s position as a key player in the international scenario.

35. In addition to this, an agreed-to international agenda on child labour and education could favour national ownership of these values and increase national efforts to mainstream child labour concerns into national and sectorial development and policy frameworks, and therefore develop a coherent and comprehensive approach to child labour issues.
36. Another advantage of this global approach is that a large number of countries are given the opportunity to contribute to a broader strategy by testing and sharing their various experiences and results and discovering how these issues (child labour, education, skills and youth) can be jointly addressed.
37. The strategy adopted by this project is turning out to be an effective way of generating synergies between different actors and sharing activities and costs with other IPEC projects. This has the positive effect of helping to maximize the efficiency and impact of the project.
38. The greatest challenge that arises from such an approach is that it requires a substantial amount of resources, specifically the presence of technical staff in both the ILO-IPEC HQ and at the target countries. Still, it does offer IPEC a great opportunity to form a team dedicated to such strategic issues and to train experts in education and skills training that could also offer advice and assistance to other projects or initiatives.
39. At the national level, the education project followed a sound intervention strategy as it works towards mainstreaming child labour issues into government policies and building stronger links between child labour elimination interventions and education. This is being done by developing direct intervention models through civil society partners; showcasing direct intervention good practices to reinforce advocacy for this strategy; enhancing the existing knowledge base; strengthening inter-ministerial collaboration; and establishing new partnerships and influencing national policies, debates and institutions that work on child labour eradication.

**b. Skills training project**

40. The strategy defined for this project included three focus areas: i) Country-level interventions that provide support to skills training programmes for adolescents (14-17 years old) who are vulnerable to or currently involved in child labour. ii) Building capacities for skill trainers in each of the selected countries based on the guide *Skills and Livelihoods Training: A guide for partners in child labour projects*. iii) Enhancing the knowledge base on child labour, skills and youth employment issues in rural areas.
41. Due to its short implementation timeline it is difficult to draw any definitive conclusions, however, key project stakeholders did stress that the project was appropriate for developing skills training programmes that meet the needs of for child labourers and out-of-school children.
42. The evaluators believe that, indeed, the proposed strategy points in the right direction. We can see positive results from adopting said strategy in aspects such as capacity building, improved knowledge of relevant issues and developing different training alternatives. It is important to point out that the skills training project paid special attention to developing courses for child labourers and out-of-school children who are keen on gaining useful skills that can improve their employability and/or provide new livelihood options.
43. Finally, there is a shared need for quality assurance. It is very important for the children that the courses be short and modular; based in competencies; relevant to their profile *and* the market demands; officially certified; and capable of providing the children with the abilities needed to earn a living immediately upon completion.

### 3.1.5 Timeline and targets

44. Both of these projects aim at contributing to the elimination of child labour by a) improving access to education and b) enhancing access to decent work opportunities for children who have reached the minimum age for employment. The evaluation found that the actions proposed by both projects will likely do so. It is key to assure national ownership of these objectives and to inform and promote policy development along these lines and, in this sense, the actions carried out by these projects, such as increasing awareness of these issues, capacity building, and *demonstrative* direct intervention programmes are fundamental. However, they are necessarily long-term processes and, as expressed unanimously by key stakeholders, will take longer than the life-span of these projects to be achieved and measured.

### 3.1.6 Inclusion of a gender dimension

45. According to the ILO<sup>3</sup>, while boys and girls are not very different in terms of involvement in economic activities in general, girls work significantly more in household chores than boys do. As a result, this often jeopardises their schooling. Additionally, when poor families have to choose between keeping a son or a daughter from going to school it typically ends up being the daughter. Certain community attitudes, for instance, not valuing girls' education as much as that of boys (possibly due to the existence of different returns to education among the genders) or not considering household chores as "work", pose extra challenges to improving the working situation of girls in rural areas.<sup>4</sup>
46. During their implementation the projects promoted equal access for boys and girls to education and skills training. Also, several of the Action Programmes<sup>5</sup> conducted awareness-raising campaigns on child labour; encouraged women empowerment; and addressed child labour in domestic work (i.e. Indonesia). However, project documents do not clearly identify nor explicitly consider gender issues, nor do they propose strategies to formally and systematically address the specific, and often different, concerns of both women and men, including women's practical and strategic gender needs.

### 3.1.7 Linkages and complementarities between action programmes

47. The evaluation shows that Action Programmes (APs) designed in the scope of both projects present clear and logical links and complement each other, therefore contributing to the overall goal at the "programme" level. The selection of the implementing partners for both projects, ranging from government ministries to trade unions, NGOs and employers' and workers' organizations, was also strategic in terms the mandate, influence and commitment of the partners. In some cases, there were positive contributions among the implementing partners, for example, in Uganda, the Women's Effort to save Orphans (UWESO) trained the HuysLink Community Initiative (HUYSLINCI) on the village saving and loan associations (VSLA) model and it was possible to learn from each of the existing partners thanks to the location of the NGOs that were working in the Wakiso district on the skills training project. Also, in Kenya, the skills training project "Do-nou" (a technology used for road repair and maintenance techniques) implemented in the Kitui County benefitted from the experience of implementation in Kiambi, Muranga and Tharaka Nithi, where do-nou technology is used for maintaining and repairing rural roads.
48. Another important aspect is the degree to which the linkages between the Education Project and the Skills Training Project are clear and logical. In this regard, the evaluation found that although, conceptually, the two projects linked and fitted well with each other, except for the case of Bolivia, where the *skills* project was built and implemented upon the education project, there was

---

<sup>3</sup> Media summary of the ILO report *Give girls a chance - Tackling child labour, a key to the future* (Geneva, 2009).

<sup>4</sup> [http://www.ilo.org/ipcc/areas/Agriculture/WCMS\\_172261/lang-en/index.htm](http://www.ilo.org/ipcc/areas/Agriculture/WCMS_172261/lang-en/index.htm).

<sup>5</sup> APs are components of projects implemented by local agencies and as such sub-project level.

little evidence available to show how these linkages actually worked and how the projects complimented each other.

### 3.2 Project management

49. This section addresses several questions regarding the effectiveness of project management and implementation. It begins with an overview of the management and administrative structure, which is followed by a discussion of project staffing and the effectiveness of the administrative mechanisms put in place. The section ends with an overview of the monitoring and evaluation procedures.

#### 3.2.1 Management and administrative structure

50. The project is set within the ILO's International Programme on the Elimination of Child Labour, which is now part of the ILO's Fundamental Principles and Rights at Work (FPRW) Branch. Financial administration of the project was carried out through ILO Geneva. Both the management and technical staff assigned to the project are described at two levels:

- **Project/Global Coordination**

51. The project is coordinated by one Chief Technical Advisor (CTA) stationed at the ILO Headquarters (HQ) in Geneva. The CTA has the overall technical and strategic management responsibility and reports to the Director of the Fundamental Principles and Rights at Work (FPRW) Branch of the ILO. The CTA is assisted by a Technical Support Officer (working 50% for the project) at ILO HQ. The CTA works alongside other technical staff in IPEC and also benefits from technical inputs and support from other units of the ILO.

- **National level**

52. The situation for national support staff has varied between countries and efforts have been made where possible to share the cost of national staff positions with other child labour projects.

53. In Indonesia one staff member was appointed to support the project in November 2011 and left her position early in February 2013. A new project coordinator was appointed in March 2013 and worked on a cost shared basis with another ILO project until September 2014. The Dutch supported projects now cover this position.

54. In Uganda, at its inception, there was no personnel recruited since the "Dutch Project" was supported by IPEC staff from the SNAP project (some extra support was received from a Uganda based Consultant). In addition, the project was supported for six months by an intern from the ILO International Training Centre (ITC) in Turin. A National Officer (NO) was recruited in December 2012, but her position (and dedication) has been cost shared with another child labour project since September 2014.

55. In Bolivia a NO was employed in July 2011 to work on the project full-time.

56. In Mali, due to some delays in recruitment, a NO wasn't hired until January 2012. He worked 50% for project (cost share with other ILO Projects) until the end of 2013, and from January 2014 to present date his dedication to the project is 100%.

57. In Kenya technical support has been provided through other ILO staff with background experience on child labour. To support the overall operations of the project, funding was provided for 50% of the Financial and Administrative Assistant and Driver positions for the Kenya Office.

### 3.2.2 Adequacy of project staffing

58. Looking at the wide geographical range of the projects (from Bolivia to Indonesia); at the great amount and complexity of their actions (at the global/national/local levels); and at the large number of stakeholders involved, staffing seems to have been scarce at all levels: HQ and countries.
59. Moreover, in the case of the Technical Support Officer at ILO HQ and of the National Officers in three of the countries (Indonesia, Mali and Uganda), the capacity to assist the project was restricted because they were not fully dedicated to the project (50% aprox.) for significant periods. Furthermore, from July 2013 to March 2014, the CTA was seconded to undertake urgent ILO work in Myanmar. While the CTA was in Myanmar the projects Technical Support Officer served as the main focal point for day to day contact with the project staff and partners.
60. Nevertheless, the professionalism, support, effort and contributions of all concerned ILO staff (at HQ and countries) was critical to the successful implementation of the project.

### 3.2.3 Effectiveness of the administrative mechanisms put in place to manage project activities

61. This section addresses the effectiveness of the administrative mechanisms and procedures put in place to manage the project activities and to support the project's implementation.
62. The evaluation found that the burdensome ILO financial and administrative rules and procedures did not contribute to supporting the project's implementation, which took time and had "efficiency costs" as it involved interventions and interactions between several ILO staff members (CTA, Technical Support Officer, National Officers, ILO/IPEC Financial and Budgetary Officers, and, sometimes, the Regional financial officers). It also required a deep knowledge and understanding of the ILO financial rules, which was difficult, especially for staff that had been recently recruited (or for staff that was changing).
63. Also, the potential for a more strategic and effective management of the project was limited by a series of factors including the administrative ILO requirements; the lack of Financial and Administrative staff allocated to the project (both at HQ and in the countries- with the exception of Kenya-); the overall insufficient provision of human resources to manage and coordinate the "Dutch Projects"; and the projects' complicated architecture, including global, national and local interventions developed in five countries over three continents.
64. The last Technical Progress Reports (TPRs) available (January 2015) showed that the project had supported 58 Action Programmes or Service Contracts (48 being supported by the "education" project and 10 by the "skills" project) ranging from under 5.000 US\$ to over 200.000 US\$. The implications in terms of the administrative workload generated for the technical staff allocated to the project are huge, to the extent that the Technical Support Officer at ILO HQ invested most of his time and efforts to deal with administrative and budgetary matters instead of providing needed and valuable technical support to countries. At the country level, the project coordinators also dedicated a significant amount of their time coping with these issues, which in turn steered technical efforts away from a more operational and strategic management.
65. Some key stakeholders affirmed that the project was excessively "centralized" in Geneva. The national coordinators supervised the implementation of the activities at the country level, although some of them declared that these were often planned at HQ. Also, funds for implementation have been coming directly from Geneva. Noticeable challenges arisen with this arrangement, since in some cases, as some NO stated the availability of the funds allocated to implement activities was not always clear, or that sometimes, partners had received funding for a particular period and yet the national project coordinator was not aware, complicating implementation of certain activities.

66. However, taking into account the negative factors found concerning implementation, the evaluation found the overall project management satisfactory. Project staff, both at ILO HQ and in the countries adapted to the needs of each situation and the impact of constraints was minimized.

#### 3.2.4 *Monitoring tools developed and strategies in place for their utilization*

67. This section describes the monitoring arrangements put in place by the project, and addresses the evaluation questions reflected in the Terms of Reference (TORs) regarding the existence of specific monitoring tools (project monitoring plan –PMP- or child labour monitoring systems – CLMSs-) and the effectiveness and sustainability of the strategies implemented for child labour monitoring.

68. In general, the main instruments for project monitoring are the progress reports produced by project management every 6 months, with inputs from the countries and following an ILO standard format. These reports are issued in a timely manner and are comprehensive and detailed: they adequately describe the timing and content of activities and offer an assessment of activity implementation; they give information on overall progress; they list difficulties encountered and measures taken to overcome these problems; and they outline the activities carried out by different partners. However, the reports are found more descriptive than analytic as they tend to be based on the activities carried out and the description of outputs rather than on the results and achievements. In this sense the analysis of the progress made to meet the specific objectives (outcomes) is weak.

69. Regarding the procedures implemented for child labour monitoring at country level, the general monitoring is conducted by the National Officers. Also, they provide inputs for the above mentioned progress reports. Action Programme reports are presented by the Implementing Agencies and feedback meetings are periodically conducted. Joint meetings of the NOs with the project partners are conducted and are the main means of communication and feedback regarding key programme success and limitations. Also, at the national level, the National Steering Committees (NSCs) on child labour are the platform for all the ministries, Civil Society organizations (CSOs) and ILO-IPEC to engage on discussions and coordination of activities regarding the different initiatives on child labour, including the “Dutch Projects”.

70. In regards to the specific monitoring tools, the evaluation understands that the short lapse of time between the official announcement by the Dutch Government of its intention to support a new IPEC project on child labour and education (May 2010) and the agreed start date of the project (September 2010) did not allow for the full development of specific monitoring and evaluation tools (i.e. comprehensive monitoring and evaluation system -CMES-) or a detailed Project Monitoring Plan (PMP): including indicators definition, units of measure, data sources, data collection tools, responsibilities and frequency of data collection, and management use of performance data.

71. Furthermore, the short implementation period of the “skills project” made it difficult to develop detailed monitoring tools. The project did not include within its goals to support child labour monitoring systems (CLMSs) at the decentralized or national levels<sup>6</sup>.

72. Concerning the likeliness of the sustainability of the monitoring processes, the evaluation found that some of the implementing agencies could take up the initiatives and continue implementation beyond the period defined for the Dutch project, provided they have the ability to continue to mobilize external funding. However, through the interviews conducted with project and implementing agencies staff, it was unclear if they will be able to conduct systematic ex-post

---

<sup>6</sup> The TORs explicitly asked the evaluation to assess to what extent the planning, monitoring and evaluation tools were promoted by the project for use at the state and national levels, such as national data collection and poverty monitoring or similar process (such as CLMS).

monitoring of project results and impacts and/or further progress against child labour, and more importantly, how this could inform and influence wider initiatives, programmes and policies.

### 3.3 Relevance

73. This section analyses the project's global relevance; its pertinence in relation with national policies, efforts and commitments made for preventing and combating child labour; its consistency with the needs of key stakeholders and beneficiaries; and its current relevance as well as the potential to be scaled-up and replicated.

#### 3.3.1 Global relevance

74. Globally, the evaluation found that both the *education* and *skills* projects were highly relevant. The international effort to achieve universal education, reflected in Education For All (EFA) and the Millennium Development Goals (MDG), and the progressive elimination of child labour are inseparably related. Not only is quality education key in preventing and fighting child labour, but also child labour seriously hinders school enrolment and attendance.
75. At the inception of the project, there were about 215 million child labourers in the world<sup>7</sup> within the overall age group of 5-17 years old. Of these children, 73 million (44% of the total amount of child labourers) were in the age group of 5-11 years old (which is significant considering that primary enrolment typically takes place when children are 6-12 years old). The largest number of child labourers was found in the Asia-Pacific region (113.6 million), followed by sub-Saharan Africa (65.1 million) and Latin America and the Caribbean (14.1 million). At the same time an estimated 72 million children were not enrolled in primary school, and a further 71 million were not enrolled in the junior secondary level (which corresponds to the last age range before reaching minimum age for employment)<sup>8</sup>
76. Education is a fundamental Human Right, essential for the exercise of other rights, but also a key tool in preventing child labour. Additionally, child labour is a major obstacle to achieving education for all. The relationship between increased access to education and the reduction of the number of child labourers is evident. Universal access to quality education (formal/non formal; primary, secondary or skills/technical), until reaching the minimum legal age for employment, is a critical factor in the fight against the economic exploitation of children.
77. Furthermore, the projects are fully aligned and complement the World Declaration on Education For All (EFA), the main purpose of which is to universalize access to education. More specifically the projects contribute to attain objective #2: *Achieve universal primary education*; as well as the Millennium Development Goals (MDG), particularly Goal #2 that regards *ensuring all children have access to, and complete, free and compulsory primary education of good quality*; and Goal #3 that aims at *ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes*.
78. At the country level, the evaluation carried out an analysis of the project's relevance in relation to the national contexts, norms and regulations regarding labour and education. The evaluation also examined how well the project responded to the real needs of beneficiaries and stakeholders and assessed if it still continues to be relevant after its completion as well as its potential for being replicated and scaled up.

---

<sup>7</sup> ILO Global Report on Child Labour 2010: *Accelerating action against child labour* (Geneva, 2010).

<sup>8</sup> UNESCO: *EFA Global Monitoring Report 2010* (Paris, 2010).

### 3.3.2 In relation with national policies, efforts and commitments made for preventing and combating child labour

79. The “Dutch Projects” were found to be very relevant in the national contexts and regulatory framework regarding child labour, and in relation to the education/skills-training policies and programmes.
80. All five countries have ratified ILO Conventions on child labour and have legal frameworks and national policies in place concerning child labour issues. These all call for better access to education and skills training so as to address youth unemployment and better prepare children who drop out of school.

Table 1: Main Policy frameworks on child labour, education and skills training in the targeted countries	
Countries	Policy frameworks
Bolivia	<p>As is stated in the Children and Adolescent Code (CNNA), adopted in October 1999, work is not permitted under the age of 14. The implementation of the National Plan to the Progressive Eradication of Child Labour in the year 2000 was highlighted in the National Development Plan and poverty reduction strategy. However, in 2014 a new CNNA was released allowing self-employment for children age ten and older and regular employment for ages 12 and above (with permission from parents or legal guardians)</p> <p>The national education plan for 2014-2015 has three main objectives: (i) responding to the needs of children and teenagers with quality education, (ii) providing support to education and vocational training, and (iii) strengthening quality and equity in both education and vocational training.</p>
Indonesia	<p>Indonesia boasts a broad legal framework that addresses child labour issues, and major social protection programmes which give their support to poor families and children.</p> <p>Legal minimum age for employment is set at 15 by the Manpower Act (2003) and hazardous work is not allowed for people under age 18. Indonesia seeks to be child labour free by 2022, and the initiatives to tackle it are being reinforced by the Government’s medium term development plan and several social protection programmes.</p> <p>The government’s commitment to eliminate barriers to education can be seen in the BOS – School Operational Assistance Programme and the One Roof schools programmes to meet operational costs and extend access to education in underserved rural areas.</p> <p>Something that generates great concern in respect to increased competitiveness, growth and employment in Indonesia are skills gaps. The country is investing in Technical Vocational Education and Training (TVET) systems aimed at improving employability by providing demand-driven and practice-oriented programmes. These systems have even been made a priority by the Ministry of National Education.</p>
Kenya	<p>The NAP in Kenya has pointed out that most child labourers have dropped out of school and have no relevant skills for employment, often taking menial jobs. Hence, it works on giving training opportunities for children between 15 and 17 years old to learn the skills they need.</p> <p>Policy documents such as Vision 2030 for Kenya, the Jubilee Government Manifesto for 2013-2017, the Poverty Reduction Strategy Paper and the Technical and Vocational Training (TVET) Policy (2014) all call for market-relevant skills training to address employment and poverty.</p> <p>Currently, the Ministry of Education and the Housing Finance Corporation of Kenya (HFCK) are working on a project to provide skills training for a million young artisans with a certification from the National Industrial Training Authority (NITA).</p>
Mali	<p>The Government of Mali has set up a legal framework on child labour. Labour Code establishes that the minimum legal age for employment is 15 and that hazardous work is prohibited for people under age 18.</p> <p>The NAP for the elimination of child labour (PANETEM) adopted in Mali in 2011 aims at eliminating the worst forms of child labour by 2015 and all forms of child labour by 2020. Its main areas of focus are withdrawing children from work and reinserting them in education and vocational training, and supporting families through income generating activities.</p> <p>The Interim Education Sector Plan 2014-2016 seeks to improve the quality of primary and secondary education. Mali is currently preparing phase II of the Decennial Education Program (PRODEC II) with the help of the “Education group work”.</p> <p>In relation to the TVET, the implementation of the third phase of the <i>Programme d’Investissement du Secteur de L’Éducation</i> (PISE) has extended vocational training to school drop-outs and illiterate adults from ages 16 to 45.</p>

**Table 1: Main Policy frameworks on child labour, education and skills training in the targeted countries**

Countries	Policy frameworks
Uganda	<p>Within Uganda's comprehensive legal framework on child labour, Employment Act No. 6 (2006) limits children below age 14 to partake only in light work supervised by an adult. Further provisions are detailed in the Employment of Children Act (2012).</p> <p>Education is considered the key strategy to tackle child labour in the NAP and the National Strategy for Girls' Education (2015-2019) remarks that both child labour and domestic work are important barriers for the education of girls.</p> <p>Providing universal primary and secondary education are considered a priority in both Uganda's Vision 2025 and the National Development Plan (NDP) 2010/11-2014/15.</p> <p>The Education sector plan developed for the period up to 2015 gave priority on improving primary education, developing useful skills for later joining the labour force or continuing education and increasing access to education above the primary level.</p> <p>Along this line, a government strategy was designed to provide market-valuable skills and competencies for people including, but not limited to, primary and secondary school leavers. This initiative is called <i>Skilling Uganda: Business, Technical and Vocational Education Strategic Plan 2011-2020</i>.</p>

81. Key stakeholders in all countries (both at national and decentralised levels) confirmed that the “Dutch Projects” were relevant in the national contexts. These stakeholders include Ministries of Labour, Education, Social Welfare, Agriculture, etc. and representatives of local/district government institutions.

82. As the Ugandan Minister of Gender, Labour and Social Development remarked: “*Free and compulsory education of good quality up to the minimum age for admission to employment is a key tool in ending child labour*”. The Ministry also believes that *attending school steers children away from the labour market and helps them gain the skills needed for a strong future employment*<sup>9</sup>.

### 3.3.3 The project's consistency with the needs of key stakeholders and beneficiaries

83. The study *Child labour and education. A review of data from Bolivia, Indonesia, Mali and Uganda* (realised by the “education project”) indicates that the percentage of children not attending school is 1.5% in Bolivia, 5.9% in Indonesia, 7.9% in Uganda and 43.2% in Mali. In all countries rural areas have a greater presence of child labour than urban areas.

84. Another conclusion drawn from this study is that if children spend more hours working, this reduces their chances to receive education, therefore, *as hours increase, attendance falls*. Likewise, *in all of the countries the data suggests a clear impact of work on the extent of school drop-out*.

85. Thanks to the field visits and many interviews carried out with project stakeholders, families and community representatives, the evaluation confirmed that the selected beneficiaries were not attending school prior to the project kick-off or had dropped out of school because their economic situation required them to work. Several opinions highlighted that girls were particularly disadvantaged due to household responsibilities and working in the fields.

86. The lack of appropriate skills training for children who have dropped out of formal schooling was also acknowledged by the both the education and labour sectors across the different countries. Local authorities, Implementing Agencies (IA) representatives, parents, community leaders and direct beneficiaries, all stated that the “Dutch Projects” made it possible for older children to continue their education and gain social protection.

<sup>9</sup> <http://www.newvision.co.ug/news/669503--make-education-free-quality-and-compulsory.html>.

87. By providing support to the children, and in many cases to families as well, the project turned out to be fully relevant and resulted in the withdrawal of many children from working conditions and in helping them to attend to school or to skill training programmes.

#### 3.3.4 Current relevance

88. In the past years, within the Dakar Framework of Action: Education for All, vast efforts have been made by different governments, civil society organizations and the international community, and great progress has been made across the world. However, Education for All has not yet been accomplished and 58 million children world-wide are out of school and 100 million have not completed primary education leaving school without having acquired basic necessary skills due to the lack of quality education at the primary level<sup>10</sup>.
89. Another thing to be taken into consideration is that education remains today under-financed. Although many governments have increased the amount spent on education, few governments have made it a priority in national budgets.
90. Recently launched research<sup>11</sup> points out that top aid donors are failing to invest enough in global education and that *funding for basic education is inadequate, uncoordinated and declining, signalling a lack of ambition to reach Millennium Development Goal 2 — universal primary education*. The report also revealed that nine of the world's largest bilateral donors to basic education (the United States, the United Kingdom, Germany, France, Japan, Australia, Canada, Sweden and the Netherlands) had all scaled back their contributions and have decreased spending on education since 2010.
91. Regarding child labour, significant progress was achieved, especially in the last decade, in reducing the number of children at work. Two areas have turned out to be especially important in reducing child labour in the past 12 years.
92. One is the sustained global movement against child labour which has involved many actors and efforts throughout a variety of levels. Political commitment of governments including sound policy choices, solid legislative frameworks and the ratifications of the ILO Convention No. 182 on the Worst Forms of Child Labour and the ILO Conventions No. 183 on the Minimum Age for Admission to Employment (the two main legal pillars for the fight against child labour at a global level) have proved essential. The other one is education. The fast decline in child labour has come along with a great increase in school attendance, and this is not coincidental.
93. However, 168 million children, almost an 11% of child population worldwide continue to be involved in child labour. UN Special Envoy for Global Education, Gordon Brown, states that still a major challenge for the fight against child labour is to break the link between child labour and educational disadvantage<sup>12</sup>.
94. In the post-2015 development agenda, the proposed Sustainable Development Goals include targets on education, skills training, youth employment and elimination of child labour.

---

<sup>10</sup> UNESCO. Education for All 2000-2015: Achievements and challenges (Paris, 2015).

<sup>11</sup> A World at School. Donor scorecard. 2015.

<sup>12</sup> Child Labour & Educational Disadvantage – Breaking the Link, Building Opportunity. A Review by Gordon Brown (Office of the UN Special Envoy for Global Education, London, 2012).

### Proposed Sustainable Development Goals 4 and 8

Proposed Goal 4. Ensure inclusive and equitable, quality education and promote lifelong learning opportunities for all; include a focus on education, learning achievement, enrolment and completion and the importance of developing relevant knowledge and skills, as well as youth literacy and numeracy. One of the targets points at ensuring that all girls and boys complete quality primary and secondary education by 2030.

Proposed Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; includes targets to reduce the proportion of youth not in employment, education or training, and also calls for an immediate end to the worst forms of child labour and forced labour as well as the elimination of child labour in all its forms by 2025.

95. It is obvious that the 2030 target for all children to complete primary and secondary education cannot be achieved if previously the 2025 target for the elimination of all child labour is not accomplished.
96. At the global level, in the renewed international development framework, the ILO has a key role to play and its potential to contribute to the global efforts on child labour and education/skills training are of great importance. The ILO could lead the way towards more and better research on child labour, it could easily be a global leader on advocacy efforts, and can use its unique contacts with social partners to promote ratification and effective implementation of ILO's child labour standards.
97. At the national level, the project remained highly relevant during its implementation but there is still room to continue mainstreaming child labour issues in the education and TVET policies and programmes; to fully develop or reinforce key partners involvement (unions, employers' organizations, Ministries of Labour, Education, Agriculture, etc.); and to improve quality: capacity building (at all levels), advocacy and support for the improvement of education/training facilities, support to more relevant curricula and courses in order to be more relevant to the labour-market and the children's needs, etc.

#### 3.3.5 *Projects' potential to be scaled-up and replicated*

98. In the short term, and at the national level, in the targeted countries, further developments will continue being necessary after the completion of the "Dutch Projects". The evaluation would like to point out that the national stakeholders consulted strongly requested continued technical (and financial) support in order to consolidate and scale-up present achievements.
99. The last decade has seen significant progress in the fight against child labour and this has shown the effectiveness and relevance of global approaches combined with national interventions. ILO-IPEC possesses a unique corporative advantage to work on both of these levels. First of all due to its setting of standards, technical assistance and direct intervention capacities, and secondly through its ability to involve social partners (employers' and workers' organizations), local governments and civil society organizations (CSOs) in all its actions.
100. The "Dutch Projects" have contributed to test and validate effective strategies that complement ongoing ILO/IPEC efforts to contribute to reinforcing worldwide and national frameworks to link education and skills training to the fight against child labour. Thus, not only the projects' potential to be scaled-up and replicated is very strong, but also, it would be highly advisable.

### 3.4 Key results and challenges

101. The so called "Dutch Projects" include an *education* and a *skills* project. Put together, the two projects add up to 7 immediate objectives, 23 outputs and more than a 100 activities. Such a large

number makes it difficult to provide a clear and straightforward picture of the main project achievements and challenges. For this reason, the evaluation chose to prepare a chapter that could provide the readers with an overall, but also detailed, picture of the main features of each project. This includes: a) a section on the *education project*, analysing the main achievements and obstacles at the global and national level; and b) a section on the *skills project* that assesses the main results achieved and provides an overview of the remaining challenges.

### 3.4.1 Education project

102. The current section presents findings made by the evaluation concerning the four major axes of intervention: i) Advocacy work at the global level; ii) Programme initiatives to tackle child labour through education; iii) Mainstreaming of child labour issues into government policies; and iv) Capacity building of relevant national partners.

#### 3.4.1.1 Advocacy work at the global level

103. In general, we can say that the project has made important efforts in advocacy work at the global level; adapted well to the opportunities that have arisen, and achieved excellent results that are outlined below.

104. The link between child labour and education has gained recognition, such as at Oslo Summit for Education Development, which will focus on tackling marginalisation in its different forms, child labour being one of them.

105. Although the ILO is still not seen as a major player in global education, new opportunities come forth with the *Post 2015 education goals* agenda and the *Sustainable Development Goals for the ILO-IPEC to occupy an important position in the international debates*. The ILO-IPEC could work to ensure that child labour and education are a high priority on the international agenda and that national actions receive the necessary support.

**a. Support given to the implementation of key actions detailed on the Roadmap on the Elimination of the Worst Forms of Child Labour**

- Support given to the elaboration and publication of World Child Labour Reports

106. World Child Labour Reports are a result of the Global Child Labour Conference of 2010 in The Hague. Their purpose is to review the progress achieved on the goal of eliminating the worst forms of child labour set for 2016 and analyse trends and developments.

107. The first Report was published in 2013 focusing on *Economic vulnerability, social protection, and the fight against child labour*. The second Report was published in June 2015 and considers connections between child labour, school-to-work transition and youth employment. The project gave support to the planning, research and publication of these Reports, working closely with the inter-agency (World Bank, IL, UNICEF) research project Understanding Childrens Work (UCW) for the first one.

- Materials created to support training and national level monitoring connected to the implementation of the Roadmap

108. To assist national monitoring of actions and progress made in eliminating the worst forms of child labour, the project developed training guides and necessary materials. In particular:

- A training guide to be used in workshops : *Implementing the Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016: Training guide for policy makers*

- Together with the training guide is a *facilitator's guide*, for those who will lead training workshops.
  - Also, funded by the Dutch Government and the European Commission, an *eLearning course on eliminating the worst forms of child labour* was created, intended for policy makers and practitioners.
109. National events promoting the Roadmap and testing the draft resource material were held in Fiji, Sierra Leone and Mexico. Also, the Brazil Global Conference in October 2014 had a focus on the Roadmap and its progress. National level events on follow-up of the Roadmap were held in Cameroon, Thailand and Indonesia using draft resource material developed by the project. Furthermore, Indonesia launched a national Roadmap in 2014.
- b. Enhancement of international partnerships and international advocacy on child labour**
- Increased capacities of relevant international partners
110. In order to address the need for greater coordination between work on child labour and education, the *Global Task Force on Child Labour and Education for All* was launched in 2005. Its purpose was to promote advocacy on the link between child labour and education, help strengthen the knowledge base, provide programme support, promote policy coherence and develop partnerships.
111. At the beginning of the project, despite ensuring that child labour remain on the global EFA agenda, its ability to put forward practical work was somewhat constrained by the lack of an operational budget. The project document considered assisting the GTF with policy and advocacy events, support for national level inter-agency activities, and closer technical cooperation on issues of data collection and research.
112. GTF meetings were held in 2011 and 2012 but certain factors, including format changes and changes in personnel, affected the regular scheduling of meetings and the role played by the GTF during project implementation.
113. Nevertheless, the need for inter-agency cooperation and coordination is still important, as is reflected in the currently ongoing discussion for a new ILO-UNICEF agreement on different areas related to child labour - education, children in armed conflicts, and corporate social responsibility.
114. As a follow up to this discussion, and in light of the 2015 World Day against Child Labour: *No to child labour- Yes to quality education*, the ILO and UNICEF have selected 50 countries in which they plan to strengthen inter-agency cooperation. They will make use of their contacts in government (Ministries of Labour and Education) in order to promote and reinforce inter-Ministerial coordination on child labour and education.
115. International advocacy on child labour and education benefitted greatly from the UN initiative "Education First", which identified some key barriers to school enrolment and completion<sup>13</sup>, as well as from a review issued by the UN Special Envoy on Global Education, Gordon Brown, *Child labour and educational disadvantage*, for which the Project manager provided technical inputs. Extra visibility was gained by the awarding of the Nobel Peace Prize to child labour activist Kailash Satyarthi and girls education activist Malala Yousafi. Kailash Satyarthi was a special guest at the June 2015 International Labour Conference, addressing the full Conference and a special event on *No to child labour - Yes to quality education*.
116. The project manager, together with the ILO's Bureau for Workers Activities (ACTRAV) and Education International (EI), worked on the development of the manual *Child Labour and*

---

<sup>13</sup> Education First, an initiative of the UN Secretary General, 2012, pages 14 and 15.

*Education for All* “A resource Guide for trade unions and a call against Child Labour and for Education for All”. Its aim is to mobilise national trade union centres/Confederations to give higher priority to fighting child labour and improving education. Education International organised a special Conference on child labour as well.

- Materials created for Project promotion and other advocacy support

117. Key partners received a promotional leaflet outlining the aims and objectives of the project in hard copy and digital format. The ILO’s Department of Communications helped promote the project through the production of a video documenting the experience of a number of project interventions.

118. A new ILO publication “*Tackling child labour: from commitment to action*” counted with technical inputs from the project manager. He has also co-authored a review of work on child labour and education including references to some of the national “good practices” identified during the project. The project manager has regularly responded to media questions on child labour and education issues, highlighting the importance of the matter. (i.e. a Euronews programme on child labour and education)

**c. Strengthening knowledge and models on Skills training programmes for vulnerable youth**

119. The project developed another guide for skills training: *Skills and livelihoods training – a guide for partners in child labour projects*. During May and June 2012, activities were held in Indonesia and Uganda to test the material and generate additional feedback before its publication. The “skills project” is now making use of this guide.

**d. Work in non-core countries**

120. Additional support was provided in non-core countries as well. Two workshops were realised on links between child labour and education: a sub-regional meeting in South Africa with representatives of South Africa, Namibia, Botswana, Lesotho, Swaziland, Tanzania, Zambia and Kenya, and a workshop in partnership with UNICEF in Nepal, July 2012. Support was also given to a number of national activities connected to the World Day against Child Labour.

*3.4.1.2 Programme initiatives to tackle child labour through education*

121. The project displayed a wide range of direct intervention initiatives aimed towards tackling child labour in specific geographical areas in the four countries selected. Remarkable results were achieved in preventing and withdrawing children from work. Throughout the four countries in which the “Education Project” intervened, 6,143 children (3,207 girls and 2,936 boys) were prevented or withdrawn from child labour and then referred to educational services.

Table 2: # of children prevented/withdrawn from child labour and referred to educational services				
	Girls	Boys	Total	Number of schools
Uganda	1604	1560	3164	45
Mali	533	526	1059	14
Indonesia	620	620	1240	20
Bolivia	450	230	680	20
<b>Total</b>	<b>3207</b>	<b>2936</b>	<b>6143</b>	<b>99</b>

122. Different approaches were tested in each of the four countries, including primary, non-formal and secondary education. This offered a multiplicity of pilot experiences that were able to adapt to the needs of different beneficiaries and intervention contexts.

### **Uganda**

123. The three Action Programmes (APs), developed in primary schools, managed to reach 3.164 children (1.604 girls and 1.560 boys) in 45 communities. These programmes were implemented by three different Implementing Agencies (IAs): Huys Link Community Initiative (HUYSLINCI) in the Wakiso District; Women's Effort to Save Orphans (UWESO) in the Mbale District; and Orphans Community Based Organisation (OCBO) in the Rakai District. The Federation of Ugandan Employers (FUE) also helped supply schools with scholastic materials through their member organizations.

### **Mali**

124. By means of two APs, 1.059 children (533 girls and 526 boys) were successfully (re)integrated into school. These APs were executed by the Groupe de Recherches d'Actions et d'Assistance pour le Developpement Communautaire (GRAADECOCOM), in the Sikasso District, and the Association Libre pour la Promotion de l'Habitat et du Logement (ALPHALOG), in the Ségou District. These IAs used the approach called the *Stratégie de Scolarisation Accélérée par Passerelle, SSA-P*, an 8-month process of accelerated learning for out of school children in order to (re)integrate them into the formal education system.

### **Bolivia**

125. Direct action programmes were carried out in the municipalities of La Paz and El Alto (La Paz Department); in the city of Riberalta, (Beni Department), and in the Gonzalo Moreno municipality (Department of Pando), both in the Amazon region of the country. The project partnered with NGOs that had extensive experience in the education field, such as the Fundación Arco Iris, the Fundación Fautapo and the Centro de Multiservicios Educativos (CEMSE). These partners were in charge of direct actions with 680 children and adolescents (230 boys and 450 girls) that had been withdrawn from child labour and were socially disadvantaged. The actions carried out focused on social and vocational training to provide protection for education and work in order to combat child labour in its worst forms.

### **Indonesia**

126. In Indonesia, a variety of interventions going from junior secondary education to different non-formal education modalities managed to reach 1.240 children (620 girls and 620 boys).
127. The project supported the Government in expanding One Roof Schools. These schools are usually located in remote areas where junior secondary school facilities are limited. The project partnered with the local education authorities, NGO and University in Sukabumi, West Java.
128. The project also supported other interventions that focused on providing education services to: street children in Jakarta, implemented by the Indonesia Child Welfare Foundation (YKAI) through community learning centers; domestic workers in greater Jakarta, where Mitra Imadei provided non-formal courses; and children working at dumpsites in South Sulawesi, where Lembaga Perlindungan Anak (LPA) facilitated access to a bridging course which provided basic numeracy and literacy education for children who had dropped out of school.

### Integrated approaches to combat child labour

A very important feature of the "Dutch Projects" is that the Implementing Agencies made use of integrated approaches that included:

a) Actions centred on raising awareness of child labour and education among households, community structures and leaders, as well as district and local government representatives.

In Uganda, Mali and Bolivia these activities directly reached over 11.500 households, countless community members, and numerous district and local government representatives. In Indonesia, the project worked with a popular radio station and produced a series of programmes on child labour and education, with an estimated reach of 2 million listeners.

b) Participatory approaches which strengthened community involvement in tackling child labour. In some cases, this led to the formation of Child Labour/Monitoring Committees within the communities (i.e. Uganda, Mali and Indonesia) or at the district level (i.e. Bolivia).

c) Addressing school-based child labour drivers, by training teachers, headmasters and members of the school management committees to enhance their capacity to address child labour, and also by providing support to improve the schools' infrastructure and/or material. In total, more than 600 members of school staff were trained in child labour and education issues and 99 schools received support to improve their infrastructure and/or material.

d) Improving household incomes. The project economically supported 4.500 families and individuals in Uganda, Mali and Bolivia, through savings and loan initiatives, income generating activities or entrepreneurial skills training.

129. The evaluation collected qualitative evidence of both parents and children alike, increasingly finding the school environment appealing and, hence, increasing their desire for the children to remain in school.
130. Regardless of the extraordinary efforts made and the results achieved, there is a pressing need to improve the quality of education by improving and increasing educational infrastructures and equipment (in Uganda the evaluators witnessed classrooms seating up to 120 pupils), but also by reinforcing teachers' training. Additional assistance is needed in order make sure that current beneficiaries stay in school and to further increase enrolment among other children at risk/work and to secure their attendance.

#### 3.4.1.3 Mainstreaming of child labour issues in government policies

131. One of the project's main axes of intervention was to mainstream child labour into education sector plans and programmes in all four countries. The strategy chosen by the project included:
- a. *Implementing programmes aimed towards reducing and preventing child labour, and integrating the knowledge generated by these interventions into education sector planning discussions*
132. The evaluation found that the project implemented and tested different strategies that proved effective to tackle child labour, as well as finding that all the APs managed to mobilize and cooperate with local and district institutions and authorities to support the interventions. They also advocated for district/local policies to recognise the need for supporting child labourers.
133. At the national level, important efforts were made in all four countries to share the experiences among national key stakeholders (members of the Education sector group, key officials from Ministries of Education and Labour, etc.). For example, in **Uganda**, The Forum for Education NGO's in *Uganda* (FENU) spread out the good practices and lessons learned from the child labour and education project, and in **Indonesia** the experience of the work realised in Sukabumi was

shared with the Ministries to offer input for broader discussions, particularly on pre-vocational training and links with local labour markets.

134. Despite all this, the evaluation could not find evidence of clear and systematic national strategies being implemented to mainstream the good practices and lessons learned that were generated by the APs in the education policy discussions. This was confirmed by several of the stakeholders interviewed, including IPEC staff, who also agreed that more guidance was required to mainstream child labour into national policies.

*b. Sing new and previously existing data on child labour to inform the selection of child labourers and hard to reach children in education plans.*

135. The project produced national reports<sup>14</sup> that showed how existing data and knowledge on child labour can support education planning, along with an overview report of the national data studies that provides guidance on good practices when using data on child labour to help inform education planning. Also, the project produced *Policy Briefs* based on the case studies of each country to highlight issues that are important for advocacy purposes. Additionally, in Uganda, Uwezo (means ‘capability’ in Kiswahili) also conducted a national assessment on the impact of child labour on children’s learning which intends to provide further evidence on how governments should address child labour.

136. The evaluation found that these documents are high quality and that they contain information and findings which could be very useful to promote coherent and integrated approaches for tackling child labour and reinforcing education. Nevertheless, little evidence was found to suggest that, so far, these reports contributed to support targeting of child labourers and ‘hard to reach’ children in education plans.

*c. Building the capacity of local partners and stakeholders for the purpose of supporting their engagement in advocacy on mainstreaming child labour concerns into education sector plans and programmes.*

137. In this regard fourteen representatives from the ministries of labour and education, along with workers’ and employers’ organizations and NGOs from Indonesia, Mali and Uganda participated in a training course on Mainstreaming child labour concerns into education sector plans and programmes in 2011 at the International Training Centre in Turin (ITC).

138. All of the stakeholders that were interviewed during the evaluation pointed out that the training was effective in helping them build their capacities. The training allowed generating relevant skills within the organizations for mainstreaming child labour issues. However, some participants declared that, upon their return, apart from debriefing their managers/supervisors, there was no formal procedure within the institution for them to share their experience and contribute to build the capacities of other relevant staff. Staff transfers and retirements in the ministries negatively affected the process of capacity building, and also, the number of institutions and persons reached was very small.

*d. Building the capacity and knowledge of education donor groups on mainstreaming child labour into education sector plans*

139. In Mali, Uganda and Bolivia, the project coordinators frequently attended the education sector group meetings and promoted discussion on child labour and education linkages. However, it is unclear how this has increased the knowledge base of these groups and especially whether or not it had any impact in raising the issue of child labour and education within them and furthering the political agenda. The “Dutch project” resources at the national level (both in terms of staff and

---

<sup>14</sup> Reports were prepared for Mali, Indonesia and Bolivia. The Understanding Children’s Work project had already prepared a report on Uganda.

budget) are limited. According to some of the education partners interviewed in Mali, “*in order to influence policies or even to access certain forums, you have to have a big program.*”

140. The evaluation fully agrees that it is essential to mainstream child labour concerns into the education sector plans and policies and that the proposed strategy was indeed appropriate. However, the outcomes were not as good as expected and this was mainly because the project design failed to take into account that the project schedule must match the timescale of the different national education plans, thus the possibilities of mainstreaming child labour issues into these plans was limited.
141. Taking all of this into account, the evaluation considers that the project was indeed capable of adapting to the different national contexts and, in doing so, explore new possibilities for policy mainstreaming, creating new partners and influencing national policies, political debates and institutions that work on child labour related issues. The most relevant of these are described below:

### **Uganda**

142. The Ministry of Gender, Labour and Social development (MGLSD) gave the project its support by advocating for education and labour related policies and programmes that recognize the important links between child labour and education. For this purpose it has promoted the creation of a joint committee, together with the Ministry of Education Science Technology and Sports (MOESTS), which seeks to improve the coordination and mainstreaming of child labour programmes and education. In 2012, the MOESTS also conducted a study on mainstreaming child labour concerns into the education sector.
143. Other key achievements include the inclusion of child labour issues in the education sector review of 2013. This was made possible thanks to the intervention of FENU, a project partner, which also made specific calls for the MOESTS to fight Child Labour through improving education services. As a result, the Education budget has been increased -though still minimally (1.9%)- and the MOESTS has developed the *Uganda National Strategy for Girls Education 2015-19*, and the *Implementation Strategy for Combating Child labour in Education Sector* (April 2015). When this evaluation was conducted the latter was still under consultations and the time of its completion is still unknown. The project also collaborated with the Uganda National Teachers' Union (UNATU) working mainly on advocacy, and particularly on creating awareness and mobilizing all stakeholders against child labour. This collaboration led to parliament members visiting “child labour free zones” and captured government interest on these interventions allowing for recommendations on government policies.

### **Mali**

144. Apart from the Ministry of Labour, the project maintains relations with several departments within the Ministries of Education and Agriculture, and has also established good relations with other United Nations (UN) agencies such as the Food and Agriculture Organization (FAO) and the International Fund for Agricultural Development (IFAD).
145. The project has also initiated discussions with the Ministry of Education and is currently advocating for child labour issues to be mainstreamed into education programmes. Potential programmes for this goal include the *Interim Education Programme* developed to manage the transition period between the end of the ten-year Program for the Development of Education (PRODEC) and the launch of a new ten-year Education Development Program (PRODEC II). The project contributed to the elaboration of the PRODEC II with a sector study on the impact of the agricultural and pastoral activities on school enrolment of children.

146. Together with the FAO, the project participated in advocacy work that managed to achieve the Government's and other social partners' validation of a Roadmap for Action Against Child Labour in Agriculture. This roadmap gives great importance to basic education and vocational training as relevant alternatives to child labour and effective ways to reduce it.
147. In order to integrate indicators on child labour and other information related to these issues in the Ministry's statistics and data collection tools, the project also worked closely with the planning and statistics department of the Ministry of Education. Child labour issues were integrated, as well, in the *stratégie de scolarisation accélérée* (SSA/P) through the pilot project developed in Sikasso.
148. In regards to vocational training and youth employment, the project has established relations with relevant national actors. *The Direction Nationale de l'Agriculture* (DNA) is a good example. Through its *Centres d'Animation Rural* (CAR) located throughout the country, especially in rural areas, this organism carries out different types of vocational training activities. Another relevant national actor is *l'Agence pour la Promotion de l'Emploi Jeune* (APEJ), which offers services and activities to support youth initiatives. These include, among others, entrepreneurship and business management trainings, and support for the development of *business incubators*. Additionally, there is also a new IFAD project focusing on the Integration of Young People into Agricultural and Rural Value Chains (FIER).
149. However, these relations and activities are still in an early stage and need time (and resources) to evolve into more mature and structured collaborations and results.
150. The project also worked with the National Teachers Trade Union (SNEC) which was helpful in raising awareness in schools and communities and also developed "model lessons" that teachers can now use in the classroom to raise awareness among children of child labour issues. The SNEC is committed to continuing community-level advocacy. Also, the SNEC is supporting efforts to develop child labour free zones in coalition with civil society organisations. An advocacy paper will be developed to defend attention towards child labour in the second phase of the interim education plan. This paper will be presented to the Education Minister, the National Assembly and the *Haut Conseil des Collectivités*.
151. The evaluation found complementarities between the "Dutch projects" and these actors/initiatives. We consider that there is strong potential to establish strategic partnerships that can help reinforce present collaboration with these actors.

## **Bolivia**

152. The fact that IPEC activities were done in coordination and close contact with the Ministry of Education is a great improvement, since no type of collaboration was in place prior to 2011. The good relations established at a national level have allowed for the collaboration between project actors and official institutions at the departmental and local levels as well (District and Department Directorates of Education and local schools). This, in turn, made possible the better articulation between formal and non-formal education that has characterized project interventions.
153. For the elaboration of the *Plurinational Plan of Human Rights in Education in Bolivia* by the Ministry of Education, the ILO was very helpful as well. It contributed to planning the meetings and workshops that were scheduled for elaborating the Plan by providing helpful insights on child labour issues and their relation with education.
154. The project has also supported the creation of the "*Comité Impulsor Interinstitucional*", a committee that brings together different institutions for the promotion of new public policies directed towards child labour and education. There were some advances made in proposals for

policies to be aligned with good practices found in the programmes and initiatives carried out by the different actors that participate in developing this Plan.

155. A last mention should be made on the fact that the ILO also worked with the *Universidad Mayor de San Andrés*, the *Federación Nacional de Trabajadoras del Hogar de Bolivia* (Fenatrahob), the Ministry of Labour and the United Nations Children's Fund (UNICEF) to carry out a study on domestic child labour in 5 municipalities in Bolivia.

## Indonesia

156. The project led the initiative to develop a roadmap towards a child labour free Indonesia by 2022 (Ministry of Manpower, 2014). Thanks to project funding, JARAK, a network of civil society organisations concerned with child labour, helped the Ministry of Manpower produce this roadmap through intensive consultations with stakeholders at national and provincial levels. The Ministry of Manpower then took ownership of the roadmap and now applies it in its policies and strategic plans/programmes. The roadmap serves as a continuation of the national action plan for the elimination of child labour phase 1 that ended in 2012. This second action plan aims towards mainstreaming child labour issues into sector-wide policies and programmes and building national involvement in the elimination of worst forms of child labour by integrating the roadmap into local development plans. The roadmap defines objectives, strategies, three periods of action programs, and the institutions responsible, which involve multi-stakeholders (primarily governmental institutions but also business communities and civil society organisations). Despite the Ministry of Manpower taking the lead, the implementation of this roadmap remains uncertain as coordination among government ministries remains ineffective and the National Action Committee on the Elimination of the Worst Forms of Child Labour has been dissolved by the new government due, according to some stakeholders interviewed, to its alleged inefficiency.

### 3.4.1.4 *Capacity building of relevant national partners to plan and take effective action regarding child labour and education*

157. Three of the selected countries participated in the training courses on child labour and education delivered in 2011 and 2012 at the ILO Turin Training Centre. These courses provided a strategic opportunity to bring together participants from the different social partners and Ministries (Labour and Education) to explore possible links between child labour and education. All of the participants that were interviewed expressed their satisfaction with the courses.
158. The project also established partnership with Education International (EI), the global organisation of teachers' trade unions. During project implementation, EI supported the involvement of teachers' organisations and their members in activities against child labour, particularly around the World Day against Child Labour, and also developed resource material that was made available to teachers globally for its use in classroom activities.
159. At the national level, the project supported many capacity building activities aimed at enhancing the role of various actors regarding child labour elimination and education. Some of these actors include Ministries of Education, Labour, Social Welfare, etc., the National Steering Committee members, NGOs, and Workers' and Employers' organizations. Their capacity to adequately address these issues and offer relevant solutions was greatly enhanced.
160. At the decentralised level, the APs did an extensive job regarding sensitisation of relevant stakeholders. The project managed to mobilise district and local authorities and leaders, community members, parents, school teachers and management committees in favour of project goals and values.
161. The data put together by the evaluators show that these actions helped raise awareness and create networks of stakeholders that promoted quality education and reduction of child labour. They also

helped reinforce capacities to identify, develop and monitor action plans on child labour. The field visits and the interviews held with district and local departments and authorities showed that they have been effectively mobilised in support of the program. Also, through interviews with community members, parents and children, the evaluators saw that the level of awareness on the relation between child labour and education in project communities is very high.

162. However, key stakeholders, especially from Mali and Uganda, pointed out that capacity building, both at the national and decentralised levels, needs to be further reinforced. The evaluation also observed that, at the community level (across countries), and despite the project’s success in informing and sensitising communities on child labour and education, there is need for continuous support in this regards, since attitude and behaviour changes regarding child labour and education demand a larger cultural shift which will take time to be fully consolidated.

### 3.4.2 Skills project

163. In this section we carry out an assessment of the main results that were achieved by the skills project. Three subsections, each one corresponding to an Immediate Objective, contain the different findings, and a final overview of the remaining challenges is included at the end.

#### 3.4.2.1 Access to skills and livelihoods training for children ages 14-17

164. In order to act upon the core causes of child labour, the skills project put forward an integrated approach, through the IA, which managed to combine services given to children and adolescents with community awareness-raising and mobilization, and in certain cases (i.e. Uganda and Bolivia) with livelihood support to families as well.
165. Through the evaluation process, we have found that the vocational training provided by the project was very diverse and that, depending on the local context, vocational skills can be taught in many different ways. Specialized NGOs have proved just as adequate as agricultural training institutes or youth polytechnics. Apprenticeships with informal sector artisans or even private providers of specifically designed courses are also good modalities.
166. Overall, and throughout the five countries that were selected, the project managed to facilitate access to skills and livelihood training to 1.819 children (934 girls and 885 boys).

	Girls	Boys	Total
Uganda	156	179	335
Mali	114	114	228
Indonesia	115	146	261
Bolivia	300	280	580
Kenya	249	166	415
<b>Total</b>	<b>934</b>	<b>885</b>	<b>1819</b>

### Uganda

167. In Uganda, pilot projects were put together by RYDA and HUYSLINCI in the Wakiso District, and successfully reached 335 children.
168. The HuysLink Community Initiative (HUYSLINCI) provided children between ages 14 and 17, who were either involved in or vulnerable to child labour, with courses on tailoring, hairdressing, home economics and catering, carpentry, chalk making, motor vehicle mechanics and knitting.

169. The Rubaga Youth Development Association (RYDA) organised courses on vocational training where the trainees stayed over at the community centre in Wakiso during the entire training period. The skills taught ranged from building to catering, electricity, mechanics, hairdressing, dressmaking and design.
170. A positive aspect of these initiatives is that they both include placing children with local artisans in the trades they were trained in after completing the course. The training delivered during the courses is based on the occupational standards developed by employers under the Uganda Vocational Qualifications Framework (UVQF) as well as on the Non-Formal Skills Training Programme for the Youth developed by the Ministry of Education and Sports. In June, the trainees will be assessed by the Directorate of Industrial Training, to evaluate the results of their training.

## **Mali**

171. The partners for the skills project in Mali were also involved in the child labour and education project: ALPHALOG (Niono area) and GRAADECOCOM (Sikasso).
172. The *Groupe de Recherches d'Actions et d'Assistance pour le Developpement Communautaire* (GRAADECOCOM) focuses on literacy courses and training in skills such as poultry breeding, beekeeping, fish farming, hairdressing and catering. These courses are intended for children between ages 15 to 17 and include a theoretical and a practical approach, for which local training centres (theoretical) and local businesses (practical) were involved. After training is complete, basic kits will be provided to promote self-employment among the trainees.
173. The *Association Libre pour la Promotion de l'Habitat et du Logement* (ALPHALOG) also provided literacy courses but then focused more on training in agricultural activities for older, out-of-school children. The content of these courses varied from fish farming to treatment of primary agricultural produce, farming, cattle fattening, etc. Vocational training centres and resources were contracted by the IA.
174. Primary resources were handed out to contribute to the children's training, which were also organized in associations in order to carry out commercial activities. They are expected to receive training in designing business plans, management and negotiating with microfinance institutions.
175. Certification will be provided at the end of both of the initiatives, and will be given by the National Directorate of Vocational Training.

## **Indonesia**

176. The project is supporting two NGOs in Indonesia (East Java): the Institute for Societal and Development Studies (LPKP) and Paramitra. In total, 261 vulnerable children (115 girls and 146 boys) benefitted from training programmes in this country.
177. LPKP developed Action Programmes for the districts of Pasuruan, Malang Raya and Bojonegoro in the East Java province. The children targeted were out-of-school and involved in or vulnerable to child labour, and between ages 15 and 17. Non-formal vocational training and livelihood skills related to agriculture were provided through this AP, and it worked closely with the BLKs (Vocational Training Institutions) located in each district area and managed by the provincial Ministry of Manpower (Labour) office. After finishing their training, the Project, in coordination with the Ministry of Manpower office, provided information for the graduates to try to match them with potential employers.
178. Paramitra is also training out-of-school children between ages 15 and 17, and this is done in coordination with a Vocational Training Centre. The training provided is based on the occupational standards developed by local training providers, the Ministry of Education's Non-

Formal Skills Training Programme for the Youth and the Indonesian Qualifications Framework (SKKNI). Most of the attention has been paid to modern small-scale farming in an attempt to improve competitiveness and income generation capacity of this promising sector.

179. Once the courses are completed, trainees receive certification from a Vocational Training institution or from Community Learning Centres.

## **Bolivia**

180. In total, 580 children (300 girls and 280 boys) were given education, vocational training and local economic development services. These activities were developed by FAUTAPO, CEMSE and CEBIAE in three different APs.
181. Formal and non-formal education were typically differentiated in Bolivia, not sharing the same spaces or resources. A noteworthy aspect of the “Dutch Projects” was their ability to put these two together. It is also worth mentioning that the curricula developed for the skills-training programmes are based on a recently enacted Bolivian education law and a regular system of “secondary communitarian, productive and technical education.”
182. FAUTAPO carries out its work in Riberalta and Gonzalo Moreno. The adolescents from the *Unidades Educativas* (public schools) attend two different shifts. One is for formal schooling, so they can complete their secondary level studies, and the other is for vocational training workshops on cooking, tailoring, and agriculture. This training will be certified by the Departmental Directorate of Education.
183. In El Alto city, CEBIAE carries out workshops for children attending the last two years of secondary level education. These workshops provide cooking skills and are in close contact with small catering and pastry businesses, providing the children with great opportunities to access the labour market. The NGO itself certifies the participants.
184. CEMSE mainly works in a rural area within Sucre in coordination with the “Vera” Centre for Integral Rural Formation (CFIR). This centre provided CEMSE with its curricular design, which was then adapted to the specific context of the training given. It also offers certification for Basic Technicians and Auxiliary Technicians, with the help of the District Directorate of Education, which is valid as Alternative Education.

## **Kenya**

185. The skills-training programme was implemented by the Kitui Development Center –KDC- (a community based NGO) through close coordination with the County Government and the Village Youth Polytechnics. A total of 415 working children between ages 16 and 17 (249 girls and 166 boys) benefitted from this action plan which gave them different training options to choose from.
- Skills training through apprenticeship: trainees were assigned to craftsmen-trainers from the informal sector for a period of time between three to six months, depending on the course.
  - Centre (youth polytechnic) based training: KDC worked with 5 polytechnics located in the project implementation area. The children were trained by the centre’s instructors and benefitted from its equipment and facilities.
186. Although the initial idea was to provide training on value-added agricultural products and green economy sectors, the actual training was centred on more *traditional* trades such as carpentry, metal work, mechanics, hairdressing and dress making.

187. Those who finished either an apprenticeship course or centre-based training were given a *letter of recommendation*. However useful this may be, it does not equate to a certificate provided by an education authority (i.e. Kenya National Examination Council).

- Do-nou rural roads maintenance training: Do-nou is a roads maintenance technology that the Government of Kenya has embraced following technical support by the Government of Japan. In order to integrate children and adolescents into the training given for this technology, KDC developed guidelines on certain tasks that could be carried out by those who reach the minimum legal age for employment. KDC also managed to connect ten children (five girls and five boys) who had been withdrawn from child labour to a group of young adults (older than 18) that were registered by the government and were receiving training on Do-nou technology. With the certification provided by they are qualified to be granted government contracts for road maintenance and repairing.
- Entrepreneurship and life skills training for selected beneficiaries: KDC offered additional training on entrepreneurship and life skills for beneficiaries enrolled in youth polytechnics or apprenticeship programmes. ILO's Generate Business Idea (GBI) and Start Your Business (SYB) materials were used for the entrepreneurship training. KDC also plans on supporting beneficiaries with business start-up kits that are based on business plans developed during the training courses.

#### 3.4.2.2 Capacity building of skills-training providers in the countries

188. The project gave support to two workshops for capacity building of future trainers. National partners from each of the five selected countries participated in these workshops. The *Skills and livelihoods training for partners in child labour projects* material was used to deliver the courses, which were carried out in the ILO's International Training Center in Turin (ITC).

189. The purpose of these courses was to build a network of trainers from across the five countries selected so they could help provide similar training in their own national contexts. After they were completed, national *training of trainers* (TOT) workshops were arranged in each of the five project countries (two in Indonesia). Before the project is over, a second round of national workshops is planned to take place.

190. As was expressed by some of the stakeholders that were interviewed, as well as by the results of the national evaluation of the workshops, the capacities of trainers that attended the ITC trainings were largely improved. Subsequently, representatives of many skills-training providers received national TOT courses on how to deliver skills and livelihood training. Crucial skills were passed on thanks to the ILO skills-training guide. But, apart from these statements, there was no systematic process to determine whether training capacities had been improved. The lack of baseline data makes it difficult to ascertain the progress achieved, and this evaluation cannot know for sure how far it will be further developed.

191. It is worth mentioning that the evaluation found no evidence of this improvement in skills-training providers at the District/County level due to a lack of initiatives centred on this group of partners. Youth polytechnics instructors and apprentice trainers only attended a few days of sensitization workshops on child labour.

#### 3.4.2.3 Effectiveness of the skills training programmes in addressing child labour in rural areas

192. The evaluation was specifically asked to assess (as far as possible) the *effectiveness* of eliminating child labour through developing skills in rural areas.

193. According to those interviewed during the evaluation exercise (ILO staff, government officials, local authorities, NGOs, community members and parents), training older children in useful skills

for employment is essential to combat child labour in rural areas. The evaluators completely agree with this assertion.

194. Furthermore, the evaluation found that, thanks to the partnerships established with local authorities and CSOs and the project’s ability to adapt to local contexts and make use of the quality technical assistance that was given, it was possible to provide skills training even in remote rural areas, something that was not easily expected.
195. As declared to the evaluators by representatives of different relevant Ministries, such as Education, Labour and Agriculture, and district and local authorities, they are now more aware of the need for these kinds of programmes that support skills training in order to tackle child labour in rural areas.
196. For a full assessment of the skills training project, the evaluation carried out community dialogues with community members and parents of the affected children. During these dialogues, they reported that despite being aware of the need to protect these children from hazardous forms of work, they lacked relevant alternatives for this situation. They highlighted that skills training activities did indeed fill in this gap and asked for them to be scaled up.
197. Aside from these declarations, there is little *empirical data* to reflect the correlation between skills training and reducing child labour. The short period of time these activities had been on course by the time the evaluation was conducted contributed to this. A significant indicator, however, is that 95% of the children enrolled in skills training courses, either completed them or are expected to do so. This high percentage, very surprising considering the profile and contexts of these children, shows their willingness to leave child labour behind, as well as the commitment of their families to provide better prospects for their future.

Country	Enrolled	Completed	%
Uganda	335	334	99%
Mali	228	228	100%
Indonesia	261	261	100%
Bolivia	580	500	86%
Kenya	415	415	100%
Totals	1.819	1.738	95%

\*Actual or future estimations according to the different training modality schedules

198. Although the process to place trainees in the labour market is still ongoing, data supplied by IPEC shows that already 134 trainees in Uganda (40% of the total number enrolled in this country) are being redirected to employment or self-employment opportunities, and in Bolivia, 250 students (43%) have successfully found a job or are self-employed.
199. In Kenya, the ILO conducted a study in 2013 (2 to 4 years after interventions were finished) that traced the professional progress made by 31 of the one hundred beneficiaries of the different courses provided from 2009 to 2011 (apprenticeships, entrepreneurship training, and business start-up kits). The study concludes that skills training enhanced the sustainability of child labour interventions. By providing additional training in entrepreneurial skills and offering business start-up kits the children selected were more effectively withdrawn from child labour, solidifying the intervention conducted in this regard. Similar conclusions were drawn from another tracer study carried out for beneficiaries of the ILO’s Time Bound Program implemented from 2008-2009 by the Undugu Society. The resulting report showed that some of the participants continued working where they received their apprenticeship training while many others moved on to set up their own businesses.

#### 3.4.2.4 Remaining challenges

200. The success of the skills project is undeniable. However, some important challenges still need to be addressed.
201. A very short amount of time was made available for conducting the labour market assessment. In consequence, most of the studies were superficial and barely helped to ensure that the training received was linked to potential job opportunities or market niches or for self-employment within the local context. The evaluation also found that the short implementation time for this project made it difficult to develop appropriate curricula and, except for Bolivia and Mali, trainings were based on already existing programmes.
202. Additionally, most of these programmes (for example, in Uganda or Kenya) were based on “traditional” trades such as carpentry, metal working, mechanics, hairdressing, etc. which offer low future prospects. In the areas of intervention selected by the project, there is little capacity of absorption of these trades and, even when they may be relevant in the short-term, other trades should be incorporated in order to be relevant to the changing needs of the market.
203. With different intensities among countries, projects and training providers, there is still room for improving the technical and pedagogical capacities of trainers, as was expressed by the stakeholders interviewed.
204. A positive sign is that a slight majority of trainees were girls (51%). However, they usually chose to follow culturally acceptable and female gender related trades such as hairdressing, dressmaking and catering. These trades do not necessarily lead to profitable work and limit the role women can potentially play in providing sustainable and improved economic conditions. When enrolled in more “male-dominated” trades, girls may face certain barriers if learning environments are not supportive and motivating nor take into account their specific needs.
205. Project beneficiaries still have limited access to formal technical and vocational training. This is mainly due to two reasons, the first being that project beneficiaries do not have sufficient basic education qualifications, and the second being that access in most cases is only possible for people above 18 years old.
206. For reasons such as time available and financial resources at hand, as well as the urgency of the intervention contexts and children’s needs, the project concentrated on lower-qualified skills that will most likely lead to low quality employment.
207. Trainees in Kenya are not given any certification from education authorities. Official certification is very important for potential employers as it shows that the trainees have acquired the skills needed to correctly do the job they apply for.
208. No tracking of future employment is systematically carried out by training institutions (usually due to a lack of resources). The project’s reduced implementation period does not contribute to this either. This is important because it provides training centres with feedback on the relevance of the training received in regards to its quality and current needs of the market. Conducting outcome evaluation and tracer studies are therefore important to improve the adequacy of these training programmes to their intended goals.

### 3.5 Effectiveness and efficiency

209. In this section we examine the effectiveness of the implementation of both the Education and Skills Projects. This concerns the execution of the proposed activities and the delivery of expected outputs, along with their efficacy in achieving the intermediate objectives and outcomes.

Additionally, the final sub-section examines whether, in general, the results obtained justify the costs incurred.

210. To assess output achievement, the evaluation developed an assessment scheme that consists of the following categories: *Completed*: All the activities related to the output were carried out and the output and its products are completed. *Ongoing*: Activities associated with the output are being implemented and it would be likely that the output will be achieved by the Project’s end date. *Starting*: Activities associated with the output have recently started. It would not be likely that the output will be fully achieved by the Project’s end date. *Pending*: Activities directly associated with the output have not started. It is not possible to assess whether these outputs will be achieved by the end of the project.
211. The progress made in achieving the outcomes was assessed by comparing the actual and targeted values as defined by the project’s indicators’

### 3.5.1 The “Education Project”

#### **Immediate Objective/Outcome 1: By the end of the project, attention to child labour will be better reflected in national education sector plans and programmes in target countries**

212. The project has proven very effective in completing all the activities and delivering all the outputs related to Outcome 1. By the time of the evaluation, all of the activities were finished. In section 3.4.1 more detailed information is provided on the main achievements and challenges presented.

Output	Status
Output 1.1: Programme initiatives to tackle child labour through education are implemented and monitored by education and child labour stakeholders.	Completed
Output 1.2: Capacity of relevant national partners to promote effective action is strengthened.	Completed
Output 1.3: National reports are produced identifying how the existing data and knowledge on child labour can support education planning.	Completed
Output 1.4: An overview report is prepared to help inform education planning	Completed
Output 1.5: The capacity and knowledge of education donor groups on mainstreaming child labour into education sector plans is strengthened.	Completed

Source: TPRs.

213. If we take a look at the indicators at the Outcome level, their achievement is well above the targeted goals. Nonetheless, it is still worth mentioning that in regards to the project’s impact on Education Sector Plans (ESPs), the evaluation found important limitations. We have mentioned previously that this objective was in fact beyond project reach since these plans were already in place by 2014-2015.
214. The actual level of achievement for indicator 1, reflected in the table below, was not necessarily or directly driven by project intervention. In truth, it is a result of improvements in education policies (e.g. a new Non-Formal Education Policy in Uganda, or the continued expansion of the “One Roof Schools” in Indonesia) or a better performance of the education sector (e.g. primary enrolment in Bolivia is likely to rise from 92% in 2011 to 95% in 2015)<sup>15</sup>.

<sup>15</sup> According to the Technical Progress Reports (TPRs).

215. Something similar occurs with indicator 2.a, as most of the achievements considered appear to be beyond project reach (for example, the expansion of anti-poverty and welfare programmes or budget allocations in Indonesia). However, four major achievements under this indicator (which are not captured and reflected in the TPRs) were indeed influenced by the project: the elaboration of the roadmap towards Indonesia being free of child labour by 2022; the formulation of the Uganda National Strategy for Girls Education 2015-19, that takes child labour as a significant challenge for education of girls; the adoption of a Roadmap for Action Against Child Labour in Agriculture in Mali; and the elaboration of the Plurinational Plan of Human Rights in Education in Bolivia. In regards to the achievements under indicator 2.b, these refer mainly to the APs that were given support by the “Dutch Projects”, and are not considered a valid measurement of project success.
216. Having said all this, the evaluation considers the project to have been effective in achieving its intended goals and finds that it had significant influence on national policies, debates and institutions that are involved in child labour issues, as is detailed in section 3.4.1.

Indicators	Target	Actual	% of achievement
1. Number of education sector plans and programmes in target countries that refer to child labour issues or reaching out to excluded groups and specify how such initiatives will be taken forward	4	6	150%
2. Evidence of new programme initiatives and budget allocations developed to address child labour and reach out to excluded groups:			
a) Significant county programme or budget initiatives	4	6	150%
b) Project initiatives	10	14	140%

Source: ILO/IPEC.

**Immediate Objective/Outcome 2: By the end of the project, measures will have been taken to implement key actions that were called for in the Roadmap on the elimination of the worst forms of child labour**

217. In regards to the implementation of activities and delivery of outputs associated with Outcome 2, the evaluation believes that the project proved to be effective. By the time the evaluation began, all activities and outputs were completed. For more information refer to section 3.4.1.

Output	Status
Output 2.1 World Child Labour Report published	Completed
Output 2.2. Resources to support training and national level follow-up connected to implementation of the Roadmap	Completed

Source: TPRs - \*See footnote 2.

218. As can be seen in the following table, the targets initially defined by the project were largely surpassed. However, an important finding of the evaluation is that most of the measures taken for this Outcome were, in fact, carried out at the global level or at best in non-core countries (except for Indonesia).<sup>16</sup> No evidence was found of actions along these lines being undertaken in Bolivia, Uganda or Mali.

<sup>16</sup> See section 3.4.1. for further details.

**Table 8: Indicators for Immediate Objective 2**

Indicators	Target	Actual	% of achievement
1. Knowledge products focused on education produced as inputs to World Report	2	3	150%
2. Number of global and national events that promote the Roadmap, and its education components, and the ILO Global Action Plan	2	10	500%

Source: ILO/IPEC.

**Immediate Objective/Outcome 3: By the end of the project, the capacity of international partnerships and international advocacy on child labour is enhanced**

219. The project had great presence in the international arena, achieving important results in advocacy on child labour and education and in capacity building of international partners in these matters. However, since this objective cannot be fully addressed in the short-term, the evaluation finds that further action is required and new opportunities, such as the post-2015 agenda, should be seized.

**Table 9: Output Status - Outcome 3**

Output	Status
Output 3.1 Capacity of relevant international partners to promote effective action is strengthened	Ongoing
Output 3.2 Materials for project promotion and advocacy support produced	Ongoing

Source: TPRs.

220. Percentages of achievement for indicator 1 are below the expected. The role of the Global Task Force on Child labour and EFA (GTF) did not play out as was intended by the original project design. Nevertheless, the project adapted well to this situation and still proved effective in promoting/strengthening international partnerships and advocating against child labour (indicator 2). For more details refer to section 3.4.1.

**Table 10: Indicators for Immediate Objective 3**

Indicators	Target	Actual	% of achievement
1. Evidence of Global Task Force playing an increasingly prominent role			
a) GTF meetings	4	3	75%
b) GTF initiatives	4	2	50%
2. Evidence of significant international and national advocacy	8	14	175%

Source: ILO/IPEC.

**Immediate Objective/Outcome 4: Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project**

221. The *Skills and livelihoods training – a guide for partners in child labour projects* manual was created, and testing was done in Uganda and Indonesia. It is now being actively used by the Skills Project.

**Table 11: Output Status - Outcome 4**

Output	Status
Output 4.1: A resource package on skills for vulnerable youth is produced to support on-going work with older children.	Completed
Output 4.2: A pilot programme is implemented to test the draft resource package	Completed

Source: TPRs.

222. The evaluation has reached the conclusion that the project was effective in developing a useful guide, with relevant information, to increase knowledge on child labour and education issues and support skills-training activities. This material helped train project partners and informed the design of the Skills Project’s APs: Kenya (KDC), Uganda (RYDA and Huyslinc) and Bolivia (CEBIAE, FAUTAPO and CEMSE). As explained in section 3.4.1, there is still, however, the need to reinforce these models.

**Table 12: Indicators for Immediate Objective 4**

Indicators	Target	Actual	% of achievement
Organisations conducting training programmes are using the material developed	6	6	100%

Source: ILO/IPEC.

### 3.5.2 The “Skills Project”

#### **Immediate Objective/Outcome 1: Enhanced access to skills and livelihoods training for children between ages 14-17 through the development and implementation of training programmes by local partners**

223. The project has been very effective in delivering the planned training programmes to children within ages 14-17 in all five of the selected countries. Some courses are still being delivered but they are expected to finish by July 2015.

**Table 13: Output Status - Outcome 1**

Output	Status
Output 1.1 Rapid Assessment of training needs linked to labour market options in communities	Completed
Output 1.2 Delivery of training activities	Ongoing
Output 1.3 Report on labour market outcomes at the end of training	Starting

Source: TPRs.

224. The number of partnerships expected is 10: 2 in Uganda, 2 in Mali, 1 in Kenya, 2 in Indonesia and 3 in Bolivia. By the time the evaluation began, 95% of the trainees and completed their training.

**Table 14: Indicators for Immediate Objective 1**

Indicators	Target	Actual	% of achievement
At least two partners in each country deliver training activities	10	10	100%
90% of trainees complete their training programme	90%	95%*	105%

Source: ILO/IPEC - \*June 2015.

**Immediate objective/Outcome 2: By the end of the project the capacity of training providers in the selected countries will have been enhanced**

225. The project supported the capacity building of trainers through two workshops for national partners from each of the five countries selected. They were hosted at the ILO’s International Training Centre (ITC) in Turin. Additionally, training of trainers (TOT) programmes were carried out in all of these countries.

**Table 15: Output Status - Outcome 2**

Output	Status
Output 2.1 Report on strengths and weaknesses of each partner/training provider	Completed
Output 2.2 Capacity building training programme implemented	Completed

Source: TPRs.

226. It is not easy to assess to what extent the capacities of these trainers were indeed improved, however some of the stakeholders did express their confidence in the capacities of these trainers being enhanced.

**Table 16: Indicators for Immediate Objective 2**

Indicators	Target	Actual	% of achievement
Capacity building workshops completed in each of the project countries	10	6*	60%
Evidence of at least two partners in each country displaying a more comprehensive approach to their training, including assessment on labour market needs and tracking the outcomes of those trained	10	10	100

Source: ILO/IPEC - \*The remainder are scheduled for June-July 2015.

227. From the interviews with the trainers, the evaluation was able to confirm that they are indeed applying a more comprehensive approach for the training they provide, especially by including the assessment of market needs. However, despite expressing full awareness of the importance of tracking employment outcomes, most of the trainers declared not having sufficient resources to carry out this kind of studies.

**Immediate objective/Outcome 3: By the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas**

228. The status of the outputs and the achievement level of the indicators show a low effectiveness in accomplishing Objective 3. However, the project is engaged in the production of a thematic report on child labour, skills and youth employment linkages in agriculture along with the inter-agency UCW project (ILO, UNICEF and the World Bank). Regarding the national reports, according to project management these will be finished towards the end of the project as well.

**Table 17: Output Status - Outcome 3**

Output	Status
Output 3.1 A research study by the inter-agency UCW project	Ongoing
Output 3.2 National reports on project experience, policies and programme linkages	Pending

Source: TPRs.

229. According to the last TPR, once the project reports are completed, the knowledge generated by project interventions will be disseminated nationally and internationally.

Indicators	Target	Actual	% of achievement
Knowledge generated by the project is disseminated nationally and internationally	6	Pending*	--

Source: ILO/IPEC - \*This indicator refers to the reports that will be produced towards the end of the project.

230. However, thanks to the field work conducted by the evaluators, evidence has been found on the improved knowledge base in rural areas concerning child labour, skills and youth employment issues. National officers in labour, education and agriculture, district and local authorities; and community members and parents acknowledged having a greater awareness of these issues. They also admitted that developing skills in older out-of-school children was a very good measure against child labour in rural areas.

### 3.5.3 Efficiency

231. The ToR requires that the evaluators examine whether the project managed to leverage resources and coordinate with other similar interventions and organizations, as well as to determine whether the costs incurred are justified by the final results obtained.

#### 3.5.3.1 Resource leverage and coordination with other interventions and organizations

232. Coordination with other ILO/IPEC projects greatly benefitted the Dutch Projects. A great number of initiatives were in place during project implementation: TACKLE project in Mali and Kenya, the SNAP Project in Kenya and Uganda, the project of support TBP II and the EAST Project in Indonesia, The South-South regional ILO/IPEC project, and the USDOL funded project in Bolivia. The fact that most of the partners that helped with the Dutch Projects were invested in these other projects did contribute to an effective implementation.

233. The project also built upon the ILO's structures and technical capacities at the national and global levels (more intensely in the case of Kenya and Indonesia). In doing so, some of the costs related to these issues were reduced, making for a more efficient delivery of results. As was asserted by several IPEC staff as well as national stakeholders, this capability to coordinate and find complementarities between projects and partners made the use of project resources much more efficient.

234. The project managed to reduce staff expenses by sharing costs with other projects (both at HQ and in each of the countries). Resources were leveraged from Ministries of Labour (that house the ILO offices in Mali, Uganda and Bolivia), specifically technical support, but also from other institutions thanks to the projects ability to create networks (for example, district and local authorities, trade unions, employers' organisations, NGOs, etc.). IAs brought along staff infrastructure and equipment, and in certain cases they even co-funded some activities.

#### 3.5.3.2 Results obtained and costs incurred

235. The tables below show the overall project expenses and how they are aligned with the originally intended allocations.
236. The delivery rate of the *education project* budget is 98% of its initial allocation, as of May 2015, which is appropriate considering that the project is planned to finish by June 2015. 77% of project expenditure corresponds to Immediate Objective 1, most of it being spent on direct intervention.

Objectives 2, 3, and 4 were initially assigned 22% of total project expenses, which is considered a modest amount.

Objective	Project Allocation	Expenditure as of May 11 2015 in % of resources available
1	78	77
2	10	9
3	9	9
4	3	3
<b>Totals</b>	<b>100</b>	<b>98</b>

Source ILO/IPEC.

237. The global delivery rate of the initial budget allocation for the *skills project* was 75%, at the same date. Considering this project is planned to finish a bit later, August 31<sup>st</sup> 2015, this figure is also appropriate. The main bulk of available resources were assigned to Objective 1, and once more, the APs absorb most of this amount.

Objective	Project Allocation	Expenditure as of May 11 2015 in % of resources available
1	83	67
2	10	6
3	7	3
<b>Totals</b>	<b>100</b>	<b>75</b>

Source ILO/IPEC.

238. The evaluation believes that project implementation was indeed carried out with a high level of efficiency and that the costs are fully justified by the results obtained. This is even more so, if we bear in mind that the “Dutch Projects” carry out a vast amount of interventions at the global, national, district, and local levels in each of the five countries selected (belonging to three different continents), and if we consider as well the diversity of activities realised (policy-level intervention, direct intervention, institutional capacity-building, etc.), the quality of the outputs generated and the number of beneficiaries reached.

### 3.6 Major contributions towards impact

239. In this section we examine the actual and potential impact of the project, along with the intended and unintended effects it has produced. We pay special attention to the major contributions made towards the elimination of child labour by enhancing access to education and decent work opportunities for children who have reached the minimum employment age. In addition, this section also looks at the potential future perspectives for those who are yet to complete their training.

240. Although it is still too early to measure the impact of the project, since permanent changes require a longer observation period, there are certain signs that point to positive changes, both actual and potential, generate by the Dutch Projects’ intervention.

- Put together, these projects have reincorporated nearly 8,000 child labourers or school drop-outs into education/skills plans.
- Activities related to improving education, enhancing entrepreneurial skills and developing relevant working capacities for young adolescents, especially in rural and suburban areas, strengthens the labour force of local communities, improves their productivity and contributes to greater social and economic dynamics. In the mid-term,

this could work in favour of the broader development of the areas in which the projects have focused their intervention.

- The projects have provided, and continue to do so, technical skills training and entrepreneurial formation to more than 1,800 children between ages 14 and 17. When the time comes to enter the labour market, these children will be in better conditions to access improved livelihoods and to identify possible market opportunities for self-employment.
- Those who have received vocational training have reported being satisfied with the results, and appreciate having received skills that they would otherwise not have acquired and that they consider will make it easier for them to find a job.
- At present, 250 young adolescents have successfully entered the labour market or are self-employed. This insertion has been made easier thanks to the work carried out by the implementing agencies (IAs), and it is assumed that the working conditions and wages of these trainees are better than the ones they would have attained without said training.
- The projects have managed to increase awareness on the importance of linking efforts to eliminate child labour to education/skills training. Specifically, we can see this increased awareness among Ministries, unions, employers' organizations, local authorities, communities, parents and school teachers and headmasters. The process has also attracted new partners and enhanced collaborations on these issues.
- The evaluators witnessed that coordination among communities and schools to track and support the elimination of child labour and increase school attendance of children that were previously engaged in child labour increased significantly.
- Livelihood support for vulnerable households allowed them to provide the necessary fees for their children to go to school. Similarly, support for orphans in Uganda is now making it possible for them to access schooling, whereas previously they were left behind since they could not meet the economic requirements.
- During the field visits carried out by the evaluation different groups of women in Uganda reported a higher level of social capital as a result of the increased socialisation and networking between fellow women and a more frequent common articulation of the issues that affect women.
- The project also promoted greater socialisation and networking between community members and authorities (at the district, county or commune levels). This has helped communities establish a common voice and increase their negotiation power with local governments.
- By increasing the recognition among governments of the magnitude of child labour and the importance education and skills training have in effectively tackling it, an emerging political will to address these issues has begun to take shape. They are now more invested in concerting efforts to eradicate child labour and to
- In Uganda, the *Uganda National Strategy for Girls Education 2015-19* and the *Implementation Strategy for Combating Child labour in Education Sector* (April 2015) have been developed by the MOESTS. Discussions with the Ministry of Education and Sports and the MGS LD have been informed by the experiences generated by the skills project. The government's BT VET programme is linked with both Huysinc and RYDA and they also work closely with the Ministry in the Non-Formal Skills Training Programme. This guarantees a strategic link between project efforts and broader discussions on training programmes for older children.
- In Mali, the project contributed to government validation of a *Roadmap for Action against Child Labour in Agriculture*. Also the project worked with the planning and statistics department of the Ministry of education, in order to integrate *information and indicators on child labour in the Ministry's statistics and data collection tools*. Likewise,

child labour issues were integrated, in the *stratégie de scolarisation accélérée (SSA/P)* through the pilot project developed in Sikasso.

- In Bolivia, the ILO provided helpful insights on child labour and its link to education to help plan meetings and workshops for the development of the Ministry of Education's *Plurinational Plan of Human Rights in Education in Bolivia*. The Ministry of Labour is also working on developing policy guidelines for prevention, eradication and attention to children and adolescents at risk of exploitation with the help of its Fundamental Rights Unit. These too have been informed with the experience gained by the training programmes and ILOs broader expertise on child labour and education.
- In Indonesia, a major impact of the project at the policy level has been the *Roadmap Towards a Child Labour-Free Indonesia in 2022*. In this document, one of the main intervention axes is to include CL and WFCL elimination policies among priority sector policies, such as compulsory education, poverty alleviation, social security, etc.
- Post-training assistance is provided by local governments to start-up businesses run by former trainees of the skills-training project. For instance, the Lamongan government provided seed money and equipment for these former trainees to start their own businesses. Additionally, they are given the chance to take part in corporate social responsibility programmes offered by corporations in the regions. Through local offices of development planning and manpower offices, these governments have included this assistance in their annual budgets.
- In Kenya, the project has increased awareness on the lack of short courses on skills and livelihood training for older children. An Officer from the Kenya Institute for Curriculum Development and the Ministry of Education reported that they were working on a concept note to seek funding to improve these curricula. The projects have also managed to attract new partners in the eradication of child labour and have increased collaborations in skills training. These new entrants include the National Industrial Training Institute (NITA) and the Curriculum Development and Accreditation Certification Council. The Federation of Kenya Employers (FKE) has also shown interest in helping develop the curricula of these competence-based short courses.
- The guidelines for skills and livelihood training have been integrated into the development process of county government skills trainings. They have in fact complemented the county government program for creating youth employment. Also, the Ministry of Education, together with the Housing Finance Corporation of Kenya (HFCK, a government agency), are working on a joint project to provide skills training for one million youth artisans. These will then be given priority in the housing development projects by HFCK. Collaboration is expected from the Department of Occupational Safety and Health (OSH) of the Ministry of Labour and the NITA who will provide certification for these courses.
- In Mali, the project has contributed to produce a Roadmap for Action against Child Labour in Agriculture. Also, the project integrated child labour issues into the *stratégie de scolarisation accélérée (SSA/P)*
- Relevant policies have successfully been influenced by the project in most of the countries (quite substantially in some –Indonesia and Uganda). However the degree and difficulty of this influence has varied greatly across countries and remains one of the more complicated elements in creating an enabling environment for project goals. In consequence, this has not yet been fully achieved.

### 3.7 Sustainability

241. This section revises the likelihood that project benefits will continue after the direct intervention of the project has been completed or, in other words, the probability of long-term results. The main issues considered are the following:

#### 3.7.1 *Definition of clear strategies for sustainability*

242. The projects' strategies are conceptually clear and relevant and have received the support of national and local authorities as well as other project partners such as Implementing Agencies. The materials produced by the project (country studies, skills training guidelines, etc.) will be available for use by government agencies and other key stakeholders so as to inform mainstreaming of child labour into education/TVET policies and national planning.

243. Furthermore, the global events that are taking place contribute to the sustainability of the project since they have the potential to influence the national policies of these countries. TVET and youth employment policies are receiving increasing support at the international level thanks to the post-2015 agenda, and therefore there is potential for sustainability.

244. The main strategy for assuring sustainability of project results was mainstreaming child labour into national education plans and programmes, but unfortunately this has not yet been achieved. The skills training project intended to link its interventions to broader normative frameworks by raising the issue of the need for skills training of older children within discussions concerning skills training in general and rural policy issues. Efforts in this line are ongoing but they have not yet reached their goals. Considering that these approaches are indeed relevant, further efforts should be invested in both strategies.

#### 3.7.2 *Capacity building and increased knowledge for national and local stakeholders (government and implementing agencies)*

245. Substantial efforts have been placed into activities aimed at enhancing national capacities and knowledge regarding child labour and education/skills training. The capacity of national stakeholders at all levels has been improved significantly. However, further assistance is needed to continue working in this direction and guarantee that these capacities remain relevant and are more widely extended.

#### 3.7.3 *Building ownership among project partners*

246. The "Dutch Projects" managed to put in motion a broad variety of partners in support of its activities and objectives (Ministries of Labour, Education, and Agriculture; district and local governments; communities; schools; trade unions; employers; NGOs, universities; etc.). Activities designed for raising awareness and advocating in favour of skills training as an effective measure against child labour were helpful in taking these concerns to national and decentralised institutions.

247. Despite the advances made, it is not very clear whether sufficient resources have been allocated for ensuring the development and enforcement of some of the positive changes in legislation that have taken place in certain countries (Indonesia and Uganda).

248. The evaluation believes that national and local ownership of project goals and values will depend on future funding and availability of other resources. Without ongoing government support and ILO commitment, including policy development, technical and financial support and human resources, sustainability of project outcomes is not going to be possible.

## 4. Conclusions

249. The following chapter presents a synthesis of the conclusions drawn from the analysis of the findings and is organized in correspondence with the seven evaluation sections: project design; project management; relevance; effectiveness and efficiency; potential impact; and sustainability.

### 4.1 Project design

250. The evaluation found that the project design was “donor driven” and also that it had followed a “top-down” approach. The ILO regional and country offices, as well as national stakeholders, did not participate in the planning of the project and the different national contexts. The unequal capacities of ILO and national staff in each country, and the diverse technical needs were hardly taken into consideration. Also, to some extent, some existing flaws in the logical frameworks of both projects weaken their quality as management and monitoring tools.

251. Despite the weaknesses in the design, the project was nonetheless able to carry out adequate needs assessments during its implementation, and made an effort to adapt the planned actions to meet the specific contexts and needs of each country.

252. The evaluation also concludes that the global strategy adopted by the Education Project is relevant and appropriate. Said global approach makes it possible to address strategic issues for ILO-IPEC, and to introduce them in the international agenda. In addition to this, an agreed-to international agenda on child labour and education could favour national ownership of these values and increase national efforts to develop a coherent and comprehensive approach to child labour issues. Another advantage of this global approach is that a large number of countries are given the opportunity to contribute to a broader strategy by testing and sharing their various experiences and results and discovering how these issues (child labour, education, skills and youth) can be jointly addressed.

253. At the national level, the education project followed a solid intervention strategy that aims towards mainstreaming child labour issues into government policies and building stronger links between child labour elimination interventions and education.

254. Regarding the strategy defined for the *skills* project, it was appropriate for developing skills training programmes that meet the needs of child labourers and out-of-school children.

255. Having said all this, the evaluation found that improving access to education and enhancing access to decent work opportunities for children who have reached the minimum age for employment are necessarily long-term processes that will take longer than the life-span of these projects to be achieved and quantified.

### 4.2 Project management

256. Looking at the wide geographical range of the projects, the great amount and complexity of their actions, and the large number of stakeholders involved, staffing seems to have been scarce at all levels: HQ and countries. Moreover, the capacity of the staff to assist the project was restricted because most of them were not fully dedicated to the project for significant periods.

257. The evaluation also learned that the burdensome ILO financial and administrative rules and procedures did not contribute in supporting the project’s implementation. The project generated an enormous administrative workload for the technical staff, to the extent that they invested most of their time and efforts dealing with administrative and budgetary matters which steered technical efforts away from a more operational and strategic management.

258. However, taking into account the negative factors found concerning implementation, the evaluation found the overall project management satisfactory. Project staff, both at ILO HQ and in the countries adapted to the needs of each situation and the impact of constraints was minimized.

### 4.3 Relevance

259. Globally, the evaluation found that both the *education* and *skills* projects were highly relevant. Not only is quality education key in preventing and fighting child labour, but also child labour seriously hinders school enrolment and attendance.

260. Also, the “Dutch Projects” were found to be very relevant in the national contexts. Likewise, by providing support to the children, and in many cases to families as well, the project turned out to be fully relevant and resulted in the withdrawal of many children from working conditions and in their increased attendance to school or to skill training programmes.

261. Regarding the projects’ current relevance, at the global level, the ILO has a key role to play and its potential to contribute to the global efforts on child labour and education/skills training is of great importance. At the national level, the project remained highly relevant during its implementation but there is still room to continue mainstreaming child labour issues in the education and TVET policies and programmes; to fully develop or reinforce key partner involvement (unions, employers’ organizations, Ministries of Labour, Education, Agriculture, etc.); and to improve the quality of interventions: capacity building (at all levels), advocacy and support for the improvement of education/training facilities, supporting more relevant curricula and courses in order to be more in line with the labour-market and the children’s needs, etc.

262. Concerning their potential to be scaled up and replicated, in the short term, and at the national level in the targeted countries, further developments will continue being necessary after the completion of the “Dutch Projects”. National stakeholders consulted by the evaluation strongly requested continued technical (and financial) support in order to consolidate and scale up present achievements. The “Dutch Projects” have contributed to test and validate effective strategies that complement ongoing ILO/IPEC efforts to reinforce national and global frameworks that link education and skills training to the fight against child labour. Therefore, the potential for scaling up and replication of the project is not only very strong, it is also highly recommended.

### 4.4 Key results and challenges

263. A key feature of the “Dutch Projects” is that they put forward integrated approaches, through the IAs, which managed to combine services given to children and adolescents with community awareness-raising and mobilization and, in certain cases, with livelihood support to families as well.

#### 4.4.1 Education project

264. The project made important efforts in advocacy work at the global level and although the ILO is still not seen as a major player in global education, new opportunities come forth with the *Post 2015 education goals* agenda and the *Sustainable Development Goals* for the ILO-IPEC to occupy an important position in the international debates. The ILO-IPEC could work to ensure that child labour and education are a high priority on the international agenda and that national actions receive the necessary support.

265. At the national level, different approaches were tested in each of the four countries, including primary, non-formal and secondary education. This offered a multiplicity of pilot experiences that were able to adapt to the needs of different beneficiaries and intervention contexts. Remarkable results were achieved: 6.143 children (3.207 girls and 2.936 boys) were prevented or withdrawn

from child labour and then referred to educational services. However, there is a pressing need to improve the quality of education by improving and increasing educational infrastructure and equipment, but also by reinforcing teachers' training. Additional assistance is needed in order to make sure that current beneficiaries stay in school and to further increase enrolment among other children at risk/work and to secure their attendance.

266. The project implemented and tested different strategies that proved effective to tackle child labour and important efforts were made in all four countries to share the experiences among national key stakeholders (members of the Education sector group, key officials from Ministries of Education and Labour, etc.). Despite all this, the evaluation could not find evidence of clear and systematic national strategies being implemented to mainstream the good practices and lessons learned in the education policy discussions.
267. Also, the project helped raise awareness and create stakeholder networks that promote the reduction of child labour and quality education. District and local departments and authorities have been mobilized in support of the program. Likewise, the level of awareness on child labour and education in project communities is very high. However, at the community level there is need for continuous support as attitudes and behaviour changes regarding child labour and education demand a big cultural change which still will take time to be fully consolidated.
268. Capacity building activities were effective and allowed generating relevant skills within the organizations for mainstreaming child labour issues. However, the number of institutions and persons reached was very small. Capacity building needs to be strengthened both at the national and decentralised level.
269. Regarding the education sector groups, although the project coordinators frequently attended their meetings and promoted discussion on child labour and education linkages, it is unclear how this has increased the knowledge base of these groups and especially whether or not it had any impact in raising the issue of child labour and education within them and furthering the political agenda.
270. The evaluation fully agrees that it is essential to mainstream child labour concerns into the education sector plans and policies and that the proposed strategy was indeed appropriate. However, the outcomes were not as good as expected and this was mainly because the project design failed to take into account that the project schedule must match the timescale of the different national education plans, and thus, the possibilities of mainstreaming child labour issues into these plans was limited.

#### 4.4.2 Skills project

271. The vocational training provided by the project was very diverse and proved that vocational skills can be taught in many different ways. Overall, the project managed to facilitate access to skills and livelihood training to 1.819 children (934 girls and 885 boys).
272. Regarding the capacities of trainers that attended the ITC trainings, the evaluation was able to determine that they were considerably improved. Subsequently, representatives of many skills-training providers received national TOT courses where competences were passed on thanks to the ILO skills-training guide.
273. On the *effectiveness* of eliminating child labour through developing skills in rural areas, the evaluation concludes that training older children in useful skills for employment is essential to combat child labour in rural areas. Furthermore, the evaluation found that, thanks to the partnerships established with local authorities and CSOs and the project's ability to adapt to local contexts and make use of the quality technical assistance that was given, it was possible to provide skills training even in remote rural areas, something that was not easily expected.

274. The success of the skills project is undeniable. However, some important challenges still need to be addressed. Most labour market assessments of the studies were superficial and barely helped to ensure that the training received was linked to potential job opportunities. The evaluation also found that the short implementation time for this project made it difficult to develop appropriate curricula, and so, most of the trainings were based on already existing programmes.
275. Additionally, often these programmes were based on “traditional” trades which offer low future prospects. In the regions selected by the project, the capacity of absorption of these trades is low. Also, with different degrees and specifications among countries, projects and training providers, there is still room for improving the technical and pedagogical capacities of trainers.
276. Finally, no tracking of future employment is systematically carried out by training institutions. This is important because it could provide training centres with feedback on the relevance of the training received in regards to its quality and the current needs of the market.

#### **4.5 Effectiveness and efficiency**

277. The projects have proven very effective in completing all the activities and delivering all the outputs related to the expected outcomes. By the time of the evaluation, almost all of the activities were finished.
278. The evaluation considers that the *education* project has been effective in achieving its intended goals and finds that: it had significant influence on national policies, debates and institutions that are involved in child labour issues; demonstrated to be effective in promoting/strengthening international partnerships and advocating against child labour; and was successful in developing a useful guide, with relevant information, to increase knowledge on child labour and education issues and support skills-training activities.
279. The *skills* project has been very effective in delivering the planned training programmes to children within ages 14-17 in the selected countries; taking significant steps towards strengthening the capacities of the training providers; and contributing to an improved knowledge base in rural areas concerning child labour, skills and youth employment issues.
280. Regarding the efficiency, the evaluation concludes that project implementation was indeed carried out with a high level of efficiency and that the costs are fully justified by the results obtained. More so, if we bear in mind that the “Dutch Projects” carry out a vast amount of interventions at the global, national, district, and local levels in each of the five countries selected (belonging to three different continents), and if we consider, as well, the diversity of activities realised (policy-level intervention, direct intervention, institutional capacity-building, etc.), the quality of the outputs generated and the number of beneficiaries reached.

#### **4.6 Contributions towards impact**

281. The evaluation believes that the project’s results and achievements contributed to eliminating child labour by enhancing access to education and by enhancing access to decent work for children who have reached the minimum age of employment. Moreover, the project has generated and has the potential to continue generating significant impacts related to national education and TVET policies; capacity building; enhanced access to quality education and skills training; and withdrawal and prevention of children from child labour.
282. The projects have managed to increase awareness on the importance of linking efforts towards eliminating child labour to education/skills training. Increased awareness can be perceived among Ministries, unions, employers’ organizations, local authorities, communities, parents and school teachers and headmasters. Put together, the “Dutch projects” have reincorporated nearly 8,000 child labourers or school drop-outs into education and/or skills-training plans.

283. By increasing the recognition among governments of the magnitude of child labour and the importance education and skills training have in effectively tackling it, an emerging political will to address these issues has begun to take shape and relevant policies have successfully been influenced by the project in most of the countries (quite substantially in some). However the degree and difficulty of this influence has varied greatly across countries and remains one of the more complicated elements in creating an enabling environment for project goals. In consequence, this has not yet been fully achieved.

#### **4.7 Sustainability**

284. The projects' strategies are conceptually clear and relevant and have received the support of national and local authorities as well as other project partners. Furthermore, the global events that are taking place contribute to the sustainability of the project since they have the potential to influence the national policies of these countries. TVET and youth employment policies are receiving increasing support at the international level thanks to the post-2015 agenda, and therefore there is potential for sustainability.

285. The main strategy for assuring sustainability of project results was mainstreaming child labour into national education plans and programmes. The skills training project intended to link its interventions to broader normative frameworks by raising the issue of the need for skills training of older children. Efforts in this line are ongoing but they have not yet reached their goals. Considering that these approaches are indeed relevant, further efforts should be invested in both strategies.

286. Likewise, the capacity of national stakeholders at all levels has been improved significantly. However, further assistance is needed to continue working in this direction and guarantee that these capacities remain relevant and are more widely extended. Also, the evaluation believes that national and local ownership of project goals and values will depend on future funding and availability of other resources. Without ongoing government support and ILO commitment, including policy development, technical and financial support and human resources, sustainability of project outcomes is not going to be possible.

## 5. Lessons learned and emerging good practices

287. The evaluation identified some lessons learned from the project, which were driven by some of the challenges faced as well as the positive results obtained. In this section we list the most relevant of these lessons learned and the good practices that were put into play during the project, so they can be taken into consideration and help design future projects.

### 5.1 Lessons learned

1. Actions designed for country-level intervention must take into account national and local contexts. Elements such as the economic situation and social background of each country, as well as the political commitments, capacities and priorities are fundamental when addressing these types of issues.
2. As the evaluation found out, the availability of staff was a key aspect of project implementation. Project execution was more stress-free in countries in which the ILO had larger resources, for example in Indonesia or Kenya, than in those countries in which there was only one project coordinator with little administrative and logistical support. However, to some extent the work overload still existed in most of the countries and also at ILO-HQ.
3. An essential finding was that the ILO's demanding administrative procedures and requirements along with the projects' large coverage and the enormous amount of Action Programmes and service contracts involved did not contribute to supporting its implementation and also limited its potential for a more strategic and effective management.
4. When carrying out a project located in many countries, and that aims at shaping policies and institutional practices, it is important to define clear and systematic strategies that are well adapted to the different national contexts in regards to these aspects. The lack of said strategies may be a barrier to the effective transferral of knowledge and capacities generated in other interventions or projects.
5. Again, when intending to shape policy-making in favour of a specific objective it is crucial to count with the support and participation of governments and representatives of the relevant institutions in project activities. This greatly increases the project's ability to reach its goals. In this specific case, it was very helpful to count with the support of local governments and representatives of the education sector.
6. Counting with the presence of employers' representatives, trade unions, and other relevant sectors makes it possible to introduce child labour concerns in a cross-sectional manner to all parties involved.
7. It is very important to include follow-up and monitoring tools at local district and national levels in order to ensure the participation of relevant authorities in implementing and keeping track of these activities and in influencing policy-making.
8. Short-term interventions in the education sector are not likely to generate a significant impact since they require mid-term and long-term processes. Similarly, technical capacitating and skills training activities need to consider the full cycle of training-insertion-tracking and therefore should be planned accordingly.
9. Completing solid labour market studies is fundamental for skills and vocational training programmes. They are the best way to connect training with real livelihood opportunities and to provide trainers and policy makers with the information necessary to adapt their programmes to their present situation.
10. The evaluation learned that official certification in skills training is extremely important as it shows that trainees have reached a certain level of competence and have also made

the commitment to learn and take the exams. Certifications can also be considered a prerequisite for many jobs as it shows potential employers that the trainees have the necessary requirements and skills to undertake a job. Also so the fact that trainees have certification could put them ahead of other candidates. Finally, certified workers have better chances to obtain better jobs.

## 5.2 Emerging good practices

1. Testing different approaches for education, including primary, non-formal and secondary education. The project managed to do this in each of the four countries, and this produced a wide range of pilot experiences that were able to adapt to the different needs and contexts of each given intervention. Vocational training offered by the project was especially diversified in this regard, and was provided by different organisations ranging from specialised NGOs to informal sector artisans.
2. The use of participatory approaches to sensitise and mobilise communities in the fight against child labour. The evaluation found evidence that this type of approach allows for building up connections among households and community institutions (schools, councils, government offices,...), which goes in favour of generating greater social capital in the communities.
3. Building an *ethos* of collective action against child labour by increasing collaboration between different actors. There is evidence that this has led to the formation of child labour committees within the communities, in Uganda and Mali, and at the district level, in Bolivia. Furthermore, these structures have allowed for monitoring and identifying families with children involved in child labour, and have proved very helpful in having them withdrawn and re-enrolled in school.
4. Enhancing capacities and awareness of relevant agents through training and orientation sessions and advocacy campaigns. School teachers and management committee members, Child Labour Committees, local leaders and district workers improved their capacities to handle child labour issues in their corresponding level of intervention, and community members were made more aware of the serious attention that child labour issues require, increasing their implication in the matter.
5. Improving infrastructures of local primary schools to better equip them for incorporating children that are withdrawn from child labour and re-enrolled in schools. New classrooms were constructed, sanitation facilities, school kitchens, etc. Deteriorated school structures were restored and school materials provided as well.
6. Enhancing household incomes for families of withdrawn and vulnerable children. Seeing as how poverty is one of the main causes of children having to work, attacking this problem is a sure complement in fighting child labour and relocating kids in school.
7. Participation of education unions and employers' organisations in child labour interventions and awareness raising activities. In the same line as what was said in EGP3, it was very helpful to include these two actors for achieving a more comprehensive and holistic effort against these issues. UNATU and SNEC (in Uganda and Mali) were greatly implicated with project objectives and carried out a wide range of activities. They supported teachers in becoming leaders in their schools and conducted awareness raising campaigns among parents and community members. They advocated to district and national authorities. They also obtained media collaboration to conduct awareness-raising campaigns on the exploitation of children through labour. In Uganda, the employers' organizations, especially the tea and sugarcane production farms, also contributed in supporting schools and in conducting sensitization campaigns.
8. The development of the ILO Skills and Livelihood Training guide is also considered a good practice. It has a strong potential to improve the quality of training given in these

issues, as well as to standardise procedures and results. National stakeholders across all countries highly appreciated it.

9. Skills training for adolescents in rural areas, especially in subjects related to agriculture. The skills acquired, when relevant, give adolescents a better chance to enter the labour market with a competitive profile and access sustainable livelihood options, therefore, allowing them to stay in their communities and develop economic activities for their personal improvement and that of the community.
10. Internships are an excellent way to acquire experience with real market demands and to gain first-hand knowledge of market needs and opportunities. Apprenticeships serve as a great complement to skills-training since they give trainees the chance to apply the abilities acquired and to test them against the demands of their chosen trade. In general, this increases their motivation to learn and become more proficient.

## 6. Recommendations

288. The “Dutch Projects” were highly relevant and their execution was conducted with efficacy and efficiency, generating significant results at the global and national levels. Constituents and social national partners from each country that were consulted in this evaluation requested further assistance from ILO-IPEC and the donor community in order to consolidate the results achieved to date. The following recommendations are based on the findings made in this evaluation and follow from the lessons learned and the conclusions. The recommendations may be useful for the ILO-IPEC if it intends to continue implementing education and skills training initiatives with its own resources and/or other donor funds.

### a. General recommendations

#### 1. Maintain support to national efforts in current “pilot” countries

**Addressed to:** the ILO/IPEC, national stakeholders and donors

**Priority:** High. Implementation time: short-term

In order to improve the use of generated outputs for strategy and policy formulation, and to consolidate on-going education and skills training initiatives it is recommended to continue: providing capacity building for all stakeholders; engaging and advocating with Ministries of Education and donor groups; systematizing the experiences of APs and disseminating their results along with the various reports produced in order to support education planning based on data and knowledge on child labour; increasing the level of awareness on child labour and education/skills issues through continuous engagement with the communities, parents and children so as to ensure that children do not go back to work.

#### 2. Strengthen the ILO’s role in the international/global arena

**Addressed to:** the ILO/IPEC

**Priority:** High. Implementation time: medium-term

The *Post 2015 education goals* agenda and the *Sustainable Development Goals* present new opportunities for the ILO-IPEC to play an important role in the international debates. The ILO-IPEC holds a privileged status to guarantee that child labour and education become a high priority on the international agenda and that national actions receive the necessary support. It is also recommended that the ILO establishes strategic long-term partnerships with current allies (e.g. UNICEF, UNESCO, Education International) as well as new potential ones: other UN Agencies (e.g. FAO, IFAD, UNIDO, etc.); Multilateral bodies (e.g. the European Union); Bilateral Cooperation Agencies (e.g. Lux-Development, USAID, AusAID, CIDA, COSUDE, GTZ, etc.) Education/child focused NGOs (e.g. Save the Children, Plan International, CARE, Winrock, etc.)

#### 3. Design a “Global Programme” on quality education and skills training to combat child labour

**Addressed to:** the ILO/IPEC

**Priority:** High. Implementation time: medium-term

The FPRW-IPEC should design an integrated and ambitious long-term programme on *quality education and skills training to combat child labour*, regardless of the funding arrangements of its actions at the different levels.

Such a programme could tap into on the knowledge and expertise achieved by the “Dutch Projects”. It could, furthermore, fully integrate the knowledge and experience acquired by ILO Country Offices, Regional Offices and HQ, as well as by other development partners in order to deliver a high quality, integrated and coherent IPEC product.

**4. A greater degree of anchoring is required for the Programme in the different countries.**

**Addressed to:** the ILO/IPEC and national stakeholders

**Priority:** High. Implementation time: medium-term

The design process should be based on participatory national consultation with all key stakeholders and assisted by the ILO Offices (HQ, national and regional) and experts. The design should also take into account the different national contexts and specific country needs, as well as resource constraints in each country. This involves developing country-specific baselines and studies, to fine-tune and adapt the intervention strategies to the different national specificities, and country-specific Logical Frameworks with “SMART” definitions of Objectives, Outcomes and Indicators.

Also, ILO-IPEC should further elaborate the countries’ selection criteria and, very importantly, introduce “enabling environment” considerations in order to improve the relevance of the programme in the country context as well as the prospects for ownership, efficacy, efficiency, impact and sustainability.

**5. Develop a funding and sustainability plan for the Programme.**

**Addressed to:** the ILO/IPEC

**Priority:** High. Implementation time: medium-term

It is recommended to begin with a complete budget of all the activities that are covered by the project and to include a funding strategy that can assure their effective implementation (viability) and guarantee their continuity (sustainability). The funding strategy should integrate an analysis of geographical and sector priorities of potential donors as well as a communications and marketing strategy to guarantee the provision necessary funds.

Furthermore, budgets should be designed to meet the needs and costs of global and national actions, which will be different if we take into account national contexts and the resources already available in each country. Sufficient funding should be made available ensure that the programme is fully staffed at both the HQ and countries.

**6. Well-performing monitoring processes and instruments need to be put in place**

**Addressed to:** the ILO/IPEC

**Priority:** High. Implementation time: medium-term

This could be done by designing and implementing: a) Comprehensive Monitoring and Evaluation Systems (CMES) to provide a holistic monitoring and evaluation framework, with an emphasis on measuring results and outcomes; b) End-line surveys, to compare end-values of the indicators with those of the baseline survey, so that changes can be better determined; c) Impact evaluations, to establish the extent to which the set of interventions implemented improve school/skills training participation and reduce child labour, and to establish the causal effects of the project on child labour and school/skills training participation; d) Tracer studies, that make it possible to: i) track progress of beneficiaries enrolled in schools and verify primary and secondary

attendance and completion rates, ii) conduct post training follow-up of trainees, and iii) provide evidence on how education and skills training impact child labour prevention and withdrawal and enhance access to decent work for children who have reached the minimum age of employment.

## 7. **Administrative and financial procedures**

**Addressed to:** the ILO/IPEC

**Priority:** Medium. Implementation time: medium-term.

In order to allow project activities to make the necessary adjustments in response to the needs and evolution of specific national/local contexts, it is recommended to make room for more flexibility in the administrative and financial procedures and to permit a higher degree of autonomy for the Country Offices.

**b. Specific recommendations:** while recommendations 8 to 11 apply to all countries, recommendations 12 to 16 refer to very specific and significant issues in each of the countries selected for this project.

## 8. **Improve education quality**

**Addressed to:** the ILO/IPEC and national stakeholders

**Priority:** High. Implementation time: medium-term

ILO/IPEC and the national stakeholders should conduct school needs assessments in the target communities in order to formulate a plan that enables their mainstreaming into the education sector/district development plans and instruments. We also strongly advise to extend project activities aimed towards increasing the quality of education, with a strong focus on improving infrastructures and equipment (especially in Mali and Uganda) and strengthening teachers' training.

## 9. **Increase the relevance of the training programmes**

**Addressed to:** the ILO/IPEC and national stakeholders

**Priority:** High. Implementation time: medium-term

Even when it is important to take into account the expectations, potential and abilities of the older children that partake in skills-training, the main criterion for designing the curriculum of skills-training courses should always be the relevance of its content with regards to market opportunities. To satisfy this requirement it is important to have better knowledge of the market's present situation and improve interaction with labour opportunities. It is also necessary to adapt times and duration of the courses to the needs and profiles of the participants, adopting perhaps more modular approaches and modalities based on competencies.

In this sense, it is also important to systematically integrate a gender approach to skills training programmes so as to break down stereotypes and achieve greater equality in employment opportunities. More specifically, we suggest to: a) include in labour-market studies a chapter especially dedicated to opportunities for women, b) generalise the offer of vocational training courses in a gender-neutral manner, and c) introduce 'positive action' criteria that favours internships and apprenticeships in businesses that treat their trainees better.

Additionally, it would be convenient to strengthen systematic follow-up procedures of apprenticeship programs in order to improve their usefulness in supporting training processes and providing feedback to trainers on how to improve the content and relevance of their programmes.

It is also crucial to improve employment counselling and intermediation, so that participants can be oriented and put in contact with potential employers.

**10. Establish cooperation agreements with Employers' Organisations**

**Addressed to:** the ILO/IPEC and Employers' organizations

**Priority:** Medium. Implementation time: medium-term

This recommendation is done with the intention of including these organisations in developing sensitisation campaigns for their members, participating in direct intervention initiatives (i.e. school support), and facilitating apprenticeships, internships and employment opportunities for skills training participants.

**11. Strengthen the participation of trade unions**

**Addressed to:** the ILO/IPEC and Workers' organizations

**Priority:** Medium. Implementation time: medium-term

Education trade unions should be strengthened for the purpose of: a) carrying out awareness raising campaigns at the national, departmental and local levels, b) contribute to the formation and sensitization of teachers, and c) advocate with different ministries for mainstreaming child labour issues into education policies and programmes. A global, strategic and long term partnership with Education International could be very helpful to achieve these goals.

**12. Mali: take advantage of the existing opportunities and resources to strengthen skills training in rural areas**

**Addressed to:** the ILO/IPEC, DNA, APEJ and FIDA

**Priority:** High. Implementation time: medium-term

The project should make the most of the opportunities available in Mali and establish strategic partnerships with the DNA, the APEJ and the FIDA in order to reinforce and find new ways of providing training in rural areas that may contribute to tackling child labour. These partnerships can also provide support in training parents in good agricultural practices, as a means to insure food security and increase household incomes.

**13. Uganda: reinforce the operation capacities and effectiveness of the joint committee on child labour and education**

**Addressed to:** the ILO/IPEC and the Ugandan Ministries of Labour and Education

**Priority:** High. Implementation time: medium-term

Provide support to the Ministries of labour and Education in order to reinforce the operational capacities and effectiveness of the joint committee on child labour and education. Additionally, support should be provided, on a programmatic basis, for the Ministry of Labour to be the lead technical support institution. Further provision of resources is required to enable the government to provide counter-party funding that may lead to sustainable interventions.

14. **Bolivia: Strengthen the formal (educación regular) and non-formal (educación alternativa) education complementarities and linkages, in order to consolidate and expand good practices in skills training.**

**Addressed to:** the ILO/IPEC and national stakeholders

**Priority:** High. Implementation time: medium-term

It is essential for providing valid inputs for the generalization and appropriation of project goals by government bodies, at the national, regional and local level, to systematically recollect the experiences generated. Skills training programs and good experiences could be mainstreamed into the development framework of humanistic and technical education according to the law in Bolivia, as long as these experiences are seen as relevant enough to be integrated in the education sector.

15. **Indonesia: focus at the decentralized level; strengthen coordination to implement the roadmap; and link One Roof Schools with skills training**

**Addressed to:** the ILO/IPEC and national stakeholders

**Priority:** High. Implementation time: medium-term

As decentralisation is applied to many aspects of public services, it is better to focus advocacy efforts on the province level (especially with the education services) and to intensively engage local policy making in order to achieve significant changes.

It is also, recommended to establish coordination mechanisms among representatives of the Ministry of Manpower, Ministry of Education, employers' and workers' organisations, NGOs, etc. These mechanisms should be supported by the ILO in order to contribute to implementing and monitoring the *Roadmap towards a Child Labour-Free Indonesia*.

Finally, Law No. 13/2003 on Manpower sets the minimum age for employment at 18. The new 12-year compulsory basic education implies that those below 18 should be in school. Therefore, there is an opportunity to provide alternatives for One Roof School graduates who may be interested in specific vocational training. Experiences drawn from the project could be replicated in One Roof Schools where the project is present. These schools could collaborate with project IAs and government training providers (BLKs).

16. **Kenya: Official Certification**

**Addressed to:** the ILO/IPEC and NITA

**Priority:** High. Implementation time: medium-term

There is urgent need to bring on board institutions such as the National Industrial Training Authority (NITA) that can offer official certification for skills training programmes. During the national evaluation workshop, NITA officials clarified that the Authority was open to assessing the trainees in order to ensure the recognition of the training received by older children.

## Annexes

### Annex A: Terms of Reference



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

Version

17.03.2015

## Terms of Reference

### Independent Final Evaluation of the projects

### *“Combating child labour through education” and “Combating child labour through skills training for older children”*

“Dutch Education Projects”

**By an external evaluation team**

	Education	Skills training older children
ILO Projects Code	INT/10/07/NET	GLO/14/27/NET
ILO Projects Number	P340 109 00009	Not applicable
ILO Iris Codes	102404	104738
Countries covered	Inter-regional	Inter-regional
Duration	36 months	15 months
Starting Date	September 2010	June 1 2014
Ending Date	December 2014 (extended further to June 2015 for purpose of evaluation)	September 30 2015
Project Locations	Bolivia, Indonesia, Mali, and Uganda	Bolivia, Indonesia, Mali, Kenya and Uganda
Project Language	English (French, Spanish)	English (French, Spanish)
Executing Agency	ILO-IPEC	
Financing Agency	Netherlands Ministry of Foreign Affairs (MOFA)	
Donor contribution	EUR 4'900'000	EUR 2'000'000

## List of abbreviations

<b>AP</b>	Action Programme
<b>CEAS</b>	Centres of Alternative Education
<b>CL</b>	Child Labour
<b>CLMS</b>	Child Labour Monitoring System
<b>CGIAR</b>	Consultative Group on International Agricultural Research
<b>CPO</b>	Country programme Outcomes
<b>DBMR</b>	Direct Beneficiaries Monitoring and Reporting
<b>DWCP</b>	Decent Work Country Programmes
<b>EIA</b>	Evaluation and Impact Assessment section of ILO/FPRW-IPEC
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>GTF</b>	Global Task Force
<b>HQ</b>	Headquarters
<b>ICA</b>	International Cooperative Agency
<b>IFAP</b>	International Federation of Agricultural Producers
<b>ILO</b>	International Labour Organization
<b>IO</b>	Immediate Objective
<b>IFPRI</b>	International Food Policy Research Institute
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>MOFA</b>	Netherlands Ministry of Foreign Affairs
<b>NAP</b>	National Action Plan
<b>NC</b>	National consultant
<b>NGO</b>	Non-Governmental Organization
<b>PMP</b>	Project monitoring plan
<b>PRODOC</b>	Project Document
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>SNAP</b>	Support of the National Action Plan
<b>TL</b>	Team leader
<b>UCW</b>	Understanding Children's Work
<b>UN</b>	United Nations
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>USDOL</b>	United States Department of Labour
<b>WFCL</b>	Worst Forms of Child Labour

## I. Background and justification

### Background

1. The aim of ILO-IPEC is the progressive elimination of child labour, especially in its worst forms. The political will and commitment of individual governments to address child labour—in cooperation with employers' organizations, trade unions, non-governmental organizations and other relevant parties in society—is the basis for ILO-IPEC action. ILO-IPEC's strategy includes raising awareness on the negative consequences of child labour, promoting social mobilization against it, strengthening national capacities to deal with this issue and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child labourers from hazardous work and provide them with appropriate alternatives.
2. The ILO Conventions on child labour recognise the importance of access to education and IPEC's work has increasingly sought to link efforts to tackle child labour with efforts to tackle the barriers to education. At the same time there has also been recognition within the Education for All movement (EFA) that if international development targets on education are to be met, a determined effort is required in order to reach the hardest to reach children, including those in child labour.
3. The world's child labourers face varying degrees of disadvantage in relation to accessing education. Some have no access. Others may have access but struggle to combine work and school commitments, very often resulting in early drop out from school. An expert meeting on child labour and education hosted by the Netherlands Ministry of Foreign Affairs in November 2009 considered the interrelationship between child labour and education. The meeting heard that many children are pushed into work because they cannot access education or because education is of a poor quality, inaccessible or irrelevant. To make progress strategies aimed at tackling barriers and extending access of good quality education are required. On the other hand, children are often pulled from school and into work as a result of household poverty, socioeconomic shocks, and social and cultural norms including discrimination against girls and marginalised groups. Countering the pull factors requires solutions that go beyond the education sector including social protection and other anti-poverty strategies so that all families, including the poorest, are able to send children to school.
4. The ILO report "Marking progress Against Child Labour" highlighted the fact that progress is being made in reducing child labour but that there is a need to reinforce action in many areas, in particular in agriculture. The ILO report drew attention to the continuing challenge of child labour in agriculture. The majority of the estimated 168 million children in child labour – almost 60% -work in agriculture. Low family incomes and food insecurity lead to children working in crop and livestock production, in fisheries and forestry. Almost 70% are unpaid family workers. Girls are particularly disadvantaged as they often undertake household chores following work in the fields.
5. Three-quarters of the world's poorest people rely on agriculture to feed themselves and their families. Many small-scale farmers in the developing world cannot grow enough food to sell or even eat, and depend on their entire families, including their children, to participate in economic activities simply to meet daily subsistence needs. The participation of children in certain agricultural tasks may compromise their development by exposing them to occupational safety and health hazards and by denying them educational opportunities.
6. Children work in crop and livestock production, in fisheries and forestry. Almost 70 per cent are unpaid family workers. Girls are particularly disadvantaged as they often undertake household chores as well as working in the fields. The causes of child labour in rural communities range from poverty, structural constraints in agricultural production, weak labour legislation and enforcement, lack of educational opportunities, and ingrained attitudes towards children's participation in agricultural activities.

7. The prevalence of child labour in agriculture is paralleled by a major education deficit in rural areas. Provision of education is much weaker than in urban areas, often ending at primary level and with many quality deficits. . In a recent report on out of school children UNICEF and the UNESCO Institute of Statistics concluded that the most important disparities in access to education are related to location - urban or rural, and to household wealth.
8. The ILO, FAO, IFAD, IFPRI/CGIAR, IFAP and IUF have created a partnership to scale-up action to eliminate and prevent child labour in agriculture, the “International Partnership for Cooperation on Child Labour in Agriculture.”<sup>17</sup> The Partnership brings together diverse areas of expertise and the multidisciplinary perspectives of its partners in addressing child labour in agriculture and in promoting decent work for youth and adults as part of sustainable rural development.

## Background to the Projects

9. At the global Conference on Child labour held in The Hague during May 2010 the government of the Netherlands announced its intention to support a new ILO-IPEC project which has been working to strengthen the policy and programme links between effort to tackle child labour and to promote education as part of a broader strategy to tackle child labour. An agreement of November 5 2010 between the Netherlands MOFA and ILO established the project, which includes both global level work and work in four countries, Bolivia, Indonesia, Mali and Uganda. The project duration is three years and the project has a budget of USD 6,594,884
10. The project “*Combating Child Labour through Education*” has four **Outcomes/Immediate** objectives:
  - Outcome 1 - By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in (four) target countries
  - Outcome 2 - By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour
  - Outcome 3 - By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced
  - Outcome 4 – Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project
11. The project *Combating child labour through education*, received a positive mid-term evaluation which found that the project “represents a good strategy to tackle child labour with a firm focus on education linkages”. A range of different types of initiatives aimed at reducing and preventing child labour, linked to education are in place. The project has been undertaking global level advocacy work as well as country level interventions in four countries (Uganda, Indonesia, Mali and Bolivia). The country level work has supported interventions to help children through education and skills training, capacity building of local partners and advocacy to better link child labour concerns with education policy.
12. The conclusion date of this project was extended from June 2014 to June 2015.
13. In December 2013 the ILO was contacted by the Netherlands Ministry of Foreign Affairs concerning the possibility of IPEC developing a new project focussed on skills training for older children, building on the work of the ongoing project on child labour and education.

---

<sup>17</sup> Full names of the organizations: Food and Agriculture Organization of the United Nations (FAO), International Fund for Agricultural Development (IFAD), International Food Policy Research Institute (IFPRI), Consultative Group on International Agricultural Research (CGIAR), International Federation of Agricultural Producers (IFAP), International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers’ Associations (IUF).<sup>18</sup>  
[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm).

Subsequently the project “*Combating child labour through skills training for older children in rural areas*” was developed and became operational in July 2014.

14. Building on the initiative of the 2010 Conference, in September 2013 the Government of Brazil convened a follow up Conference to review progress in eliminating the worst forms of child labour. The event had a strong focus on the problem of child labour in agriculture and called for effective services and policies on vocational training to help empower children in rural areas. It is clear that insufficient education deprives large numbers of young people in rural areas from acquiring basic skills. Formal education may either not be available or may be of such poor quality that children lack interest and drop out of school. However lacking basic skills children can be vulnerable to exploitation in the labour market and are often destined for a future of insecure work.
15. Much work by ILO-IPEC involves support to older out of school children, involved in or vulnerable to the worst forms of child labour. In many countries IPEC has programmes working with this group, usually those aged 14-17 years old. Vocational skills training is often reinforced by literacy and numeric skills or broader life skills training that can provide older children with opportunities to find a path to decent work.
16. Within the project *Combating child labour through education*, work was undertaken to develop and pilot test a new IPEC resource *Skills and livelihoods training, a guide for partners on child labour projects*. This resource seeks to help build capacity of partners to provide training for older children who have reached the minimum age of employment. Although this was developed under the first project, skills and livelihoods training represented a small part of the overall work of that project.
17. The project document for the *Skills and Livelihoods project* indicated that the new project would build on and benefit from the work undertaken and partnerships established by the first project. It said that country level interventions “will in the main build on existing partnerships that IPEC has but may also develop new partnerships with others doing similar work.”
18. It was the wish of the Donor that the project proposal build on the structure and work of the first project in order that work could be developed and programmed within the very short project duration (15 months).
19. The duration of the project *Combating child labour through skills training for older children in rural areas*” is 15 months with a budget of EUR 2'000'000 respectively.
20. The project *Combating child labour through skills training for older children in rural areas* has four **Outcomes/Immediate** objectives:
  - Outcome 1 - Enhanced access to skills and livelihoods training for children aged 14-17 through the development and implementation of training programmes by partners
  - Outcome 2 - By the end of the project the capacity of partners/training providers in the target countries will have been enhanced
  - Outcome 3 - By the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas
21. The development objective of this project is to contribute to eliminating child labour by enhancing access to decent work for children who have reached the minimum age of employment.
22. The project will contribute to broader ILO strategic objectives at the level of Global Products and Country programme Outcomes (CPO) as detailed below.

- Global Product 751 – Strengthened partnerships and innovative approaches to assist member States and social partners to realize the elimination of the worst forms of child labour by 2016.
- Global Product 752 – Promoting decent employment for adolescent workers to avoid hazardous child labour through the application of international labour standards.
- Bolivia CPO - BOL139 - The Bolivian government has policies and programmes for the prevention and elimination of child labour, especially the worst forms.
- Indonesia CPO - IDN101 - Effective implementation of the National Action Plan for the elimination of the worst forms of child labour through second chance education, and especially on child domestic workers.
- Kenya CPO - KEN104 - Capacity of ILO constituents and partners strengthened to effectively address child labour.
- Uganda CPO- UGA151 - National and district development plans and policies and programmes addressing and sustaining gender focused child labour concerns implemented.
- Mali CPO-MLI827 -The tripartite constituents take measures to tackle child labour, targeting the worst forms.

23. The current reported achievements and most significant actions as reported by the management of the two projects are provided in separate Annex I.

24. The logframe of the project is provided in separate document Annex II.

### **Background to the final evaluation**

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

26. Evaluations of ILO/IPEC projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project from implementing agencies to other organisation working on areas related to the project in the individual countries.

27. These projects are going to be evaluated as integrated in one programme given the linkage. Analysis will provide the possibility to read the discussion, conclusions, recommendations and lessons and potential good practice disaggregated by project, while reflection will go toward understanding each one separately, but also how complement each other.

28. The *Combating child labour through education* project was subject to a mid-term review carried out in July 2012.

## **II. Purposes, Users and Scope**

### **Purpose**

29. The main purposes of the final evaluation, at project and program levels are:

- a. Determine project effectiveness at national and states/province levels: achievement of Project objectives at outcome and impact levels and understanding how and why have/have not been achieved.
- b. Identify relevant unintended/unexpected changes effects at outcome and impact levels.
- c. Assess the project implementation efficiency.
- d. Establish the relevance of the project outcomes and the level of sustainability attained.

- e. Provide recommendations regarding relevant stakeholders, building on the achievements of the Project in supporting the NAPs at national and regional level toward the sustainability of the project outcomes and initial impacts.
    - To identify emerging potential good practices for key stakeholders.
    - Based on the experience of the projects, to identify the relevance of the projects to broader ILO work on child labour and the main issues that should be taken up by the ILO in future work
30. The final evaluation should basically attempt to identify how the project has contributed to assessing whether combating child labour through education and through skills training for older children has proven to be an effective strategy; and whether this strategy could be up scaled and introduced in other countries. This would include identifying the limiting constraints of this strategy.

### **Users**

31. The final evaluation should provide all stakeholders (i.e. the regional, national and sub national/local stakeholders such as government, employers and workers, teachers, NGOs, the project management team, the donor and IPEC) with information to assess and revise, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should identify the potential impact on mainstreaming policy and strategies and suggest a possible way forward for the future. Key stakeholders and policy makers should be able to use the evaluation for decision making on replication and upscaling.
32. The users are the involved stakeholders in the countries where the projects are implemented; ILO; Dutch Ministry of Foreign Affairs and the Dutch parliament with specific interest in combating child labour through education and skills training.

### **Scope**

33. The evaluation will focus on the ILO/IPEC projects/programme mentioned above, its achievements and its contribution to the overall national and sub-regional efforts to achieve the elimination of WFCL. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits (i.e. action programmes). In analysing and documenting how outcomes have been achieved or not, an integral step will be the assessment of main activities leading to these outcomes (i.e. their relevance for the outcomes).
34. The evaluation should look at the programme as a whole, including issues of initial project design, implementation, sustainability of outcomes and impact, lessons learnt, replicability and recommendations for current and future programmes.
35. The evaluation should cover expected (i.e. planned) and unexpected results in terms of non-planned outputs and outcomes (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation team should reflect on them for learning purposes.
36. The analytical scope should include identifying levels of achievement of objectives and explaining how and why have been attained in such ways (and not in other alternative expected ways, if this would be the case).
37. The analysis should cover the following levels, with the complementarities of the levels considered:
- education and skills training strategies and models
  - linkages and complementarity between the projects as an evolution and continuation
  - achievements and outcomes of the components and activities of each project at each level

38. As the project has had a focus both on global level outputs/advocacy work and national level outputs/advocacy work, it will be important to consider both the global and national level work of the projects.

### III. Suggested Aspects to Address

39. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Evaluation Policy Guidelines, specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and OECD/DAC Evaluation Quality Standards.
40. More specifically, the review should address the overarching ILO evaluation or review criteria of relevance, effectiveness, efficiency and progress towards sustainability to the extent possible for this type of review and as defined in the ILO Guidelines to Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations.
41. Gender concerns should be addressed in accordance with ILO Guidance note 4: “Considering gender in the monitoring and evaluation of projects”<sup>18</sup> All data should be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the programme should be considered throughout the evaluation process.
42. In line with results-based framework approach used by ILO-IPEC for identifying results at global, strategic and project level, the review will focus on identifying and analysing results through addressing key questions related to the review concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.
43. The specific suggested aspects for the review to address will be established through the consultation process and listed in Annex II.
44. Other aspects can be added as identified by the reviewer team in accordance with the given purpose and in consultation with the Evaluation and Impact Assessment section of ILO/IPEC, which serves as the manager of IPEC evaluations and reviews. It is not expected that the review will address all of the questions detailed in the Annex; however the review must address the general areas of focus. The initial review instrument should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.
45. Below are the main categories that need to be addressed with due consideration of the purpose of the review and the status of the implementation process in individual countries:
- Design and planning
  - Achievements (Implementation and Effectiveness) of Objectives or progress towards this
  - Relevance of the project
  - Progress towards Sustainability
  - Partnerships and linkages
  - Special Aspects to be Addressed

### IV. Expected outputs

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

---

<sup>18</sup> [http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm).

1. Inception report with common evaluation framework: This report based on the Desk review should describe the evaluation instruments, reflecting the combination of tools and detailed instruments needed to address the range of selected aspects. The instrument needs to make provision for the triangulation of data where possible. The report will include the points defined in the EIA Inception Report outline. It will include also the outline of the evaluation report, taking into account the different levels of the project and the distribution of responsibilities within the whole assignment. The Common Evaluation Framework will serve as the basis for the in-country work and should be prepared to provide both cross country findings and analysis as well as country specific analysis. It should be prepared to serve as a guide for the national evaluators.
  2. Quantitative and qualitative data collected in the field for the five countries regarding both education projects.
  3. Stakeholders workshop, as part of the in-country field work to gather collective stakeholder views, present proposed focus of the evaluation as part of full data collection.
  4. Draft evaluation report focussed in both education projects as an integrated programme: the evaluation report should include and reflect on findings from the field work and the stakeholders' workshops. It should cover both the projects as part of a continued process, the work of each project across countries and the work of the project in each of the countries.
  5. Final evaluation report focussed in both education projects as an integrated programme after comments from stakeholders consolidated by EIA and provided to the evaluation team.
47. Draft and Final evaluation reports include the following sections:
- ✓ Executive Summary with key findings, conclusions, recommendations, lessons and good practices
  - ✓ Clearly identified findings
  - ✓ A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
  - ✓ Clearly identified conclusions and recommendations (i.e. specifying to which actor(s) apply)
  - ✓ Lessons learned
  - ✓ Potential good practices and effective models of intervention
  - ✓ Appropriate Annexes including present TORs
  - ✓ Standard evaluation instrument matrix (adjusted version of the one included in the Inception report)
37. The findings, conclusions, recommendations, lessons learned and good practices should specify in which country context they are addressing.
  38. The total length of each report should be a maximum of 30-40 pages. This is excluding annexes; additional annexes can provide background and details on specific components of the project evaluated and/or the countries covered.
  39. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.
  40. The entire draft and final reports (including key annexes) have to be submitted by the evaluation team in English and French (making explicit which language is there master one).

41. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with ILO-IPEC and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of ILO-IPEC. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.
42. The draft reports will be circulated to key stakeholders (project management, ILO/IPEC, ILO Regional, all participants present at the stakeholders' evaluation workshop, donor and others as identified by EIA) for their review. Comments from stakeholders will be consolidated by EIA and provided to the team leader (TL). In preparing the final report, the TL should consider these comments, incorporating as appropriate and providing a brief note explaining the reasons for not doing it when this last case applies.

## **V. Evaluation Methodology**

43. The following is the proposed evaluation methodology. While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by EIA and the Project, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.
44. The evaluation will be carried out, as a first step, through desk review. This activity includes review of appropriate materials, including the project documents, progress reports, outputs of the programme and the projects APs results of any internal planning process and relevant materials from secondary sources. At the end of the desk review period, it is expected that the evaluation team will prepare an Inception report indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by EIA and provided to the Project for input prior to the commencement of the field mission.
45. This evaluation framework will serve as the Common Evaluation Framework for the work in each country.
46. The evaluation will be conducted by an external independent evaluation team consisting of an international team leader and five national evaluation consultants with no prior experience in the project, with experience in project reviews of global projects, evaluation background, experience with policy level work, familiarity with child labour and education, experience from UN system evaluations and reviews and proven ability to conduct and prepared focussed reviews in short duration of time.
47. The evaluation team leader will undertake field visits to programme in Uganda, Kenya, Mali and Indonesia, working with the support of the national consultants for these countries. In Bolivia the national consultant will carry out the country specific evaluation work under the remote guidance of the evaluation team leader.
48. The evaluators will conduct interviews with project partners and implementing agencies, direct beneficiaries (i.e. children) and parents, do observations on the field and teachers and facilitate a workshop toward the end of the field visits in each country.
49. The selection of the field visits locations should be based on criteria to be defined by the evaluation team. Some criteria to consider include:
  - Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than average cases for understanding how process worked and which results have been obtained.

- Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
- Areas known to have high prevalence of child labour.
- Locations next to and not so close to main roads.

50. The national workshops will be attended by key stakeholders (i.e. partners, ILO-IPEC staff), including the donor as appropriate. These events will be an opportunity for the evaluation team to gather further data, to present the preliminary findings, conclusions and recommendations and to obtain feedback. These meetings will take place toward the end of the in-country visit from the team leader in Uganda, Kenya, Mali and Indonesia: and as per agreed schedule for in-country work in Bolivia.
51. The evaluation team will be responsible for organizing the methodology of the workshops. The identification of the participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation TL.
52. The TL has the ultimate responsibility of the whole process. He/she will be responsible for drafting and finalizing the evaluation reports, with support from national consultants. Upon feedback from stakeholders to the draft report, the team leader will further be responsible for finalizing the report incorporating any comments deemed appropriate.
53. The evaluation will be carried out with the technical support of the FPRW- IPEC EIA unit and with the logistical support of the programme offices in the countries.
54. EIA will be responsible for consolidating the comments of stakeholders and submitting them to the TL.
55. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

### Team responsibilities and profile

56. The following outlines the responsibilities of the individual members of the team.

#### 1. Team leader (*International consultant*)

<i>Responsibilities</i>	<i>Profile</i>
<ul style="list-style-type: none"> <li>• Leading desk review of programme documents</li> <li>• Development of the evaluation instrument to serve as the common evaluation framework</li> <li>• Briefing with ILO/IPEC-EIA and IPEC HQ officers in Geneva</li> <li>• Interviews with donor (to be confirmed)</li> <li>• Technical guidance to evaluation team members</li> <li>• Undertake country visit in Uganda, Kenya, Mali and Indonesia.</li> <li>• Remote technical support to work in Bolivia</li> <li>• Facilitate stakeholders' workshop in Uganda, Kenya, Mali and Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Not have been involved in the project.</u></li> <li>• Relevant background in social and/or economic development, in particular related to education and skills training</li> <li>• Experience in the design, management and evaluation of complex multinational development projects, in particular with policy level work, institutional building and local development projects as team leader and at the UN system or other international context as team leader; experience with supervising country level evaluation teams as part of broader evaluation</li> <li>• Relevant sub-regional experience</li> <li>• Experience in the area of children's and child labour issues and rights-based approaches in a normative framework and operational dimension are highly appreciated</li> <li>• Experience at policy level and in the area of education and legal issues would also be appreciated</li> <li>• Experience in the UN system or similar international development experience including preferably international and national development frameworks in particular PRSP and UNDAF</li> </ul>

<ul style="list-style-type: none"> <li>• Draft evaluation reports</li> <li>• Final evaluation reports</li> <li>• Debriefing in Geneva (to be confirmed)</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency in English, Spanish and French is essential</li> <li>• Experience facilitating workshops for evaluation findings</li> </ul>
--	--

## 2. Four National consultants to support international team leader (Uganda, Kenya, Mali, Indonesia)

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

## 3. One National consultants to carry out evaluation work in Bolivia where the international team leader is not participating)

Responsibilities	Profile
<ul style="list-style-type: none"> <li>• Desk review of documents</li> <li>• Contribute to the development of the evaluation instrument</li> <li>• Carry out interviews of stakeholders and field visits in the country</li> <li>• Facilitate stakeholders' workshop</li> <li>• Contribute to the evaluation report through systematizing data collected and providing analytical inputs</li> <li>• Drafting any country specific section or chapter in the evaluation report</li> <li>• Others as required by the team leader</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant background in country social and/or economic development, in particular education</li> <li>• Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects</li> <li>• Relevant country experience, preferably prior working experience in child labour</li> <li>• Experience in the area of children's and child labour issues and rights-based approaches in a normative framework are highly appreciated</li> <li>• Experience facilitating workshops for evaluation findings</li> <li>• Fluency Spanish and working knowledge of English preferred</li> <li>• Knowledge of local languages an asset</li> <li>• Experience in the UN system or similar international development experience desirable</li> </ul>

## Evaluation Timetable and Schedule

55. The total duration of the evaluation process is three months April-June 2015. The tentative timetable is as follows:

Phase	Responsible Person	Tasks	No of days			
			Total	IC	NC <sup>19</sup>	NC Bolivia
I Desk Review	Evaluation team leader	<ul style="list-style-type: none"> <li>- Briefing with ILO/IPEC-EIA HQ</li> <li>- Desk Review of programme related documents</li> <li>- Common Evaluation Framework preparation</li> <li>- Preparation of the Inception report</li> </ul>	10	10	-	-
II Preparation for in-Country	Evaluation team leader and National Consultants	<ul style="list-style-type: none"> <li>- Country specific desk review</li> <li>- Consultations on common evaluation framework</li> <li>- Initial Consultations with programme staff</li> </ul>	30	5	20	5

<sup>19</sup> Uganda, Kenya, Mali and Indonesia.

Phase	Responsible Person	Tasks	No of days			
			Total	IC	NC <sup>19</sup>	NC Bolivia
III In-country work	Evaluation team	- Field visits - Interviews with programme staff and partners - Consultations with girls and boys, parents and other beneficiaries - Workshops with key stakeholders in the countries: sharing of preliminary findings and feedback from participants	81	26	40	15
IV Draft report	Evaluation team leader	- Integrate first draft report (based on consultations from field visits, desk review and workshops)	50	15	28	7
V Comments	EIA	- Circulate draft report to key stakeholders - Consolidate comments of stakeholders and send to team leader	0	-	-	-
VI Second draft and debriefing	Evaluation team leader	- Finalize the report including explanations for comments that were not included	20	4	12	3
<b>TOTAL</b>			<b>190</b>	<b>60</b>	<b>100</b>	<b>30</b>

#### 56. Summary schedule of consultants assignment

<i>Phase</i>	<i>Duration (days)</i>	<i>Dates</i>
I	10	March 30 – April 10
II	5	One week prior field visit
III	34	April 12 – May 16
IV	15	May 17 – May 31
V	12	June 1 – June 12
VI	5	June 15 – June 19

57. Separate country specific schedules are available.

#### 58. Sources of Information and Consultations/Meetings

Available at HQ and to be supplied by EIA	<ul style="list-style-type: none"> <li>• Project document</li> <li>• EIA Guidelines and ILO guidelines</li> </ul>
Available in project office and to be supplied by project management	<ul style="list-style-type: none"> <li>• Progress reports/Status reports</li> <li>• Other studies and research undertaken</li> <li>• Action Programmes</li> <li>• Project files</li> <li>• National Action Plans</li> <li>• Country specific documents</li> </ul>

#### Consultations with:

- Project management and staff
- ILO/HQ and regional backstopping officials
- Partner agencies
- Child labour programs in the country
- Social partners Employers' and Workers' groups
- Government stakeholders (e.g. representatives from Department Labour, Social Development etc.)
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account)
- Parents of boys and girls

- Community members as identified by the project management and evaluation team leader
- Relevant education partners

59. For each country the following has been prepared:

- List of Stakeholders and possible resource persons to interview
- List of country specific documents
- List of project sites to visit
- A tentative programme for the stakeholder workshop as part of “end of project” workshops focusing on next steps

### **Final Report Submission Procedure**

60. The process for both reports is as follows:

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

## **VI. Resources and Management**

### **Resources**

61. The resources required for this evaluation are:

- For the evaluation team leader:
  - Fees for an international consultant for a total of 60 days
  - Fees for DSA in project locations and in Geneva for briefing and debriefing
  - Travel from home residence to Uganda, Kenya, Mali and Indonesia in line with ILO regulations and rules.
  - Travel to Geneva for briefing and de-briefing
- For the national consultants:
  - Fees for national consultants. 25 days each in each country where the international team leader is travelling and 30 days for the country in which the international team leader is not travelling to
  - Fees for DSA in project locations
- For the field phase in each of the five countries:
  - Local travel in-country supported by the project.
  - Stakeholders’ workshops in Uganda, Kenya, Mali, Indonesia and Bolivia.

62. A detailed budget is available separately.

### **Management**

63. The evaluation team will report to IPEC EIA in headquarters and should discuss any technical and methodological matters with EIA, should issues arise.

64. IPEC project officials and the ILO Office will provide administrative and logistical support during the evaluation mission.

- Annex I:** Achievements and most significant activities of the two projects as reported by the project management (*Provided separately*)
- Annex II:** Logframes (*See below*):
1. Combating child labour through education (INT/10/07/NET).
  2. Combating child labour through skills training for older children (GLO/14/14/NET).
- Annex III:** Suggested Aspects to Address (*See below*).
- Annex IV:** Mid-term Review of Combating child labour through education (INT/10/07/NET) Recommendations (*See below*).

## Annex II: Logframes

### 1. Combating child labour through education (INT/10/07/NET)

<i>Project structure</i>	<i>Indicators</i>	<i>Means of verification</i>	<i>Assumptions</i>
<p><b>Development Objective/ Expected Impact</b> The project will contribute to eliminating child labour by enhancing access to education</p>	Reduction of child labour resulting from education programmes	<p>Data on child labour and education</p> <p>Project monitoring records</p>	
<p><b>Immediate Objective 1 / Project Outcome 1</b></p> <p>By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in target countries</p>	<p>Number of education sector plans and programmes in target countries that refer to child labour issues/reaching excluded groups and specify how such initiatives will be taken forward.</p> <p>Evidence of new programme initiatives and budget allocations developed to address child labour and reach excluded groups</p>	<p>Education sector plans</p> <p>Administrative records of Ministry of Education</p> <p>Reports of project monitoring</p>	Timetable for reviewing sector plans and programmes enables adjustments to be made
<p><b>Immediate Objective 2 / Project Outcome 2</b></p> <p>By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour</p>	<p>Knowledge products focussed on education produced as inputs to World Report</p> <p>Number of global and national events that promote the Roadmap and its education components, and the ILO Global Action Plan</p>	<p>Reports and data contained in the annual IPEC Implementation Report</p>	
<p><b>Immediate Objective / Project Outcome 3</b></p> <p>By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced</p>	<p>Evidence of Global Task Force playing an increasingly prominent role</p> <p>Evidence of significant international and national advocacy</p>	<p>Reports of capacity building activities undertaken</p> <p>Reports of meetings discussing education planning (e.g. Education sector group meetings)</p> <p>Reports on major advocacy initiatives</p>	Agreement on ways in which capacity and advocacy needs to be enhanced

<b>Outputs and Activities</b>
<b>Output 1.1 - Programme initiatives to tackle child labour through education are implemented and monitored by education and child labour stakeholders.</b>
<b>Activities</b>
1.1.1 National forum/expert meetings on child labour to identify key issues and plan overall approach
1.1.2 National technical meeting for MOE and MOL participants plus others, to identify detail of programme interventions
1.1.3 Programme interventions
1.1.4 Regular monitoring of child labour and school attendance situation
1.1.5 National review meetings in years 2 and 3
<b>Output 1.2 - Capacity of relevant national partners to promote effective action is strengthened</b>
1.2.1 Capacity building activities planned and implemented with social partners, teachers' trade unions, civil society organisations, Parliamentarians, media and faith based organisations.
1.2.2 Study visits to promote south - south dialogue on tackling child labour through education
<b>Output 1.3 - National reports are produced identifying how existing data and knowledge on child labour can support education planning</b>
<b>Activities</b>
1.3.1 Assessment of existing knowledge and data on child labour
1.3.2 Analysis of existing knowledge and data to develop a practical report on key issues for consideration in education planning
<b>Output 1.4 - An overview report of the national data studies will be produced, providing guidance on good practice in using data on child labour to help inform education planning</b>
<b>Activities</b>
1.4.1 Analysis of national reports
1.4.2 Drafting of overview report
1.4.3 Dissemination of overview report to serve as a resource for all IPEC activities and wider usage by education stakeholders
<b>Output 1.5 - The capacity and knowledge of the education donor group on mainstreaming child labour in education sector plans is strengthened.</b>
<b>Activities</b>
1.5.1 Introduction of the project to the local education sector group
1.5.2 Visits by education sector group representatives to existing and future interventions aimed at tackling child labour
1.5.3 Capacity building training/knowledge sharing activities on ways of reaching children involved in child labour.
<b>Output 2.1 - World Child Labour Report published</b>
<b>Activities</b>
2.1.1 A research plan is prepared for a World Child Labour Report
2.1.2 Research commissioned and developed
2.1.3 Publication of World Report
<b>Output 2.2 - Resources to support training and national level follow up connected to implementation of the Roadmap</b>
<b>Activities</b>
2.2.1 Develop training resources
2.2.2 Make training resources available on line and integrate them in training at national level and in courses conducted at the ILO Turin training centre
<b>Output 3.1 - Capacity of relevant international partners to promote effective action is strengthened</b>
<b>Activities</b>
3.1.1 Strategic support to Global Task Force on Child Labour and Education for All. This may include assistance with policy and advocacy events, inter agency activities, or research.
3.1.2 Activities in conjunction with research and knowledge networks
<b>Output 3.2 - Project promotional and other advocacy support materials produced</b>
<b>Activities</b>
3.2.1 A promotional brochure on the project will be developed and disseminated in hard copy and electronically to key partners at national and international levels.
3.2.2 Video and audio products will be developed to document and promote the project's experience
3.2.3 Support for production of awareness raising materials on the annual World Day against Child Labour
3.2.4 A review of project experiences and good practices

## 2. Combating child labour through skills training for older children (GLO/14/14/NET)

<i>Project structure</i>	<i>Indicators</i>	<i>Means of verification</i>	<i>Assumptions</i>
<p><b>Development Objective/ Expected Impact</b></p> <p>The development objective of this project is to contribute to eliminating child labour by enhancing access to decent work for children who have reached the minimum age of employment.</p>	<p>Children at or above minimum age of work completing training programmes and acquiring decent work</p>	<p>Project monitoring records</p> <p>Reports on labour market outcomes of trainees</p>	<p>Other factors not foreseen do not directly adversely affect the access to decent work through labour market access in the target communities</p> <p>Level of skills attained sufficient to improve employment prospects</p>
<p><b>Immediate Objective 1 / Project Outcome 1</b></p> <p>Enhanced access to skills and livelihoods training for children aged 14-17 through the development and implementation of training programmes by partners</p>	<p>At least two partnerships in each project country delivering training activities.</p> <p>90% of trainees complete training programme</p>	<p>Project monitoring records</p>	<p>The project can identify partners able to deliver training within the required time period</p>
<p><b>Sustainability</b></p>	<p>The programme of skills training delivered under the project will be linked to broader work to raise the issue/needs of skills training for older children within discussions on skills training and rural policy issues. This will improve prospects of future work to support this target age group.</p>		
<p><b>Immediate Objective 2 / Project Outcome 2</b></p> <p>By the end of the project the capacity of training providers in the target countries will have been enhanced</p>	<p>Capacity building workshops completed in each of the project countries</p> <p>Evidence of at least two partners in each country displaying a more comprehensive approach to training, including use of labour market needs assessment and tracking of the labour market outcomes of those trained.</p>	<p>Project monitoring records</p> <p>Records of partners that participate in training analysed as part of the project monitoring system</p>	<p>Partners make effective use of training provided to improve their approaches.</p>
<p><b>Sustainability</b></p>	<p>A significant focus of the project is the need to improve the quality of skills training by use of labour market assessments, careful targeting of potential trainees, monitoring of training, and measurement of labour market outcomes. Improving national capacity on these issues will enhance the sustainability of future work.</p>		
<p><b>Immediate Objective / Project Outcome 3</b></p> <p>By the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas</p>	<p>Evidence of knowledge generated by the project being disseminated nationally and internationally.</p>	<p>Reports of project inputs to national networks discussing TVET</p> <p>Reports on how knowledge generated by the project is used to support international advocacy</p>	<p>Effective implementation of training programmes by partners provides experience on which to draw</p>
<p><b>Sustainability</b></p>	<p>The work of the project will focus attention on the training needs of older children whose needs are often missed in the discussion on skills and employment. The work of the project will be used in international advocacy around the 2015 World Day against Child Labour, ensuring visibility for key messages.</p>		

<b>Outputs and Activities</b>
<b>Output 1.1 - Rapid Assessments of training needs linked to labour market options in communities</b>
<b>Activities</b>
1.1.1 Identification of key partners for rapid assessments and delivery of programme
1.1.2 Meetings with key partners to plan approach
1.1.3 Implementation of rapid assessment
<b>Output 1.2 - Delivery of training activities</b>
<b>Activities</b>
1.2.1 Design of training plan
1.2.2 Implementation of activities in line with training plan
<b>Output 1.3 - Report on labour market outcomes at the end of training</b>
<b>Activities</b>
1.3.1 Trainees assisted in identifying labour market options linked to training
1.3.2 Liaison with potential employers, master trades persons, micro finance providers etc.
1.3.3 Where possible report produced 2-3 months following the training to identify labour market outcome of trainees
<b>Output 2.1 - Report on strengths and weaknesses of each partner/training provider</b>
<b>Activities</b>
2.1.1 Partners assisted to identify strengths, weaknesses and training needs
2.1.2 Development of summary report by each partner prior to initial capacity building workshop
<b>Output 2.2 - Programme of capacity building training implemented</b>
<b>Activities</b>
2.2.1 Capacity building workshops implemented using IPEC resource material
2.2.2 Development of summary reports indicating how capacity has changed over the course of the project period
<b>Output 3.1 - A research study by the inter agency UCW project</b>
<b>Activities</b>
3.1.1 Development of concept note and discussion in inter agency network
3.1.2 Research and publication of report
<b>Output 3.2 - National reports on project experience, policies and programme linkages</b>
<b>Activities</b>
3.2.1 Networking between project and other programmes and initiatives in the area of skills and livelihoods
3.2.2 Regular participation by project staff in TVET groups
3.2.3 Preparation of reports

### **Annex III: Suggested aspects to address**

#### **Design**

- Determine the validity of the project design, the effectiveness of the methodologies and strategies employed and whether it assisted or hindered the achievement of the project's goals as set out in the Project Document (PRODOC).
- Assess whether the project design was logical and coherent:
  - Were the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?
  - Were the linkages between inputs, activities, outputs and objectives clear and logical?
  - Were the different components of the project clearly and realistically complementing each other?
  - Have been the time frame for project implementation and the sequencing of project activities logical and realistic?
- Assess whether the project design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
- Assess the external logic of the project: degree to which the project fits into existing mainstreaming activities that would impact on child labour.
- How well did the project design take into account local, national and sub-regional efforts already underway to address child labour and promote educational opportunities for targeted children and existing capacity to address these issues?
- Analyse whether available information on the socio-economic, cultural and political situation was taken into consideration at the time of the design and whether these were reflected in the design of the project.
- Has the project included a gender dimension?
- To what extent were external factors identified and assumptions identified at the time of design? Have these underlying assumptions on which the project has been based proven to be true?
- Assess whether the problems and needs were adequately analysed.
- Was the strategy for transferring models of intervention, promising practices, and lessons learned clearly defined in the PRODOC (i.e. within APs and for non-project countries)?
- Was the strategy for sustainability of project results defined clearly at the design stage of the project?
- How relevant and useful are project indicators and means of verification for measuring project impacts and outcomes. Do they reflect the combined focus on direct action projects and mainstreaming activities?
- Did the project design fit within and complement existing initiatives by other organizations to combat child labour?
- Did the projects designed under the programme provide clear linkages and complement each other regarding the programme strategies and programme components of intervention?
- Were the linkages between Education project and skills training project's inputs, activities, outputs and objectives clear and logical?
- Was the Education project strategy for increasing the capacity of the skills training project clearly defined?
- Did the project consider appropriately the motivation/drive of older children to be engaged in skills training as alternative for child labour?

## **Effectiveness and efficiency of the project (Implementation of the process and achievement of objectives)**

- Assess whether the project has achieved its immediate objectives. If not, what were the factors that contributed to the project delay and were they justifiable (i.e. shortened length of service)?
- Examine delivery of project outputs in terms of quality and quantity; such as percentage of target group who have completed the skills training
- Assess the efficiency of the project. In general, did the results obtained justify the costs incurred?
- Have unplanned outputs and results been identified and if so, why were they necessary and to what extent are significant to achieve project objectives?
- Assess the project's gender mainstreaming activities (including framework applied)
- How effective were the APs, and research and policy activities, and how are they contributing to the project meeting its immediate objectives?
- How was the capacity of the implementing agencies and other relevant partners to develop effective action against child labour enhanced as a result of project activities?
- How has the project responded to obstacles (both foreseen and unforeseen) that arose throughout the implementation process? Has the project team been able to adapt the implementation process in order to overcome these obstacles without hindering the effectiveness of the project?
- Have there been any changes to external factors and the related assumptions in design?
- Assess the process for documenting and disseminating models: scale-up, lessons, etc.
- How has the strategy being implemented and coordinated? Have there been any changes in strategies?
- What was the possible effect of any significant delays in implementation and to the sequencing of events?
- Were measures adopted by the Project Management to overcome any constraints to implementation?
- How effective were the time spent by project staff working with the relevant government agencies and industry groups been as an approach for getting these groups on board? What has been learned from this process?
- Were appropriate monitoring and evaluation tools developed and were the strategies in place for their utilization, the project work plan and the project monitoring plan (PMP)
- What groundwork was laid to prepare communities for service provision and other project activities? How did communities respond? Were there any unforeseen results that may require adjustments to project strategies?
- Were project partners (government, industry, service providers (NGOs)) able to fulfil the roles expected in the project strategy? Are there any capacity challenges?
- Were the correct linkages made with other ILO project and other projects in the countries?
- Analyse the level and nature of the project's contribution and support to the enabling environment at national and local levels.
- Examine any network that has been built between organizations and government agencies working to address child labour on the national state, and local levels.
- How effective has the project been at stimulating interest and participation in the project at the local, national and sub-regional levels?
- How effectively has the project leveraged resources (e.g., by collaborating with non-IPEC initiatives and other projects launched in support of the NAP process thus far)?
- Assess the relevance of the leveraged resources
- How well has the project coordinated and collaborated with other child-focused interventions supported by other organizations?
- How successful has the project been in mainstreaming the issue of child labour into on-going efforts in areas such as education and poverty reduction?
- How relevant and effective were the studies commissioned by the project in terms of affecting the national debates on child labour?

- Examine how the ILO/IPEC project interacted and possibly influenced national and regional level policies, debates and institutions working on child labour.
- Assess to what extent the planning, monitoring and evaluation tools have been promoted by the project for use at the state and national levels, such as national data collection and poverty monitoring or similar process (such as CLMS).
- Assess the extent to which the ILO/IPEC project has been able to mobilize resources, policies, projects, partners and activities to be part of the NAP.
- Assess the effectiveness of the different action projects implemented and their contribution to the immediate objectives of the project.
- Has the capacity of community local and national levels agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?
- Has the entire target population been reached?
- What kinds of benefits have the target beneficiaries gained?
- How effective were the strategies implemented for child labour monitoring? Are the initiatives on child labour monitoring likely to be sustainable?
- Assess the criteria for selecting beneficiaries and implementing agencies for the projects
- Identify whether actions have been taken to ensure the access of girls, indigenous people, migrant children and other vulnerable groups to services and resources.
- Have been identified lessons from collection and analysis of children and households data collection disaggregated by sex?
- How do the levels of cooperation, team working, roles and linkages among related agencies and networks support the implementation of the project?
- In cases where the action programs linked beneficiaries with existing programs, assess the value-added of the project's interventions.
- Assess the integration of skills training project in the project field activities and outputs (i.e. in education project activities).

### **Potential impact**

- Assess the major high level changes that the project has contributed towards the project development objective at national and local levels.
- Has the project generated unintended impacts on child labour prevention and elimination?
- What are the perspectives of the target group after completion of the skills training?

### **Relevance of the Project**

- Examine whether the project responded to the real needs of the beneficiaries and stakeholders.
- Assess validity of the project approach and strategies and its potential to be replicated and scaled up.
- Assess whether the problems and needs that gave rise to the project still exists or have changed.
- Relevance of project in relation to the national context, normative and regulations on labour and education
- How is this project supporting and contributing towards the formulation of a NAP? How did the strategy used in this project fit in with the national education, agriculture and anti-poverty efforts, and interventions carried out by other organizations (including national and international organizations)?
- How is this project contributing to the DWCP?

## **Sustainability**

- Examine if outcomes would last after project based on the phase out strategy implemented.
- Assess to what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).
- Assess whether these strategies had been articulated/explained to stakeholders.
- Assess what contributions the project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and to encourage ownership of the project to partners.
- Assess project success in leveraging resources for on-going and continuing efforts to prevent and eliminate child labour towards the formulation of a NAP.
- Assess the degree to which the project has worked with a gender perspective, reflected in project design and implementation, with focus on sustainability of project outcomes.

## **Global and Sub regional approach in the projects**

- Assess the effectiveness of the strategic management of both education projects articulated to other thematically linked projects in sub regions
- Have the projects shared lessons from the tested models in the sub region?
- Assess the intervention models developed
- Are these models of implementation valid for scaling-up/replication, either at local, national or sub regional level?

## **Specific Aspects to be addressed**

- How has the project addressed the recommendations of the Mid-term review?
- What has been the progress in applying the Mid-term review recommendations?
- Assess knowledge sharing effectiveness between the project countries?
- Were the education projects well-articulated with other national, private sector and other child labour centred or linked on-going initiatives and project?
- How did the projects integrate with other ILO-IPEC programs and what did this contribute to the overall effectiveness of the project and of the other projects?
- Assess with particular emphasis project achievements in the education sector and in the development and institutionalization of child labour monitoring systems (i.e. articulation with the other ILO IPEC projects in the countries)
- The project began operationally in 2011. What changes have taken place in the international and national context since that have impacted on the project?
- How has the connection between the two projects worked in practice?

## **Annex IV: Mid-term Review of Combating child labour through education (INT/10/07/NET) Recommendations**

1. Extend to which child labour is better reflected in national education sector plans and programmes in 4 target countries

- Decisions must be made regarding project activities in Mali
- More synergies between different APs in each country could be focused upon to ensure AP results are coherent.
- A clear plan for influencing the education planning process should be set out for Uganda, Bolivia & Indonesia
- A no-cost extension is recommended to ensure all Action Programmes and contracts are completed, and a deliberate plan for how country initiatives, tools and good practices influence the wide education planning environment is implemented.
- More in-country capacity building activities bringing the Turin training to the national level required.
- Planning for South-South visits should be initiated soon
- National reports may require translation for use by government stakeholders, or summarised into policy briefs to ensure they are read.
- More guidance may be required regarding how to engage with interagency education donor groups, including how to present and translate new knowledge into context-relevant message for education donor groups.

2. Extent to which through the project, measures have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour (revised)

- Consider developing key message briefs or summary notes for different audience to ensure maximum audience for this important report.
- Ensure Guide complements NAP and Mainstreaming Guides.
- Continue roll-out of the tool on demand, but publicise it widely.
- A mobile policy unit should be set in place to provide policy guidance on demand. The unit should include a roster of ILO-IPEC staff with policy experiences consultants & national experts (who could avail of South-South cooperation funds)

3. Extent to which the capacity of international partnerships and international advocacy on child labour is enhanced

- The project has identified a number of ways to revive work with the GTF, ensuring interest of other international education partners on child labour and education linkages is stimulated.
- Reviving work with the GTF to also be through a focus on many of the project outputs that are just being finalised (Consolidated Report on National Data regarding CL & education; Roadmap Guide; Skills for Youth Training Guide & World Report)
- More visibility regarding child labour and education linkages may be required on webpages (e.g. EI webpage)
- A good practice template should be prepared with criteria for what makes a practice good (using UCW, B. Perrin 2003 methodology)

## Annex B: Field work agendas

### Uganda

	Time	Persons/Institutions	Location/Venue	Key activities
Monday April 12		International Consultant, Rafael Muñoz Sevilla	Arrival Entebbe	Pick up and transfer to Hotel
Monday April 13	08.30	NPC meeting with consultants	ILO Office, Bugolobi	Discussions and clarity on TORs, and logistics and field plans
	11.00am	Ministry of Gender, Labour and Social Development (MGLSD)	Simbamanyo House	Key informant interviews and review of IEC documents
	2.00pm	Ministry of Education, Science, Technology and Sports (MESTS)	Legacy Towers	Key informant interviews and receipt of review documents
	4.00pm	UNATU	Teachers House	Key informant interviews and receipt of review documents
Tuesday April 14	6.00am	Travel to field sites in Mbale	Mbale	Discussion of field visits and protocol
	10.00am	UWESO	Mbale/UWESO Offices	Key informant interviews and review of documents FGDs with VSLAs Visits to schools Field observations
Wednesday April 15	8.00am	Travel back from Mbale to Kampala	Kampala	
	11.00am – 12:00p.m	FUE project field sites	Iganga	Key informant interviews and receipt of review documents
	2.00pm-4p.m	HUYSLINC	Entebbe	Key informant interviews and receipt of review documents Tour of facilities and trainees
Thursday April 16	09.00-15.30h	Stakeholders' workshop	Speke Resort Munyonyo	Workshop sessions and address by the Minister of state
Friday April 17	08.00	Evaluation Team meeting	Kampala	Review of key issues so far identified in Evaluation that need follow up
	10.00	RYDA	Wakiso	Visit of facilities Field trips to placement centres Key informant interviews
Thursday 14 <sup>th</sup>	11:00 am	Telephone interviews with FENU	Kampala	Key informant interviews
Wednesday 20 <sup>th</sup> May	Morning and afternoon	Interviews with National programme officer	ILO Uganda Office	Clarification of key issues and receipt of missing information for the evaluation

## Kenya

Day/Date	Time	Persons/Institutions	Location/Venue
Mon April 20	07.00 - 09.30	Lead Consultant, National Consultant	Drive to Kitui
	09.30 – 10.00	Very brief briefing meeting	KDC office, Kitui
	10.00 – 10.45	Drive to Miambani	Approx. 45 minutes' drive from Kitui town
	10.45 – 12.30	Field visit to Miambani	<ul style="list-style-type: none"> <li>• Visit Do-nou training site/meet youth group members representatives</li> <li>• Visit rural based skills trainees at Miambani Market (tailoring/dressmaking, carpentry)</li> </ul>
	12.30 – 14.15	Drive to Kitui Town	Approx. 45 minutes' drive
	14.15 – 15.45	Site visit in Kitui township	<ul style="list-style-type: none"> <li>• Meet urban based apprenticeship trainees (motor-mechanic, welding)</li> </ul>
	15.45 – 16.00	Drive to Syongila Youth Polytechnic	Approx. 15 minutes' drive
	16.00 – 17.00	Syongila Youth Polytechnic	<ul style="list-style-type: none"> <li>• Meet center based trainees</li> </ul>
	17.00	End of day one/consultants prepare for stakeholders workshop	
Tue April 21	08.45 -09.15	Courtesy call to County Government Counterpart	Mr. Titus Kithome Office
	09.30 – 15.00	Stakeholders workshop	
	15.30 – 18.30	Drive back to Nairobi	
Wed April 22	Morning	Depart to Bamako	

## Mali

N°	Noms et prenom	Structures	Dates et heures	Lieu
<b>Jour 1 - Mercredi 22/04/2015 à 2h40: Arrivée consultant international</b>				
1.	Hamidou CISSE	BIT	22/04/2015 à 16H00	Villa Soudan
2.	Mamadou Boukassoum TRAORE	Consultant National		
<b>Jour 2 - Jeudi 23/04/2015</b>				
3.	Boucary TOGO	Cellule Nationale de Lutte contre le Travail des Enfants (CNLTE)	23/04/2015 à 08H30	Bureau CNLTE
4.	Briefing de sécurité	MINUSMA	23/04/2015 de 10H00-12H00	Bureau MINUSMA
<b>Après-midi</b>				
5.	Mountaga DIARRA	Cellule d'Appui à la Déconcentration et à la Décentralisation de l'Éducation (Ministère Education Nationale)	23/04/2015 à 14H30	Ministère Education
6.	Maouloud Ben KATTRA	Syndicat National de l'Éducation et de la Culture (SNEC) et International de l'Éducation (IE)	23/04/2015 à 16H00	Bourse du Travail
7.	Soumeyla H. MAIGA	Syndicat National de l'Éducation et de la Culture (SNEC) et International de l'Éducation (IE)		

N°	Noms et prenom	Structures	Dates et heures	Lieu
<b>Jour 3 - Vendredi 24/04/2015</b>				
8.	Founèkè KEITA et Drissa BALLO	Direction Nationale de la Formation Professionnelle	24/04/2015 à 09H00	Ministère Education Nationale Bamako
	Madame Sanogo	Agence pour la Promotion de l'Emploi des Jeunes (APEJ)		Bourse du Travail
	Mr. TOLO	Ambassade du Canada (Groupe de Travail des Partenaires techniques et financiers sur l'éducation)	24/04/2015 à 11H00 (à confirmer)	Bureau Ambassade du Canada
<b>Pause Dejeuner à 12H00</b>				
	Moussa CAMARA	Direction Nationale de l'Agriculture	24/04/2015 à 15H00	Direction Nationale de l'agriculture
	Amadou Cheick TRAORE			
	Mohamed SOUMARE	Programme GIPD/FAO	24/04/2015 à 16H30	
<b>Jour 4 - Samedi 25/04/2015</b>				
	Mr. NIAMBELE	Directeur de la Cellule de Planification et de la Statistique (CPS) du Ministère de l'Education	25/04/2015 à 09H00	Ministère de l'Education Nationale
	Tiéoulé DIARRA	Chef de Division CPS		
<b>Jour 5 - Dimanche 26/04/2015 free. Partenaires indisponibles</b>				
<b>Jour 6 - Lundi 27/04/2015</b>				
	Boubacar DEM	Conseil National du Patronat (CNPM)	27/04/2015 à 9H00	Bureau CNPM
	Héry COULIBALY et/ou Sirandou KEITA	Projet FIER	27/04/2015 à 11H00	Bureau Projet FIER/FIDA
<b>Pause dejeuner à 12H30</b>				
	Rencontre avec les partenaires de mise en œuvre du Programme à Ségou (Niono)	ALPHALOG Conseiller Centre d'Animation Pédagogique de Niono Association des Mères d'enfants Elu communal	27/04/2015 à 14H30	Bureau ALPHALOG
	Rencontre avec les partenaires de mise en œuvre du Programme à Sikasso	GRAADECOR Point Focal Travail des enfants Sikasso Association des Mères d'enfants Deux élus communaux	27/04/2015 à 16H00	BIT
<b>Preparatifs Workshop Maison du partenariat à 17H00</b>				
<b>Jour 7 - 28/04/2015: Atelier d'évaluation à la maison du partenariat</b>				

## Bolivia

### Agenda visita Riberalta y Gonzalo Moreno Lunes 27 al 30 de abril, 2015

#### Lunes 27 de abril 2015

Horario	Actividad	Lugar y dirección	Otros – Resp.	Obs.
Hrs. 15:00pm.	Llegada vía Ecoject	Recojo de aeropuerto	Pablo Aguilera CEL. 73966267	
Hrs. 16:00pm	Reunión con FAUTAPO Marco general de trabajo primera y segunda fase	Hotel Avenida	José Luis Castro	Se cumplió con José Luis Castro por enfermedad Sra. Asunta
	Entrevista Jose Luis Castro CEL. 72912171	Hotel Avenida	Ana María Seleme	Se cumplió
	Entrevista Asunta Fariñas CEL. 71131554	Hotel Avenida	Ana María Seleme	Se reprogramó

#### Martes 28 de abril 2015

Horario	Actividad	Lugar y Dirección	Otros – Resp.	Obs.
Hrs.08:00	Gregorio Quiroz, DGy AG, GAMR Responsable de Defensoría CEL. 67270113	Desayuno - Hotel Jomali		Se cumplió
Hrs. 09:00	Subcomisión Amazónica Presentación Avances del Proyecto y ronda de preguntas consultora.	Salón de eventos Hotel Avenida	Asunta Fariñas Carola Jiménez Consultora CEL 73993813	Se cumplió en la reunión de la Subcomisión el día miércoles
Hrs. 13:00- 17:30 pm	Visita de campo a Municipio Gonzalo Moreno	Comunidad Las Piedras	Fautapo	No se cumplió por problemas en el camino entre Riberalta y Gonzalo Moreno.
	Entrevista con Director Distrital. Prof. Feliciano Pessoa CEL. 739900181	Dirección Distrital de Educación		
	Reunión jóvenes	Huerto hortícola		
	Reunión padres de familia – representantes de comunidades	Comunidad Las Piedras		
	Entrevista con Responsable Municipio al de Educación – Robert Leigue CEL. 73152934	Dirección Distrital de Educación		
Hrs. 18:45 pm	Entrevista Lucy Chipunavi, Representante Federación de Fabriles CEL. 67365776	Hotel Jomali		Se cumplió
Hrs. 19:30 pm	Entrevista con Erlan Flores Rep. Zafreros de Pando CEL. 77844512	Hotel Jomali		No pudo llegar a Riberalta

### Miércoles 29 de abril 2015

Horario	Actividad	Lugar y Dirección	Otros – Resp.	Obs.
Hrs. 08:00 am.	Entevisita con Director Distrital de Educación – Prof . Pedro TanaKa CEL.73627232	Oficinas Dirección Distrital de Educación Riberalta		Se cumplió
Hrs. 9:00 am	Visita de Comunidad Esperanza- Carrera de Horticultura. Reunión jóvenes- Docentes	Huerto hortícola Comunidad La Esperanza	Fautapo	Se cumplió
	Reunión padres de familia – representantes de comunidades	Comunidad La Esperanza		Se cumplió
	Visita de Gastronomía, ciudad de Riberalta – Reunión Jóvenes y Docente: Carol Carranza CEL.76879221	CEA San Luis		Se cumplió
Medio día	Almuerzo Andreas Preisig		Fautapo	Se cumplió
<b>TARDE</b> Hrs. 14:30pm	Visita Carrera Confección Textil-, Reunión con Jóvenes y Facilitadora: Zaida Tamo CEL.71147102	Centro de Educación Alternativa Barbarita Paz	Fautapo	Se cumplió
Hrs. 16:00pm	Jefe Regional de Trabajo- Lic. Remberto Crespo	Oficina Regional de Trabajo		Se cumplió el martes en la tarde.
Hrs. 16:45pm	Oficina Defensorial – Lic. Zulma Griselda Soto CEL. 77166964 y Daysi Rivero, Rep. de Niñez y Adolescencia CEL. 67138123	Oficina, Mesa Defensorial de Riberalta		Se cumplió el martes en la tarde
Hrs. 17:30 pm	Entrevista Comisionado TI- Victor Hugo Vargas			No se cumplió por enfermedad.
Hrs. 19:00 pm	Entrevista con Sra. Esther Guzmán, Federación de Zafreros- Prov. Vaca Díez CEL.60216971	Oficinas Federación de Zafreros Vaca Díez		Se cumplió

### Jueves 30 de abril 2015

Horario	Actividad	Lugar y Dirección	Otros – Resp.	Obs.
Hrs. 08:30 am	Entrevista Ex Defensor del Pueblo de Riberalta – Ing. Germán Chapi	Hotel Jomali		Se cumplió
Hrs. 09:30	Lic. Omar Núñez Vela, Cadexnor CEL. 71520767	Oficinas CADEXNOR		No se cumplió por cierre de campaña elecciones gobernador
Hrs. 10:30	Ing. Wilfredo Plaza MAMUNAB	Hotel Jomali		Se cumplió

Agenda - CEMSE – Sucre

Fecha:		dia 1			05-may
Inicio	Fin	Duración	ACTIVIDAD	Responsable	
7:30:00	8:30:00	01:00	Traslado Comunidad del Chaco	Reny Gonzales	
8:30:00	10:00:00	01:30	Entrevistas en U.E. Luis Espinal, con el director Prof. José Barja, estudiantes de las carreras de carpintería	Reny Gonzales, Waldid Marin	
10:00:00	10:30:00	00:30	Traslado Comunidad Surima	Reny Gonzales	
10:30:00	11:30:00	01:00	Entrevistas en U.E. Fray Gabriel Maria Landini, con el director Prof. Basilio Mendoza, estudiantes de las carreras de Agricultura y electricidad.	Reny Gonzales, Waldid Marin	
11:30:00	12:30:00	01:00	Visita y entrevista en el Campo de Aprendizaje a Luis y en lo posible a algunas y algunos estudiantes de Agricultura	Reny Gonzales, Waldid Marin, Luis	
12:30:00	13:30:00	01:00	Almuerzo y traslada comunidad Chuqui Chuqui	Reny Gonzales	
13:30:00	15:00:00	01:30	Entrevistas en U.E. Chuqui Chuqui, con el director Prof. Eliodoro Mamani, estudiantes de las carreras de Agricultura y electricidad.	Reny Gonzales, Waldid Marin	
15:00:00	16:00:00	01:00	Retorno a Sucre	Reny Gonzales	
Fecha:		dia 2			06-may
Inicio	Fin	Duración	ACTIVIDAD	Responsable	
8:00:00	9:00:00	01:00	Traslado al CFIR Vera	Reny Gonzales	
9:00:00	11:30:00	02:30	Entrevistas señora Doris Antelo Directora del CFIR Vera y Ing. Sandro Torrico Director CEA Vera	Reny Gonzales, Waldid Marin	
11:30:00	15:00:00	03:30	Retorno a Sucre y almuerzo	Reny Gonzales	
15:00:00	16:00:00	01:00	Entrevista al Director Distrital de Educación de Sucre Lic. Walter Mallo	Reny Gonzales, Waldid Marin	
16:00:00	16:00:00	00:00	FIN DE JORNADA	Reny Gonzales	
	19:30:00		Viaje a La Paz	OA/RE/WZ	
Fecha:		dia 3			07-may
Inicio	Fin	Duración	ACTIVIDAD	Responsable	
7:30:00	9:15:00	01:45	Traslado Comunidad de K'acha K'acha	Reny Gonzales	
9:15:00	11:15:00	02:00	Entrevistas en U.E. K'acha K'acha, con el director Prof. Hector Rendón, estudiantes de las carreras de agricultura y electricidad.	Reny Gonzales, Waldid Marin	
11:15:00	13:15:00	02:00	Traslado Comunidad La Palma y almuerzo	Reny Gonzales	
13:15:00	14:15:00	01:00	Entrevistas en U.E. La Palma, con el director Prof. Ediberto Pillco, estudiantes de las carreras de Agricultura y electricidad.	Reny Gonzales, Waldid Marin	
14:15:00	15:15:00	01:00	Entrevistas a estudiantes de la carrera de gastronomía	Reny Gonzales, Waldid Marin, Luis	
15:15:00	16:15:00	01:00	Retorno a Sucre	Reny Gonzales	

### Agenda CEMSE – La Paz y El Alto

Hora	Actividad	Instrumento
08:45	Encuentro en CEMSE (Pichincha N° 750)	---
09:00	Entrevista con 3 docentes y una directora Unidad Educativa Liceo de señoritas Venezuela	Miembros de la Comunidad
10:30	Salida Ciudad de El Alto	---
11:00	Entrevista Lic. Wenseslao Marquez responsable de CRP'S	Miembros de la Comunidad
12:00	Entrevista Arq. Guido Espinoza /ex director de la Unidad de Educación El Alto y responsable de escuelas dignas)	Miembros de la Comunidad
13:00	Almuerzo	---
14: 15	Entrevista con 2 docentes y un director de la Unidad Educativa Gualberto Villarroel	Miembros de la Comunidad
15:20	Salida a la Ciudad de La Paz	---
16:00	Entrevista con 2 docentes y una directora Unidad Educativa Dora Schmidt	Miembros de la Comunidad
17:00	Entrevista con el director de la Unidad Educativa Técnico La Paz	Miembros de la Comunidad
17:30	Entrevista con una familia emprendedora	Comunidad Padres
18:00	Entrevista con jóvenes participantes de la formación técnica	Jóvenes
18:30	Entrevista a ex coordinador de CRP's Lic. Erick Ticona	Miembros de la Comunidad
18:30	Entrevista con equipo de salud que trabajara el seguro de salud para niñas, niños y jóvenes trabajadores.	Miembros de la Comunidad
19:00	Cierre de actividades	---

### Indonesia

Day	Time	Persons/Institutions	Location/Venue
Monday May 18	08:00	Michiko Miyamoto	ILO Office
	09:00	Arum Ratnawati	ILO office
	10:00	Dyah Reti	ILO office
	11:00	MoM	MoM office
	14:00	MOE	MOE Office
	16:00	Bappenas	Bappenas Office
Tuesday May 19	07:00	Travel to Sukabumi	By Car
	14:00	Education Office and UPI team	Sukabumi
Wednesday May 20	08:00	One roof school	Sukabumi (remote area)
	14:00	Back to Jakarta	By Car
Thursday May 21	09:00	Stakeholder workshop	Jakarta
Friday May 22	09.30	Meeting with Mitra Imade	ILO office
	10:30	ILO Debriefing	ILO office
	11:30	Meeting with JAKAR	JAKAR Office
Saturday April 23	00:20	Return to Madrid	

## Annex C: List of documents reviewed

1. Combating child labour through education: Project Document (2010)
2. Combating child labour through skills training for older children (2014)
3. Technical progress Reports (2011-2015)
4. Implementation Agreements with Implementing Agencies and progress reports (2012-2015)
5. Combating child labour through education. Final Evaluation. Summary of progress as of March 2015.
6. Combating child labour through skills training for older children, Final evaluation, Summary of progress as at March 2015
7. Mid-Term Review: Combating child labour through education (2012)
8. Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016 (The Hague 2010)
9. Skills and Livelihood Training- A guide for partners in child labour projects. ILO/IPEC Geneva (2013)
10. Media summary of the ILO report *Give girls a chance - Tackling child labour, a key to the future* (Geneva, 2009)
11. ILO Global Report on Child Labour 2010: *Accelerating action against child labour* (Geneva, 2010)
12. ILO Global Report on Child Labour 2013: *Economic vulnerability, social protection, and the fight against child labour* (Geneva, 2013)
13. ILO Global Report on Child Labour 2015: *Paving the way to decent work for young people* (Geneva, 2013)
14. UNESCO: *EFA Global Monitoring Report 2010* (Paris, 2010)
15. UNESCO. *Education for All 2000-2015: Achievements and challenges* (Paris, 2015)
16. *A World at School. Donor scorecard. 2015*
17. *Child Labour & Educational Disadvantage – Breaking the Link, Building Opportunity. A Review* by Gordon Brown (Office of the UN Special Envoy for Global Education, London, 2012)
18. *Implementing the Roadmap for achieving the elimination of the worst forms of child labour by 2016– A training guide for policy makers* (Geneva 2013)
19. *Implementing the Roadmap for achieving the elimination of the worst forms of child labour by 2016 Facilitators guide* (Geneva 2013)
20. *Child Labour and Education for All: A resource Guide for trade unions and a call against Child Labour and for Education for All.* Education International (2013)
21. *Teachers and education unions: Ending child labour. A resource manual for teachers and education unions* Education International (2014)
22. *Combating child labour through education: A summary of a project knowledge sharing workshop* (Turin, 2013)
23. *Skills and livelihoods training for older children: A summary of a project knowledge sharing workshop* (Turin, 2014)
24. *Child Labour and Education for All “A resource Guide for trade unions and a call against Child Labour and for Education for All”.* Education International (2013)

25. Child Labour and Education: Progress, challenges and future directions. ILO-IPEC (2015)
26. Child labour and education in Indonesia ILO-IPEC (Geneva 2012)
27. Child labour and education in Mali ILO-IPEC (Geneva 2012)
28. Child labour and education in Bolivia ILO-IPEC (Geneva 2012)
29. Child labour and education. A review of data from Bolivia, Indonesia, Mali and Uganda. ILO-IPEC (Geneva 2015)
30. Education Policy Briefs Indonesia. ILO-IPEC (Geneva 2015)
31. Education Policy Briefs Mali. ILO-IPEC (Geneva 2015)
32. Education Policy Briefs Uganda. ILO-IPEC (Geneva 2015)
33. Mainstreaming child labour in education sector plans and programmes. ILO (2011)
34. Rapid Assessments of training needs linked to labour market options in communities: Bolivia, Mali, Uganda, Kenya and Indonesia (2014)
35. Workshops reports on Skills and Livelihood Training for older children in Indonesia, Mali, Uganda, Kenya and Bolivia (2014 and 2015)
36. *Findings of the follow-up study on former child labourers trained on entrepreneurship and apprenticeship - The cases of Kisumu and Nairobi cities, Kenya* / International Labour Office, International Programme on the Elimination of Child Labour (IPEC), ILO Country Office for the United Republic of Tanzania, Kenya, Rwanda and Uganda - Nairobi: ILO, 2014.
37. Mainstreaming child Labour concerns in Education sector Plans and Programmes in Uganda MGLSD (2013)
38. Breaking Barriers implementation by UWESO and HUYSLINCI Project report, FENU (2012)
39. Policy briefs, FENU, (2010, 2011, 2012, 2013)
40. Republic of Kenya. National Plan of Action for Child Labour. Published by Ministry of Labour. Nairobi, Kenya(2009)
41. United Nations Economic Commission for Africa UN Data (2015)
42. Republic of Kenya. Basic Education Act 2013. Published by Ministry of Education (2013)
43. Sang A.K. *et al* (2012). Challenges Facing Technical Training in Kenya. Creative Education (2012)
44. Republic of Kenya. Policy for Alternative Provision of Basic Education and Training. Ministry of Education. Nairobi, Kenya (2009)
45. ILO/IPEC Kenya Progress report (July-Dec 2014): Combating child labour through skills training for older children in Kenya. Nairobi, Kenya (2015)
46. Republic of Kenya. Technical and Vocational Education and Training (TVET) Policy. Ministry of Education, Science and Technology. Nairobi, Kenya (2014)
47. Republic of Kenya. Kenya Demographic and Household Survey (KDHS) 2014. Ministry of Devolution and Planning (2015)
48. Republic of Kenya & UN. United Nations Development Assistance Framework for Kenya 2014-2018 (UNDAF). Nairobi, Kenya (2013)

49. Republic of Kenya and UNDP. Skills gap analysis for graduates of youth polytechnics, vocational training centres and out of school youth. Ministry of Youth Affairs and Sports. Nairobi, Kenya (2012)
50. Indonesia: National Projection and Social Development Program 2014-2019. Jakarta: Ministry of National Development Planning. Bappenas (2015)
51. Hakim, A. Pencegahan yang Tidak Massif, Penarikan yang Kecil: Catatan untuk penghapusan perburuhan anak di Indonesia. Paper presented at the Penghapusan Pekerja Anak: Kebijakan dan Kecenderungan Terkini, CSIS Jakarta (2015)
52. Eliminating Child Labour in Indonesia: 20 years of support. Jakarta: ILO Jakarta (No Year)
53. Action Programme Progress Report: January to March 2015. LPKP. (2015)
54. Peta Jalan (Roadmap) Menuju Indonesia Bebas Pekerja Anak 2022. Ministry of Manpower. (2014)
55. Action Program Progress Report: January -March 2015. Paramitra. (2015).
56. Laporan Hasil Studi - Output 4: The impact study is conducted based on the revised pre-vocational program Penguatan Kecakapan Personal dan Sosial Melalui Pendidikan Pravokasional pada SMP Satu Atap untuk Mencegah Putus Sekolah dan Pekerja Anak di Kabupaten Sukabumi. Bandung: UPI, ILO, and Ministry of Education (2014)
57. Mali, Examen national de l'Éducation pour tous (2015)
58. Annuaire statistiques de l'Education Fondamental (2010 to 2013)
59. Pauvreté et arbitrage entre scolarisation et travail des enfants au Mali, Moussa Keita (2014)
60. LE TRAVAIL DES ENFANTS DANS L'AGRICULTURE AU MALI, ETUDE DE CAS DANS LES FILIERES RIZ ET COTON, Rapport Final, IER (2011)
61. Croissance, emploi et politiques pour l'emploi au Mali, Yves Bourdet, Kassim Dabitaou et Aoua Saran Dembéle
62. POLITIQUE NATIONALE DE FORMATION PROFESSIONNELLE, MINISTERE DE L'EMPLOI ET DE LA FORMATION PROFESSIONNELLE, (2009)
63. Pauvreté des enfants et inégalités au Mali, UNICEF, Mali 2008
64. Impacts de la crise socioéconomique et politique 2012 sur les Objectifs du Millénaire pour le Développement au Mali, Ministère de l'Action Humanitaire, de la Solidarité et des Personnes Âgées (2013)
65. Bolivia. Constitución Política del Estado. Gaceta Oficial. Febrero 2009
66. Bolivia. Código Niña, Niño y Adolescente. Ley N° 548 17 de julio 2014. Gaceta Oficial.
67. Bolivia. Ley de la Educación "Avelino Siñani – Elizardo Pérez". Ley N° 070 20 de diciembre de 2010. Gaceta Oficial.
68. El Estado Plurinacional de Bolivia ante el Comité de los Derechos del Niño. Cuarto Informe Periódico. Unicef. Agosto 2012.
69. Inspección del trabajo infantil y adolescente en Bolivia. Guía para la acción de Jefes e Inspectores del Ministerio del Trabajo, Empleo y Previsión Social. Noviembre 2009
70. Iniciativa Regional. América Latina y el Caribe libre del trabajo infantil.
71. Enfrentando las peores formas de trabajo infantil a través de la educación. MTEPS, IPEC-OIT. 2014

72. Sistematización de la experiencia. Derechos y oportunidades educativas para adolescentes vinculados a la zafra de la castaña. MTEPS, Subcomisión Amazónica para la eliminación progresiva del Trabajo Infantil, FAUTAPO. Octubre 2013.
73. Modelo educativo. Protección socioeducativa para adolescentes en desventaja social y vinculados a trabajos peligrosos. Sistematización. MTEPS, OIT, Fundación Arco Iris. 2013
74. Sistematización de la experiencia. “Educación emprendedora y técnico productiva para adolescentes trabajadores” MTEPS, Ministerio de Educación, IPEC – OIT – CEMSE. 2012 – 2013.
75. Proyecto de Vida con espíritu emprendedor. Diseño curricular para el Nivel Secundario. CEMSE – Save the Children. 2009.
76. Sistematización experiencia de formación de Facilitadores SCREAM. Centro de Promoción de la Mujer Gregoria Apaza. El Alto, 2013.
77. Formación sobre competencias y medios de subsistencia. Guía para socios en proyectos sobre trabajo infantil. IPEC – OIT. 2013

## Annex D: List of persons interviewed

Inception phase		
Person	Organisation	Position/Department
Corinne Vargha,	ILO-Geneva	Head of FPRW Branch
Patrick Quinn	ILO-Geneva	Project CTA
Gurchaten Sandhu	ILO-Geneva	Project Technical Support Officer
Peter Wichmand	ILO-Geneva	IPEC Evaluation and Impact Assessment unit , FPRW-IPEC
Maria Arteta	ILO-Lima RO	Deputy Director, ILO Office for Andean countries
Chris de Nie	The Neederlands Ministry of Foreign Affairs	Senior Advisor Capacity Building and Skills for Food Security and Water Inclusive Green Growth Department
Dominique Marlet	Education International - Skype	
Giselle Mitton	ITC Turin-Call	

Field phase – National stakeholders - Uganda		
Organisation	Persons interviewed	Position/Department
Ministry of Gender Labour and Social Development (MGLSD)	Bernard Mujuni	Assistant Commissioner- Labour inspectorate
Ministry of education, science, sports and Technology(MOESST)	Dr. MukagaLusambu, C.T	Assistant Commissioner - Primary education
MOESTS	Byakatonda Patrick	Ag. Assistant commissioner- Business education
MOESTS	Kateme Elizabeth	Ag.Principal Education officer- Business education
MOESTS	Oketcho Christopher	Assistant Commissioner- special needs education
MOESTS	Ngobi Joseph	Senior Communications officer- MOESST
MOESTS	Stella Mukyala	PRO Officer
MOESTS	FaustinMisambu	Communication information and education. radio and TV Consultant
Uganda National Teacher's Union (UNATU)	Kirere Ben	Research, M&E Officer-
UNATU	Winnie Namata	Communication officer
UNATU	Dorothy Baluka	Regional representative- central region
UNATU	Juliet Wajega	Deputy Secretary General
UNATU	Robert W	Programme officer
Uganda women efforts to save orphans(UWESO)	Silvanus Bob Turyamwijuka	Head of programmes
UWESO	Eddie Wambewo	Child protection Manager
UWESO	Brian Byamukama	Community Based trainer
Nyondo Primary school, Mbale	Wabomba Cuthbert	Headteacher
Nabiiri primary school, Mbale	John Wafulo M	Headteacher
Nabiiri primary school, Mbale	Wachaya Fred	Chairman, SMC

Field phase – National stakeholders - Uganda		
Organisation	Persons interviewed	Position/Department
Nabiiri primary school, Mbale	Munyole Elisha	Member of SMC
Nabiiri primary school, Mbale	Wabyanga John	Chairman, PTA
UWESO	Welishe Joshua	CBT
HUYSLINCI	Moses Matovu	Executive Director
HUYSLINCI	Kiwanuka Christopher	Programme Coordinator-
HUYSLINCI	Ahmed Kibirige	M&E Officer
HUYSLINCI	Babirye Rebecca	Social Worker
RYDA	Luyimbaz Hassan	Finance Assistant
RYDA	Christopher Babiha	M&E officer
ILO Uganda	Jackie Banya	National Programme Officer-
FENU	Fred Mwesigye	National Coordinator
FUE	Harriet Auma	Programme officer

National evaluation workshop participants - Uganda		
Organisation	Persons	Position/Department
Federation of Uganda Employers	Auma Harriet	Programme officer
Uganda Women's Effort to Save Orphans	Wambewo Eddie	Social protection manager
RYDA	Susan Liz	Project Coordinator
OCBO	Kalungi John G	
Ministry of Gender, Labour and Social Development	Luyiga Susan	
RUDMEC	Kizito Hamidu	
FENU	Fred Mwesigye	Executive Director
Ministry of Education, Science, Technology and Sports	Okecho C.W	Assistant Commissioner
Ministry of Education, Science, Technology and Sports	Mugerwa Catherine	
HUYSLINC	Moses Matovu	Executive Director
MAAIF	Sharon Kwagala	Human Resource Officer
FUE	Francis Katende	
MGLSD	Mujuni Benard	
NIU/OVC	Magall Moses	Head
	Harriet Luyima	Former Manager Child Labour Unit
MGLSD	Mr. Katula Yusuf	
NOTU	Mr Antony Turyahebwa	
Child to child Kyambogo University	Ms. Gloria Gera	Head
National Council for Children	Martin Kiiza	Secretary General
National programme coordinator	Jackie Banya	
National Consultant	Grace Maiso	
International Consultant	Rafael Munoz	
Admin. Support	Passy Mukasa	

Field phase – National stakeholders - Mali		
Organisation	Persons Interviewed	Position/Department
Cellule Nationale de Lutte contre le Travail des enfants (CNLTE)	Mariam Baguiya	Chef Division Suivi/Evaluation
Cellule Nationale de Lutte contre le Travail des enfants (CNLTE)	Boucary Togo	Directeur
Syndicat National de d'Education et de la Culture (SNEC)	Soumaila H Maiga	Coordinateur ZLTTE
Syndicat National de d'Education et de la Culture (SNEC)	Aboubacrine Cisse	DFR
Syndicat National de d'Education et de la Culture (SNEC)	Malick Traore	
Syndicat National de d'Education et de la Culture (SNEC)	Assoura Mahamane	
Syndicat National de d'Education et de la Culture (SNEC)	Maouloud Ben Kattara	Président du SNEC
Cellule d'appui de concentration et décentralisation de l'Education	Mountaga Diarra	
APEJ	Mme SanogoKadidia Coulibaly	Chargée de l'insertion
APEJ	M. Adama DIARRA	Chef département entrepreneuriat jeunes
Ambassade du Canada	Hamadoun Togo	Conseiller technique
DNA	Moussa Camara	Directeur
DNA	Amadou Cheick Traore	Formateur, Chef de Division Enseignement Agricole et Animation Rurale
CNPM	M. Boubacar Dem	Chef de service Archives et documentation, Point focal
Projet FIER-Bamako	Makono Coulibaly	Expert insertion
Projet FIER-Bamako	Mme Djime Kadiatou Kane	
ALPHALOG	Fousseyni Sogoba	Animateur
ALPHALOG	Seydou Diakite	Coordinateur
ALPHALOG	Baidy Dem	Responsable ESD
ALPHALOG	Modibo Diarra	Coordinateur
ALPHALOG	Souleymane Traore	Chargé de projet
Commune de Niono	Mme Coulibaly Soundié Fane	3 <sup>ème</sup> adjoint
Commune de Niono	Djénéba Dembele	Bénéficiaire d'AGR
CAP Niono	Drissa Diallo	Conseiller
Intercommunalité NUPANGAGNON, Sikasso	Daouda Kone	Maire
Intercommunalité NUPANGAGNON, Sikasso	Aminata Berthe	Bénéficiaire
GRAADECOS	Dramane Bagayoko	Coordinateur
GRAADECOS	Fousseyni Dembele	Directeur
GRAADECOS	Kassim Bengaly	Président
DRT, Sikasso	Yacouba Berthe	Point focal Travail des Enfants

National evaluation workshop participants - Mali		
Organisation	Persons	Position/Department
Cellule Nationale de Lutte contre le Travail des enfants (CNLTE)	Mariam Baguiya	Chef Division Suivi/Evaluation
Cellule Nationale de Lutte contre le Travail des enfants (CNLTE)	Boucary Togo	Directeur
	M'Baye Adiaratou Dlop	
Syndicat National de d'Education et de la Culture (SNEC)	Soumeïla H Maïga	Coordinateur ZLTTE
Syndicat National de d'Education et de la Culture (SNEC)	Malik Traore	Chargé de la formation et éducation
Cellule d'appui de concentration et décentralisation de l'Education	Mountaga Diarra	
APEJ	Mme Sanogo Kadidia Coulibaly	Chargée de l'insertion
APEJ	M. Adama Diarra	Chef département entrepreneuriat jeunes
Ambassade du Canada	Hamadoun Togo	Conseiller technique
DNA	Amadou Cheick Traore	Chef de Division Enseignement Agricole et Animation Rurale
CNPM	M. Boubacar Dem	Chef de service Archives et documentation, Point focal
Projet FIER	Makono Coulibaly	Expert insertion
Projet FIER	Mme Djime Kadiatou Kane	
ALPHALOG	Fousseyni Sogoba	Animateur
ALPHALOG	Seydou Diakite	Coordinateur
ALPHALOG	Baidy Dem	Responsable ESD
ALPHALOG	Modibo Diarra	Coordinateur
ALPHALOG	Souleymane Traore	Chargé de projet
Commune de Niono	Mme Coulibaly Soundié Fane	3 <sup>ème</sup> adjoint, Bénéficiaire Association Mère enfant
Commune de Niono	Djénéba Dembele	Bénéficiaire d'AGR
CAP, Niono	Drissa Diallo	Conseiller
Intercommunalité NUPANGAGNON, Sikasso	Daouda Kone	Maire, Commune Lobougoula Sikasso
Intercommunalité NUPANGAGNON, Sikasso	Aminata Berthe	Bénéficiaire Association des parents des enfants
GRAADECOS	Dramane Bagayoko	Coordinateur, Formation insertion des enfants
GRAADECOS	Fousseyni Dembele	Directeur
GRAADECOS	Kassim Bengaly	Président
DRT, Sikasso	Yacouba Berthe	Point focal, Travail des enfants
Equipe de Constants	Rafael Munoz	Consultant, TL
Equipe de Consultants	Mamadou B Traore	Consultant National
BIT-IPEC, Projet Dutch	Hamidou Cisse	CNP
UNICEF	Moussa Sogoba	Child Protection Officer
DNPEF	Ibrahima Alassane Cisse	Chef section Législation
Direction de l'Enseignement Fondamental	Youssouf Sidibe	
DNE	Mountaga H Diallo	Chef de Section
DNFP	Fouméké Keita	Certification et validation des acquis de l'expérience
DNT	Aboubacar Camara	Chef de service
MEN	Mountaga Diarra	Chargé d'étude et de développement
ENDA-Mali	Seckna Bagayoko	

Field phase – National stakeholders - Kenya		
Organisation	Persons Interviewed	Position/Department
ILO Kenya	Minoru Ogasawara	Technical Adviser
ILO Kenya	Bernard Kiura	National Program Coordinator
Kenya Institute for Curriculum Development (KICD)	Charles Mwambia	Chief Curriculum Development Officer, Basic Education
Ministry of Education	Lilian Ayako Otwoma	Principal youth training officer, youth training
Kitui Development Centre	Ms. Janet Syombua MUMO	Programme coordinator/ Director
Ministry of Labour, Social Security and Services	Mr. James Ndegwa NDIHO	Assistant Labour Commissioner, Head of Child Labour Division

National evaluation workshop participants - Kenya		
Organisation	Persons	Position/Department
Central Organization of Trade Union (COTU)	Anthony Githinji	Project Officer
Child Fund (NGO)	Jemimah Nzeki	Programs Officer
CSO	Rev Jackson Kilunda	CSO Rep
Federation of Kenya Employers (FKE)	Isaac Kiema	Program Manager
ILO	Minoru Ogasawara	Technical Adviser
ILO	Bernard Kiura	National Program Coordinator
Kenya Institute of Curriculum Development (KICD)	Charles Mwambia	Chief Curriculum Developer
Kitui Development Centre	Janet Mumo	Team Leader
Ministry of Labour, Social Security and services	James Ndiho	Child Labour Division
Mulango Youth Polytechnic	Muraya Kirira	Instructor
National Police Service	Shamsa Abedi	Police Inspector
Nzanghithi youth apprentice training centre	Muntho Mbingu	Instructor
SY Youth Training	Winfred M. Kasaki	Instructor
Kitui Development Centre	Mutisya Mulanga	M&E Officer
Kitui Development Centre	Esther Maithya	OVC Programs
Kitui Development Centre	Daniel Makau	CSDP
Kitui Development Centre	Crack Munyao	Program Accounts
Kitui Development Centre	Shiela Ndida	Communications Officer
Kitui Development Centre	Reginah Kavui	Admin Secretary
Kitui Development Centre	Alice Zakayo	Poultry Production
Kitui Development Centre	Agnes Kanya	Child Labour program
Kitui Development Centre	Roselyne Zawadi	Rescue Centre
Kitui Development Centre	Jubilant Kasimu	Child Labour program
Evaluator	Samuel Munywiny	National Consultant
Evaluator	Rafael Muñoz	International consultant

Field phase – National stakeholders - Indonesia		
Organisation	Persons Interviewed	Position/Department
Ministry of Manpower	Budi Hartawan	Director, Directorate of Norms Supervision for Women and Child Workers
Ministry of Education	Fathurahman	Staff, Directorate of Basic Education
National Development Planning Agency	Rahma Iryanti	Deputy for Poverty, Labor, and Small & Medium Enterprises
ILO	Michiko Miyamoto	Deputy Director/Officer in charge
	Dyah Retno P. Sudarto	Program Officer
	Arum Ratnawati	CTA Promote – Decent work for domestic workers project
	Fasrul Abbas	National Project Officer – Combating child labour through education & skill projects
EDC	Dede Shinta	Former National Project Officer – Combating child labour through education & skill projects
UPI	Dr. Yusi Riksa Yustiana	Researcher
	Dadang Sudrajat	Researcher
	Hamzah	Data collector
Education Project – Sukabumi (West Java)	Muhammad Solichin	Head of Junior High School Division, Education Office, Sukabumi
	Widodo	Project Coordinator
	Euis	Teachers Facilitator
Skills-Training Project – East Java (Bojonegoro, Pasuruan, Malang)	Abdul Syukur	Program Coordinator, UPKP
Skills-Training Project – East Java (Blitar & Lamongan)	Nurhadi Musa	Executive Director, Paramitra Foundation
Mitra Imadei	Iswanti	Director
	Dewi	Project Coordinator
	Rohimah	Field staff
JARAK	Marzuki	Director

National evaluation workshop participants - Indonesia		
Organisation	Persons	Position/Department
Education Office (Sukabumi)	Widodo	Program Coordinator
	Ujang Hidayat	Inspector
UPI	Dadang Sudrajat	Researcher
	Dr. Yusi Riksa Yustiana	Researcher
Paramitra Foundation (Malang)	Nurhadi Musa	Executive Director
Manpower Office (Blitar)	Herman Widodo	Staff
Manpower Office (Bojonegoro)	Joko Santoso	Staff
LPKP	Abdul Syukur	Program Coordinator
Ministry of Manpower	Tatang Satria	Section Head, Protection of Child Labour
YKAI	Winarti S.	Director
Mitra Imadei	Iswanti	Director
	Rina Sardewi	Program Coordinator
JARAK	Marzuki	Director
	Titin Kustini	
UNICEF	Suhaeni Kudus	Education Specialist
Bappenas	Yeni F	Directorate of Manpower
Bappenas	Adhi R. Prana	Directorate of Manpower
PGRI	Dian	Deputy of general secretary
ILO	Reti Dyah Sudarti	Program Officer
	Michiko	Officer in charge

Field phase – National stakeholders - Bolivia		
Organisation	Persons Interviewed	Position/Department
Ministerio de Trabajo, Empleo y Previsión Social	Yuri Callisaya M	Jefe de la Unidad de Derechos Fundamentales
Ministerio de Trabajo, Empleo y Previsión Social	Remberto J. Crespo Arze	Delegado – Riberalta
OIT	María Arteta	Directora Adjunta OIT. Oficina Países Andinos. Punto Focal Proyecto
OIT	RouzenaZuazo L	Coordinadora OIT, La Paz
Gobierno Autónomo Municipal – Ciudad de El Alto	Joaquin CondoriCondori	Subcalde Distrito 3
Gobierno Autónomo Municipal – Ciudad de El Alto	Wenceslao Márquez Quispe	Administración General de Espacios
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Nora Mengoa Pannels	Coordinadora General
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Fernando Taboada Villarroel	Coordinador El Alto
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Albertina Limachi Callata	Equipo técnico del Proyecto
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Eliana Mónica Ticono Inca	Equipo técnico del Proyecto
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Verónica Silvera Gutiérrez	Equipo técnico del Proyecto
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Diego Chipana López	Facilitador Gastronomía
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Marco Antonio Pinaya	Facilitador Diseño Gráfico
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	María C.	Microempresario que apoya con sus negocios para prácticas laborales
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Alí Q.	Microempresario que apoya con sus negocios para prácticas laborales
Centro Boliviano de Investigación y Acción Educativa – CEBIAE	Ramiro Salgado Mamani	Microempresario que apoya con sus negocios para prácticas laborales
Centro Boliviano de Investigación y Acción Educativa – CEBIAE		Directores de Unidades Educativas
Centro Boliviano de Investigación y Acción Educativa – CEBIAE		Jóvenes
Centro Boliviano de Investigación y Acción Educativa – CEBIAE		Madres
Centro de Multiservicios Educativos – CEMSE	Federico Escobar Loza	Director Nacional
Centro de Multiservicios Educativos – CEMSE	Carlos Vacaflor Gonzales	Coordinador Sucre
Centro de Multiservicios Educativos – CEMSE	Olga Ferreira Villarroel	Coordinadora El Alto
Centro de Multiservicios Educativos – CEMSE	Jimena Gutiérrez Morón	Equipo Salud La Paz
Centro de Multiservicios Educativos – CEMSE	Alfredo Marcelo Gómez Quispe	Equipo Salud La Paz
Centro de Multiservicios Educativos – CEMSE	Marleny Narváez Jiménez	Equipo Salud La Paz
Centro de Multiservicios Educativos – CEMSE	José Luis Quisbert Lima	Facilitador Carrera de electricidad (Sucre)
Centro de Multiservicios Educativos – CEMSE	Luis Cáceres Vedia	Facilitador Carrera Agronomía
Centro de Multiservicios Educativos – CEMSE	Waldid Marín Guzmán	Ex coordinador del Proyecto Sucre

Field phase – National stakeholders - Bolivia		
Organisation	Persons Interviewed	Position/Department
Centro de Multiservicios Educativos – CEMSE	Wilson Camacho Barron	Facilitador Carrera Carpintería. Profesor Artes Plásticas
Centro de Multiservicios Educativos – CEMSE	Constancio Vela Quispe	Presidente Junta Escolar
Centro de Multiservicios Educativos – CEMSE	Lucila Zurita Casillas	Secretaria Junta Escolar
Centro de Multiservicios Educativos – CEMSE	Goyo Murillo Ayllón	Secretario General de la Comunidad La Palma
Centro de Multiservicios Educativos – CEMSE		Directores de Unidades Educativas
Centro de Multiservicios Educativos – CEMSE		Jóvenes
Centro de Multiservicios Educativos – CEMSE		Madres y padres
Direcciones Distritales de Educación	Pedro Tanaka Lens	Director Distrital de Educación Riberalta
Direcciones Distritales de Educación	Hirma Cabrera Condori	Técnica. Sucre
Centro de Formación Integral Rural “Vera” – CFIR “Vera”	María Doris Antelo Román	Directora
Centro de Formación Integral Rural “Vera” – CFIR “Vera”	Miguel Lucas Gonzales	Director de la Unidad Educativa Doroteo Hernández
Centro de Formación Integral Rural “Vera” – CFIR “Vera”	Juan Sandro Torrico Salguero	Director del CEA “Vera”
Fundación Arco Iris	Ciro Trujillo Velasco	Coordinador del Centro Juvenil y Proyecto OIT
Fundación Arco Iris	David Víctor Flores Vásquez	Facilitador del Proyecto OIT
Fundación Arco Iris	Fernando Ponce Poma	Presidente Junta Escolar Macrodistrito Educativo
Fundación Arco Iris		Directores de Unidades Educativas
Fundación Arco Iris		Docentes de Unidades Educativas
Fundación Arco Iris	Juan José Medrano Román	Estudiante
FAUTAPO	Andreas Preisig	Gerente
FAUTAPO	José Luis Castro Mojica	Coordinador Amazónico
FAUTAPO	Asunta Fariñas Lavadenz	Técnica de Área
FAUTAPO	Carola Jiménez Moreno	Consultora
FAUTAPO	David Espino Paucara	Facilitador de Agronomía
FAUTAPO	Carol Carranza Vásquez	Facilitadora Gastronomía
Defensoría del Pueblo – Riberalta	Deysi Riveros Rocha	Unidad Niño, Niña y Adolescente. Defensoría del Pueblo
Defensoría del Pueblo – Riberalta	Zulma G. Soto Galarza	Representante de la Defensoría del Pueblo
Defensoría del Pueblo – Riberalta	Germán Chapi Y.	Ex Representante de la Defensoría del Pueblo
Gobierno Autónomo Municipal – Ciudad de Riberalta	Gregorio Quiróz Claros	Director de Género y Generacional
Federación de trabajadores Fabriles – Riberalta	Lucy Chipunavi Cortez	
Federación de Zafreros de la Castaña –Riberalta	Esther Guzmán Molina	
Federación de Zafreros de la Castaña –Riberalta	Belarmino Solano Rojas	
Mancomunidad de Municipios del Beni	Wilfredo Plaza N.	

National evaluation workshop participants - Bolivia		
Organisation	Persons	Position/Department
FAUTAPO	José Luis Castro Mojica	Coordinador Amazónico
CEMSE	Milton Mancilla Mostacedo	Joven participante 1° Fase
MTEPS – Potosí	Tatiana Mejía León	
Gobierno Municipal Riberalta	Gregorio Quiroz	Dir. Género y generacional
CEMSE – Sucre	Luis Cáceres Vedia	Facilitador Agronomía
CEMSE – El Alto	Olga Ferreira V.	Coordinadora
CEBIAE – El Alto	Claudia Huanca Mamani	Joven participante 2° Fase
CEMSE	Federico Escobar Loza	Director General
CEBIAE – El Alto	Verónica Silvera Gutiérrez	Técnico académico
Gobierno Municipal – El Alto	Wenceslao Márquez Quispe	Responsable CRPs
Fundación Arco Iris	Daniel Flores Vásquez	Facilitador
CEMSE – La Paz	Alondra Ortega Ticona	Joven participante 1° Fase
CEMSE – La Paz	Daniela Calderón Morales	Joven participante 1° Fase
Riberalta	Janneth Virginia Cavinaz Q.	Directora ITHAF y COTHAF
FSUTCB – Riberalta	Esther Guzmán Molina	Miembro Federación
UNICEF	Paola Vázquez A.	Funcionaria
CEMSE - Sucre	Marlene Choque Paco	Joven participante 2° Fase
CEMSE – La Paz	NardaYukiko Rueda Zahana	Facilitadora
CEMSE – Sucre	José Luis Quisbert Lima	Facilitador
CIT	Vania Carol Paredes	
Dir. Distrital Educación – Sucre	Hirma Cabrera C.	Profesional
Sucre	José Barda P.	Director U.E. “El Chaco”
MTEPS – Potosí	Oscar Gamarra C.	
MTEPS – DD. Fundamentales	Yuri Callisaya M.	Jefe Unidad
U. E. Los Tajibos	Oscar David Lens Soletto	
MTEPS – Riberalta	Víctor Hugo Vargas Mancilla	Sub CEPTI
Riberalta	Pedro Tanaka Lens	Director Distrital de Educación
CEBIAE	Nora Mengoa P.	Coordinadora General
CEBIAE – El Alto	Jorge Álvarez Juchani	Joven participante 2° Fase
CEBIAE – El Alto	Cristian Tintaya Mullisaca	Joven participante 2° Fase
Municipio El Alto	Eric Ticona Mendoza	Exresponsable Escuelas Dignas
Gonzalo Moreno	Feliciano Pessoa Terrazas	Director Distrital de Educación
MTEPS	Asteria Coero Rodríguez	
MTEPS – Tarija	Norma Alfaro	Inspectora CEPTI
Fundación Arco Iris	Ciro Trujillo Velasco	Coordinador
Riberalta	Juan Manuel Rodríguez A.	Dirección Deptal. de Educación
CEBIAE	Rolando Yanapa	Director General
Municipio El Alto	Joaquín Condori Condori	Subcalde Distrito 3
Municipio El Alto	Susan Aruquipa Mamani	Subalcaldía Distrito 3
Ministerio de Educación	Roxana Zaconeta M.	
La Paz	Lidia Rodríguez	Defensoría del Pueblo

The evaluators also interviewed/met with numerous Local and District representatives; community members, children, parents and schools teachers and principals in both countries.

**ILO-FPRW/IPEC**

**Independent Final Evaluation**

**“Combating child labour through education”  
and  
“Combating child labour through skills training for older  
children”**

**“Dutch Education Projects”**

**Inception report**

**April 2015**

## 1. INTRODUCTION

---

The Independent Evaluation will be conducted by the independent evaluation team, coordinated by the Evaluation **Team Leader under the overall supervision of the IPEC-EIA at ILO Headquarters**. The Evaluation Team Leader has developed the *inception report with common evaluation instruments* (evaluation matrix, in-countries sample agendas, interview guides; national workshops...). This Inception Report was conceived as a guide to the proposed approach, methods and the issues and themes to be studied. During the evaluation process the evaluators might adapt the methodology and instruments according to the different countries, contexts, informants and needs.

## 2. BACKGROUND AND CONTEXT

---

The aim of ILO-IPEC is the progressive elimination of child labour, especially in its worst forms. The political will and commitment of individual governments to address child labour—in cooperation with employers' organizations, trade unions, non-governmental organizations and other relevant parties in society—is the basis for ILO-IPEC action. ILO-IPEC's strategy includes raising awareness on the negative consequences of child labour, promoting social mobilization against it, strengthening national capacities to deal with this issue and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child labourers from hazardous work and provide them with appropriate alternatives.

The ILO Conventions on child labour recognise the importance of access to education and IPEC's work has increasingly sought to link efforts to tackle child labour with efforts to tackle the barriers to education. At the same time there has also been recognition within the Education for All movement (EFA) that if international development targets on education are to be met, a determined effort is required in order to reach the hardest to reach children, including those in child labour.

The world's child labourers face varying degrees of disadvantage in relation to accessing education. Some have no access. Others may have access but struggle to combine work and school commitments, very often resulting in early drop out from school. An expert meeting on child labour and education hosted by the Netherlands Ministry of Foreign Affairs (MOFA) in November 2009 considered the interrelationship between child labour and education. The meeting heard that many children are pushed into work because they cannot access education or because education is of a poor quality, inaccessible or irrelevant. To make progress strategies aimed at tackling barriers and extending access of good quality education are required. On the other hand, children are often pulled from school and into work as a result of household poverty, socioeconomic shocks, and social and cultural norms including discrimination against girls and marginalised groups. Countering the pull factors requires solutions that go beyond the education sector including social protection and other anti-poverty strategies so that all families, including the poorest, are able to send children to school.

The ILO report “Marking progress Against Child Labour” highlighted the fact that progress is being made in reducing child labour but that there is a need to reinforce action in many areas, in particular in agriculture. The ILO report drew attention to the continuing challenge of child labour in agriculture. The majority of the estimated 168 million children in child labour – almost 60% -work in agriculture. Low family incomes and food insecurity lead to children working in crop and livestock production, in fisheries and forestry. Almost 70% are unpaid family workers. Girls are particularly disadvantaged as they often undertake household chores following work in the fields.

Three-quarters of the world's poorest people rely on agriculture to feed themselves and their families. Many small-scale farmers in the developing world cannot grow enough food to sell or even eat, and depend on their entire families, including their children, to participate in economic activities simply to meet daily subsistence needs. The participation of children in certain agricultural tasks may compromise their development by exposing them to occupational safety and health hazards and by denying them educational opportunities.

Children work in crop and livestock production, in fisheries and forestry. Almost 70 per cent are unpaid family workers. Girls are particularly disadvantaged as they often undertake household chores as well as working in the fields. The causes of child labour in rural communities range from poverty, structural constraints in agricultural production, weak labour legislation and enforcement, lack of educational opportunities, and ingrained attitudes towards children’s participation in agricultural activities.

The prevalence of child labour in agriculture is paralleled by a major education deficit in rural areas. Provision of education is much weaker than in urban areas, often ending at primary level and with many quality deficits. In a recent report on out of school children UNICEF and the UNESCO Institute of Statistics concluded that the most important disparities in access to education are related to location - urban or rural, and to household wealth.

The ILO, FAO, IFAD, IFPRI/CGIAR, IFAP and IUF have created a partnership to scale-up action to eliminate and prevent child labour in agriculture, the “International Partnership for Cooperation on Child Labour in Agriculture.”<sup>20</sup> The Partnership brings together diverse areas of expertise and the multidisciplinary perspectives of its partners in addressing child labour in agriculture and in promoting decent work for youth and adults as part of sustainable rural development.

### 3. The “Dutch Education Projects”

---

#### 3.1. Background to the Projects

At the global Conference on Child labour held in The Hague during May 2010 the government of the Netherlands announced its intention to support a new ILO-IPEC project which has been working to strengthen the policy and programme links between effort to tackle child labour and to promote education as part of a broader strategy to tackle child labour. An agreement of November 5 2010 between the Netherlands MOFA and ILO established the project ***Combating Child Labour through Education***, which includes both global level work and work in four countries, **Bolivia, Indonesia, Mali and Uganda.**

The project received a positive mid-term evaluation and was extended from June 2014 to June 2015. Also, in December 2013 the ILO was contacted by the Netherlands Ministry of Foreign Affairs concerning the possibility of IPEC developing a new project focussed on skills training for older children, building on the work of the ongoing project on child labour and education. Subsequently the project ***Combating child labour through skills training for older children in rural areas*** was developed and became operational in July 2014.

It was the wish of the Donor that the new project was built on and benefited from the work undertaken and the partnerships established by the first project with the possibility of developing new partnerships with others doing similar work, in order that work could be developed and programmed within the very short project duration (15 months).

---

<sup>20</sup> Full names of the organizations: Food and Agriculture Organization of the United Nations (FAO), International Fund for Agricultural Development (IFAD), International Food Policy Research Institute (IFPRI), Consultative Group on International Agricultural Research (CGIAR), International Federation of Agricultural Producers (IFAP), International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers’ Associations (IUF).

## 3.2. Project objectives

### Combating Child Labour through Education

The **Development Objective** of this project is to contribute to eliminating child labour by enhancing access to education

The project has four **Outcomes/Immediate** objectives:

Outcome 1 - By the end of the project attention to child labour will be better reflected in national education sector plans and programmes in (four) target countries

Outcome 2 - By the end of the project measures will have been undertaken to implement key actions called for in the Roadmap on the Elimination of the worst forms of child labour

Outcome 3 - By the end of the project the capacity of international partnerships and international advocacy on child labour is enhanced

Outcome 4 – Skills training programmes for vulnerable youth are strengthened as a result of knowledge and models developed by the project

### Combating child labour through skills training for older children in rural areas

The **Development Objective** of this project is to contribute to eliminating child labour by enhancing access to decent work for children who have reached the minimum age of employment.

The project has four **Outcomes/Immediate** objectives:

Outcome 1 - Enhanced access to skills and livelihoods training for children aged 14-17 through the development and implementation of training programmes by partners

Outcome 2 - By the end of the project the capacity of partners/training providers in the target countries will have been enhanced

Outcome 3 - By the end of the project there is an improved knowledge base on child labour, skills and youth employment issues in rural areas

## 4. INDEPENDENT FINAL EVALUATION

---

The ILO considers evaluation and review as an integral part of the implementation of technical cooperation activities. Evaluations of ILO/IPEC projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project from implementing agencies to other organisation working on areas related to the project in the individual countries.

The final independent evaluation of the “Dutch Education Projects” will be conducted to examine the effectiveness, efficiency, relevance, potential impact and sustainability of the projects. These projects will be evaluated as integrated in one programme given the linkage. Analysis will provide the possibility to read the discussion, conclusions, recommendations and lessons and potential good practice disaggregated by project, while reflection will go toward understanding each one separately, but also how complement each other.

*The evaluation will comply with the ILO evaluation policy, which is based on the United Nations Evaluation Norms and Standards; and the UNEG ethical guidelines will be followed.*

#### **4.1. Purpose**

Globally, as specified in the Terms of reference, the main purposes of the independent final evaluation are:

- f. Determine project effectiveness at national and states/province levels: achievement of Project objectives at outcome and impact levels and understanding how and why have/have not been achieved.
- g. Identify relevant unintended/unexpected changes effects at outcome and impact levels.
- h. Assess the project implementation efficiency.
- i. Establish the relevance of the project outcomes and the level of sustainability attained.
- j. Provide recommendations regarding relevant stakeholders, building on the achievements of the Project in supporting the NAPs at national and regional level toward the sustainability of the project outcomes and initial impacts.
- k. To identify emerging potential good practices for key stakeholders.
- l. Based on the experience of the projects, to identify the relevance of the projects to broader ILO work on child labour and the main issues that should be taken up by the ILO in future work

Also, the final evaluation will attempt to identify how the project has contributed to combating child labour through education and through skills training for older children; to assess whether this has proven to be an effective strategy; and whether this strategy could be up scaled and introduced in other countries. This would include identifying the limiting constraints of this strategy.

#### **4.2. Users**

The users are the involved stakeholders in the countries where the projects are implemented; ILO; Dutch Ministry of Foreign Affairs and the Dutch parliament with specific interest in combating child labour through education and skills training.

As requested by the TORs, the final evaluation will seek to provide all stakeholders (i.e. the regional, national and sub national/local stakeholders such as government, employers and workers, teachers, NGOS, the project management team, the donor and IPEC) with information to assess and revise, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should identify the potential impact on mainstreaming policy and strategies and suggest a possible way forward for the future. Key stakeholders and policy makers should be able to use the evaluation for decision making on replication and upscaling.

#### **4.3. Scope**

As specified in the TORs, the evaluation will focus on the ILO/FPRW-IPEC project mentioned above, its achievements and its contribution to the overall national and sub-regional efforts to achieve the elimination of WFCL. The evaluation will focus on all the activities that have been implemented since the start of the projects to the moment of the field visits.

The evaluation will look at the project as a whole, including issues of initial project design, implementation, sustainability of outcomes and impact, lessons learnt replicability and recommendations for current and future programmes.

The evaluation will cover expected (i.e. planned) and unexpected results in terms of non-planned outputs and outcomes (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation team will reflect on them for learning purposes.

The analytical scope will include identifying levels of achievement of objectives and explaining how and why have been attained in such ways (and not in other alternative expected ways, if this would be the case).

The analysis will cover the following levels, with the complementarities of the levels considered:

- Education and skills training strategies and models.
- Linkages and complementarity between the projects as an evolution and continuation.
- Achievements and outcomes of the components and activities of each project at each level-

As the project has had a focus both **on global level outputs/advocacy work and national level outputs/advocacy work**, it will be important to consider both the global and national level work of the projects.

## **5. ASPECTS TO BE ADDRESSED**

---

As requested by the TORs, the evaluation will address the overall ILO evaluation concerns such as design, relevance, effectiveness and efficiency, sustainability and potential impact to the extent possible as defined in the ILO Policy Guidelines for Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations (i-eval resource kit)', January 2012.

Gender concerns will be addressed in accordance with ILO Guidance note 4: "Considering gender in the monitoring and evaluation of projects". To the extent possible, all data (when available) will be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the programme will be considered throughout the evaluation process.

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

### **Evaluation Criteria and questions**

The evaluation will address the **general areas of focus** (evaluation criteria). Also, **to the extent possible** the evaluation will address all the **questions/aspects**, detailed in the ToR. **The final report, eventually, could focus more intensely on some general areas and/or evaluation questions depending, on the data available, the different country contexts, the project developments at the different levels and countries; the stakeholders' perceptions; etc.**

#### **▪ Design**

The evaluation will assess to what extent the project design was appropriate to achieve the expected outputs and objectives. Some of the key questions the evaluation will focus on are:

- **The validity of the project design**, the effectiveness of the **methodologies and strategies** employed.
- The logic and coherence of the **internal and external logic** of the project design.
- Has the project included a **gender dimension**?
- Was the **strategy for transferring models of intervention**, promising practices, and lessons learned clearly defined in the PRODOC (i.e. within APs and for non-project countries)?
- Was the **strategy for sustainability** of project results defined clearly at the design stage of the project?

- How **relevant and useful are project indicators** and means of verification for measuring project impacts and outcomes.
- Did the projects designed under the programme provide clear and logical **linkages and complement each other**?
- Was the **Education project strategy** for increasing the capacity of the skills training project clearly defined?
- Did the project consider appropriately **the motivation/drive of older children to be engaged in skills training as alternative for child labour**?

- **Relevance**

The evaluation will analyse the relevance of the project in supporting development challenges identified in the project document and the national development priorities of the countries in which it was implemented. Some of the key issues to be addressed are:

- Whether the project responded to the **real needs of the beneficiaries and stakeholders**.
- Assess validity of the project approach and strategies and its **potential to be replicated and scaled up**.
- Assess whether the **problems and needs** that gave rise to the project **still exists or have changed**.
- Relevance of project in relation to the **national context, normative and regulations on labour and education**
- How is this project **supporting and contributing towards the formulation of a NAP**? How did the strategy used in this project fit in with the national education, agriculture and anti-poverty efforts, and interventions carried out by other organizations (including national and international organizations)?
- How is this project contributing to the **DWCP**?

- **Effectiveness and efficiency of the project (Implementation of the process and achievement of objectives)**

The estimation of the effectiveness will be made through the data from the project indicators. The evaluation will assess the extent to which the projects' outputs and objectives have been achieved to date. For this purpose, it will be verified if the expected inputs were achieved, determining to what extent it has been possible to attain what was intended and if these inputs were sufficient to accomplish the specific objective. The evaluation will pay special attention to:

Project management

- How has the **strategy being implemented and coordinated**?
- The **effectiveness of the different action projects** implemented and **the capacity of the implementing agencies and other relevant partners**
- What was the **possible effect of any significant delays** in implementation and to the sequencing of events?
- Were **appropriate monitoring and evaluation** tools developed and were the strategies in place for their utilization
- **Were project partners** (government, industry, service providers (NGOs)) able to **fulfil the roles expected** in the project strategy? Are there any capacity challenges?
- Were the **correct linkages made with other ILO project and other projects** in the countries?

## Education Project

- Extent to which **child labour is better reflected in national education sector plans** and programmes?
- Extent to which the **capacity of relevant national partners to promote effective action is strengthened.**
- Extent to which the capacity and knowledge of **education donor groups** on mainstreaming child labour in education sector plans is strengthened.
- Extent to which through the project, measures have been undertaken to **implement key actions called for in the Roadmap** on the Elimination of the worst forms of child labour
- How the ILO/IPEC **project interacted and possibly influenced national and regional level policies, debates and institutions** working on child labour.
- Extent to which the **capacity of international partnerships and international advocacy on child labour is enhanced**

## Skills Project

- Extent to which there is an **improved knowledge base on child labour, skills and youth employment issues in rural areas**
- Extent to which **the capacity of skills-training providers** in the country have been enhanced
- Extent to which the **skills training programmes** for vulnerable youth have been **strengthened** as a result of knowledge and models developed by the project
- **Efficiency of the project:** how well has the project **leveraged resource's and coordinated and collaborated with other child-focused interventions** supported by other organizations? In general, **did the results obtained justify the costs incurred?**

### ▪ **Potential impact**

The potential, foreseen and unforeseen, project impacts will be assessed, whether they are positive or negative. The evaluation will particularly focus on:

- Assess the **major high level changes** that the project has contributed towards the project development objective at national and local levels.
- Has the project generated **unintended impacts** on child labour prevention and elimination?
- What are the **perspectives of the target group after completion of the skills training?**

### ▪ **Sustainability**

The evaluation will examine the likelihood of the continuation of benefits from the project after it has been completed, in other words the probability of continued long-term benefits. The key issues to be considered are the following:

- Examine if **outcomes would last after project** based on the phase out strategy implemented.
- Assess to what extent **a phase out strategy** has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).
- Assess **whether these strategies had been articulated**/explained to stakeholders.
- Assess what contributions the project has made in **strengthening the capacity and knowledge of national and local stakeholders** (government and implementing agencies) and to encourage **ownership** of the project to partners.
- Assess **project success in leveraging resources** for on-going and continuing efforts to prevent and eliminate child labour towards the formulation of a NAP.
- Assess the degree to which the project has worked with a **gender perspective**, reflected in project design and implementation, with focus on sustainability of project outcomes.

## Global and Sub regional approach in the projects

The key questions the evaluation will focus on are:

- Assess the effectiveness of the **strategic management of both education projects** articulated to **other thematically linked projects in sub regions**
- Have the projects **shared lessons** from the tested models in the sub region?
- Assess the **intervention models developed**
- Are these models of implementation **valid for scaling-up/replication**, either at local, national or sub regional level?

## Specific Aspects to be addressed

The key issues to be considered are the following:

- How has the project addressed the recommendations of the **Mid-term review**? What has been the progress in applying them?
- Assess **knowledge sharing effectiveness** between the project countries?
- Were the education projects **well-articulated with other** national, private sector and other child labour centred or linked on-going initiatives and project?
- How did the projects **integrate with other ILO-IPEC** programs and what did this contribute to the overall effectiveness of the project and of the other projects?
- Assess with particular emphasis **project achievements in the education sector and in the development and institutionalization of child labour monitoring systems** (i.e. articulation with the other ILO IPEC projects in the countries)
- The project began operationally in 2011. What **changes have taken place in the international and national context** since that have impacted on the project?
- How has the **connection** between the two projects **worked in practice**?

## **6. METHODOLOGY**

---

### **6.1. Evaluation framework**

The methodology for the evaluation will take into account: i) the need for identifying **global** specific issues, needs and constraints; ii) the need to evaluate **country, programme and project** (action programmes) levels of achievement, iii) the need to systematize lessons learned, conclusions and recommendations –taking into account the different stages of progress- **at the global level and in the different countries**; iv) the need to formulate conclusions and recommendations as an input into future strategy and follow-up; v) the projects’ logical framework and indicators to be used as a basis for addressing key questions.

The evaluation will be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standard.

### **6.2. Evaluation Principles**

- **Usefulness:** The evaluation aims to be useful, particularly to support decision-making.
- **Impartiality:** Evaluators will avoid bias and protect impartiality at all stages of the evaluation, thereby supporting the credibility of the evaluation process and results. The reports will present the evidence, findings, conclusions and recommendations in a complete and balanced way.

- **Independence:** The evaluators have been selected with due regard to their independence and professionalism to avoid potential conflicts of interest.
- **Quality:** The evaluation will employ design, planning and implementation processes that are inherently quality oriented, covering appropriate methodologies for data collection, analysis and interpretation.
- **Competence:** Those engaged in conducting the evaluation have all necessary skills to conduct high-quality and ethical work.
- **Transparency and consultation:** Transparency and consultation with the major stakeholders are essential features in all stages of the evaluation process. This improves the credibility and quality of the evaluation. It can facilitate consensus building and ownership of the findings, conclusions and recommendations

### 6.3. Methods and Techniques

The selection of methods and techniques has been established in order to assure relevant data collection regarding, the evidence needed to best answer the evaluation questions and the analyses that are most appropriate to generate useful findings and address the evaluation criteria.

To strengthen the credibility and usefulness of evaluation results, to ensure data accuracy and facilitate its interpretation the evaluation will use a mix of data sources collected through multiple methods and techniques. This use of mixed methods and data from mixed sources or “triangulation” will facilitate the evaluators to overcome the bias that comes from single information sources, the use of single methods or single observations.

Evaluation methods and techniques will collect primary and secondary data. Primary data will consist on information the evaluators observe or collect directly from stakeholders about their first-hand experience with the intervention. This data will be collected through, meetings, focus group discussions, and interviews that involve direct contact with the respondents. It can facilitate deeper understanding of the project, the project’s results and the observed changes and the factors that contributed to change. Collection of data through interviews or focus groups will be carried out in a confidential manner.

Secondary data is documentary evidence that has direct relevance for the purposes of the evaluation and that has been produced by the ILO, other individuals or agencies for purposes other than those of the evaluation.

Annex I: Methodology Matrix, contains the indicators and key questions for the evaluation criteria; links them with the different evaluation methods and techniques proposed; and with the different stakeholders involved.

Evaluation methods and techniques will include:

#### 1. Comprehensive document review

Including the project documents; action programmes; technical plans and reports; Mid-Term Review report; research data and reports; Decent Work Country Programmes; etc.

#### 2. Interviews

The evaluation will conduct interviews with key stakeholder’s representing:

- Project management and staff
- ILO/HQ and regional backstopping officials
- Partner agencies
- Child labour programmes in the countries

- Social partners Employers' and Workers' groups
- Government stakeholders (e.g. representatives from Department Labour, Social Development etc.)
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account)
- Parents of boys and girls
- Community members as identified by the project management and evaluation team leader
- Relevant education partners

These interviews will adopt several formats:

#### 2.a. One-to-one semi-structured interviews

They will be useful, on the one hand, to gather information and opinions about the role played by the different actors involved in the design, implementation and management of the program.

#### 2.b. Group Interviews with project's technical and managing staff (and related ILO departments)

These interviews will mainly serve to collect qualitative data on the development of the project's cycle in its different phases, their effects and their relevance. It will also be useful to investigate the rest of the criteria considered in the evaluation.

#### 2.c. Group Interviews with project's stakeholders.

In some cases arranging individual meetings with key stakeholders (worker's and Employer's representatives, NGOs, beneficiaries...) might present difficulties. In these cases, group interviews with their representatives instead of individual interviews will be carried out in order to ensure the collection of qualitative information necessary for the evaluation.

Focus groups with key stakeholders will be useful to obtain qualitative information about their opinions of the project and its effects, according to their subjective perceptions.

#### 2.d. Focused interviews

When necessary, the evaluation TL and/or the NC will carry out additional focused interviews, to deepen those aspects that may require further investigation (these interviews will most likely be conducted electronically –skype, e-mail- after the field visit phase).

The different types of interviews will pay special attention to how/if the actions undertaken and the services provided by the project adjust to the needs and expectations of the different actors.

The information obtained in the interviews will be cross checked with that obtained by other research methods used in the evaluation, in order to obtain general and valid judgments about the project development, its effects, their relevance and sustainability.

In particular, the intersection of qualitative data – from interviews- and quantitative data - basically obtained through documentary analysis- will allow an external validation of the different subjective perceptions.

Techniques by Stakeholders	
Type of Stakeholder	Technique
Project management and staff	One-to-one interviews Group Interviews Focused interviews
ILO/HQ and regional backstopping officials	One-to-one interviews Focused interviews
Partner agencies	One-to-one interviews Group Interviews
Child labour programs in the countries	One-to-one interviews Group Interviews
Social partners Employers' and Workers' groups	One-to-one interviews Group Interviews
Government stakeholders	One-to-one interviews Group Interviews
Policy makers	One-to-one interviews Group Interviews
Direct beneficiaries	One-to-one interviews Group Interviews
Parents of boys and girls	One-to-one interviews Group Interviews
Community members	One-to-one interviews Group Interviews
Teachers and relevant education partners	One-to-one interviews Group Interviews

**Interview Formats (Questionnaires)** have been developed the in-country visits and the electronic interviews. These are presented at Annex 3. Interviews will be guided by the UNEG Norms and Standards.

### **3. Direct On-Site Observation**

Will be used to gather qualitative information on-site, about how the project operates; ongoing activities; behaviours; processes; discussions; social interactions and observable results and outcomes in the target communities and with the selected beneficiaries. This technique does not include pre-set questions or responses as it will collect open-ended narrative data that will be written on the field notes.

### **4. National Evaluation workshops**

The national workshops will be attended by ILO-IPEC staff and key stakeholders (i.e. partners), including the donor as appropriate. These events will be an opportunity for the evaluation team to gather further data, to present the preliminary findings, and conclusions and to obtain feedback. Also, the workshops will serve to jointly examine and contrast the main aspects of the evaluation, and at the same time, to the extent possible, validate conclusions and recommendations in a consensual manner.

These meetings will take place toward the end of the fieldwork in the five countries.

The evaluation team (TL & NC) will be responsible for organizing the methodology of the workshops. The identification of the participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader. The evaluation workshops in Uganda, Kenya, Mali and Indonesia will be animated by the Team leader and the National Consultants. The evaluation workshop in Bolivia will be animated by the National Consultant.

## 7. EVALUATION PHASES

---

### 7.1. Preparatory Phase

This phase included the following activities:

#### a) Desk Review of project information

The TL and the NC will reviewed the documents and relevant materials from secondary sources needed for the successful implementation of the evaluation.

#### b) Geneva Discussion and Interviews

The TL will travel to ILO HQ in Geneva (April 8-10) to have a preliminary meeting with the project management, IPEC/EIA and other relevant ILO officials involved. The discussions and interviews will include aspects of the evaluation including the project’s implementation, results, evaluation questions, timelines, methodology, and reporting requirements.

### 7.2. Field Phase

During the field phase, the evaluators (TL & NCs) will conduct interviews with project partners and implementing agencies, direct beneficiaries (i.e. children) parents and teachers, do observations on the field and facilitate the national workshops toward the end of the field visits in each country. For in-country work, in Uganda, Kenya, Mali and Indonesia the evaluation team will include the team leader and the national consultant, and in Bolivia only the national consultant

The evaluation team (TL & NC) will undertake field visits:

Country	Field visits
Uganda	Mbale; Kampala (FUE Project field-sites); Entebbe
Kenya	Kitui; Miambani; Syongila
Mali	Due to the security situation in the country the evaluation work will be conducted in Bamako.
Indonesia	Sukabumi
Bolivia	El Alto, Riberalta, Gonzalo Moreno, Surima, Yotala

The selection of the field visits locations was based on the following criteria:

- Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than average cases for understanding how process worked and which results have been obtained.
- Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
- Areas known to have high prevalence of child labour.
- Locations next to and not so close to main roads.

### 7.3. Reporting Phase

#### a. Draft report

The team leader with the contributions from the NCs will analyse and process the information and data collected and analysed in prior Phases to produce a ***Draft Report***.

The Draft Report will provide an objective assessment of the evaluation criteria and clear answers to the evaluation questions. The report will identify strengths, weaknesses and challenges framed within the Project context, and enabling environment. In the course of the evaluation it is anticipated that a number of key issues and constraints will emerge. Possibilities for remedial actions will be explored. Examples of best practice will be highlighted. The lessons learned/ recommendations will propose the measures needed for rectifying identified weaknesses and gaps. The draft report will be circulated to key stakeholders for comment and factual correction.

## **b. Final report**

The TL will finalize a final independent evaluation report, synthesizing all findings and taking into account feedback from the ILO and other relevant stakeholders. The final evaluation report will be no more than 30-40 pages in length, but excluding annexes. The ToRs suggest the following format, but **this outline could be adapted in order to make the data analysis more accessible to the final users.**

1. Title page
2. Table of contents
3. Executive summary
4. Acronyms
5. Background and project description (project logic and rationale)
6. Purpose of evaluation
7. Evaluation methodology
8. Findings. This section's content will be organised based on the ToR, focusing on five areas: effectiveness/efficiency, relevance, impact, sustainability and specific aspects; and will contain a table presenting the key results achieved per objective.
9. Lessons Learned, Potential Good practices and Conclusions
10. Recommendations

The findings, conclusions and recommendations shall be provided for each of these areas evaluated.

11. Annexes: Evaluation instrument matrix, ToRs, list of people met and interviewed with dates by country, and any other relevant documents.

## **7.4. Evaluation organization**

**The Team Leader** will be responsible for day-to-day management of the Final Evaluation and implementation of the work plan and will conduct in-country visits in Uganda, Kenya, Mali and Indonesia along with the NC. He will supervise the outputs of NC and ensure quality assurance of all deliverables and key elements of the evaluation. He will also be responsible for ILO-IPEC liaison and the organisation, preparation and presentation of the Evaluation Draft and Final report, including all methodological aspects.

The TL will verify the overall consistency and coherence between findings, conclusions and recommendations proposed, and ensure the professional quality of written outputs produced under this assignment. All deliverables will be carefully examined as regards content, structure, consistency, layout, etc. in order to ensure that they meet ILO requirements. A key focus of the quality assurance process is to ensure that all stakeholder comments are considered.

The Evaluation Team Members (NC) will be involved in all major tasks, utilising their particular expertise to add value to the preparation of all deliverables; including desk phase research; in-country stakeholders interviews; field visits; national evaluation workshops, etc. and provide support to the TL in finalising the draft and final report. Team work is an important aspect of the work with full utilisation of the skills and experience of the local team members. The National Consultants will systematize their

inputs and contributions to the evaluation report through a **country report** (see Annex 5) that they will submit to the TL at the end of the field phase. **These are internal ET tools, not evaluation deliverables.**

**The Bolivian National Consultant** will be responsible for the whole in-country activities in Bolivia: she will conduct interviews with project partners and implementing agencies, direct beneficiaries and community members; do observations on the field; and will facilitate the National Evaluation Workshop.

The evaluation will be carried out with the technical support of the IPEC-EIA section and with the logistical support of the programme offices in the two countries. EIA will be responsible for consolidating the comments of stakeholders and submitting them to the team leader.

## 7.5. Language needs

The ET Members are fluent in the following languages:

Language Proficiency					
Team Members	English	French	Spanish	Local languages	Countries
Rafael Muñoz (TL)	•	•	•		Uganda, Kenya, Mali, Indonesia
Grace Maiso (NC Uganda)	•			•	Uganda
Samuel MUNYUWINY (NC Kenya)	•			•	Kenya
Mamadou Boukassoum (NC Mali)	•	•		•	Mali
GEORGE MARTIN SIRAIT (NC Indonesia)	•			•	Indonesia
Ana María Seleme (NC Bolivia)	•		•		Bolivia

**The National Consultants** will facilitate the TL communication with local stakeholders that might not be fluent in English or French.

## 8. WORKPLAN

Phase	Responsible Person	Tasks	Dates
I Desk Review	Evaluation team leader	Briefing with ILO/IPEC-EIA HQ Desk Review of programme related documents Common Evaluation Framework preparation Preparation of the Inception report	March 30 – April 10
II Preparation for in-Country	Evaluation team leader and National Consultants	Country specific desk review Consultations on common evaluation framework Initial Consultations with programme staff	One week prior field visit
III In-country work	Evaluation team	Field visits Interviews with programme staff and partners Consultations with girls and boys, parents and other beneficiaries Workshops with key stakeholders in the countries: sharing of preliminary findings and feedback from participants	April 12 – May 23
IV Draft report	Evaluation team leader	Integrate first draft report (based on consultations from field visits, desk review and workshops)	May 24 – June 7
V Comments	EIA	Circulate draft report to key stakeholders Consolidate comments of stakeholders and send to team leader	June 8 – June 19
VI Second draft and debriefing	Evaluation team leader	- Finalize the report including explanations for comments that were not included	June 22 – June 26

## Evaluation matrix

Design				
To what extent has the project design been appropriate to achieve the expected results and objectives?				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Appropriateness of project identification	<ul style="list-style-type: none"> <li>▪ Institutional arrangements, roles, capacity and commitment of stakeholders.</li> <li>▪ Consideration of available information on the socio-economic, cultural and political situation</li> <li>▪ Quality of problems and needs analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Donors</li> </ul>
Validity of project design	<ul style="list-style-type: none"> <li>▪ Clarity of conceptualisation</li> <li>▪ Appropriateness of methodology</li> <li>▪ Clear and effective organisation and complementarities</li> <li>▪ Inclusion of gender concerns</li> <li>▪ Inclusion of transferring models of intervention, promising practices, and lessons learned</li> <li>▪ Inclusion of a strategy for sustainability</li> <li>▪ Project adjustments to changes (context, priorities...)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Donors</li> </ul>
To what extent is the intervention logic appropriate and coherent?	<ul style="list-style-type: none"> <li>▪ Quality of description and alignment of Activities, Outcomes/Outputs, indicators, Objectives in the Action Plan and the Logframe</li> <li>▪ Usefulness of project indicators and means of verification</li> <li>▪ Realism of Assumptions and risks</li> <li>▪ Complementarities with CL activities and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Donor</li> </ul>

Effectiveness and efficiency				
To what extent has the project achieved the expected results and specific objectives? To what extent has the project implementation been efficient?				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
What are the results obtained so far by the project activities (compare actual vs. planned)?	<ul style="list-style-type: none"> <li>▪ Timely delivery of activities</li> <li>▪ Delivery of project outputs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
To what extent have the specific objectives been achieved, or can be expected to be achieved?	<ul style="list-style-type: none"> <li>▪ Quality and quantity of outputs delivered.</li> <li>▪ Effectiveness of the APs and project activities in contributing to the project meeting its outputs and immediate objectives.</li> <li>▪ Project's contribution to strengthen project partners capacities</li> <li>▪ Project's contribution and support to the enabling environment at national and local levels</li> <li>▪ Project's gender mainstreaming activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
Have there been unforeseen or unintended outputs/results/consequences?	<ul style="list-style-type: none"> <li>▪ Have the assumptions required to translate project results into the project purpose been realised? If not, why and how did this affect the project?</li> <li>▪ If there were unforeseen results, why, the extent, impact and implications for all stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>

Effectiveness and efficiency				
To what extent has the project achieved the expected results and specific objectives? To what extent has the project implementation been efficient?				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Have the project resources (Technical Assistance and personnel, equipment, training, research etc.) been directly related to project results?	<ul style="list-style-type: none"> <li>▪ How efficient was the organisation, management, implementation of the project?</li> <li>▪ How effectively has the project leveraged relevant resources</li> <li>▪ How well has the project coordinated and collaborated with other child-focused interventions supported by other organizations?</li> <li>▪ Has the project mainstreamed CL issues and possibly influenced national and regional level policies, debates and institutions working on child labour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Policy makers</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>

Potential impact				
What are the potential, foreseen and unforeseen, project impacts, whether they are positive or negative?				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Major high level changes that the project has contributed towards the project development objective at national and local levels.	<ul style="list-style-type: none"> <li>▪ Level of awareness regarding child labour and education</li> <li>▪ Development of CAPs</li> <li>▪ CAP Implementation</li> <li>▪ Child Labourers/at risk with access to improved relevant education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
Project eventual unintended impacts on child labour prevention and elimination	<ul style="list-style-type: none"> <li>▪ Improvement of local and national capacities to deploy CLMS and measure progress towards the elimination of CL</li> <li>▪ Improvement of technical and institutional capacities to implement NPAs and combat CL</li> </ul>			

Relevance				
Relevance of the project in supporting development challenges identified in the project document and the national development priorities of the countries in which it was implemented				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Response to the real needs of the beneficiaries and stakeholders/ Do the problems and needs that gave rise to the project still exist or have changed	<ul style="list-style-type: none"> <li>▪ Validity of the project approach and strategies and its potential to be replicated and scaled up.</li> <li>▪ Appropriateness of the sectors/target groups and locations chosen to develop the projects based on the findings of baseline surveys</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> <li>▪ Donors</li> </ul>
Does the project support national policies of the partner countries?	<ul style="list-style-type: none"> <li>▪ How is this project supporting and contributing towards the formulation of a NAP?</li> <li>▪ How did the strategy used in this project fit in with the national education, agriculture and anti-poverty efforts, and interventions carried out by other organizations (including national and international organizations)?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Donors</li> </ul>
Is the project coherent with ILO DW policies in the countries?	<ul style="list-style-type: none"> <li>▪ How is this project contributing to the DWCP?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Policy makers</li> </ul>

Sustainability				
Likelihood of the continuation of benefits from the project after it has been completed, probability of continued CCP long-term benefits.				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Would outcomes last after project, based on the phase out strategy implemented?	<ul style="list-style-type: none"> <li>▪ Participatory approach and inclusion of national/local stakeholders in project planning, monitoring and implementation</li> <li>▪ To what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).</li> <li>▪ Whether these strategies had been articulated/explained to stakeholders.</li> <li>▪ Degree to which the project has worked with a gender perspective, reflected in project design and implementation, with focus on sustainability of project outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Policy makers</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
To what extent have the national and local stakeholders improved their Institutional and organizational capacities to meet their CL challenges?	<ul style="list-style-type: none"> <li>▪ Maintaining and improving the organisational structure and interrelationships between institutions involved with CL</li> <li>▪ Improvements to processes and procedures</li> <li>▪ Improvements to capacity in all respects (organisational, staff skills etc) of national/local partners (i.e. tripartite constituents)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Policy makers</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>

Sustainability				
Likelihood of the continuation of benefits from the project after it has been completed, probability of continued CCP long-term benefits.				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
To what extent do national/local stakeholders will continue to ensure the financial sustainability of CL related measures?	<ul style="list-style-type: none"> <li>▪ Financial commitments at country level</li> <li>▪ Inclusion of CL in national development plans to improve economic development</li> <li>▪ Design and implementation of improved legislation</li> <li>▪ Success in leveraging resources for on-going and continuing efforts to prevent and eliminate child labour towards the formulation of a NAP.</li> <li>▪ The level of private sector / employers' organizations support towards a NAP, paying specific attention to how these groups participated in project activities.</li> <li>▪ Financial Commitments of development partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	NC + TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Policy makers</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
What are the lessons learned in terms of sustainability?	<ul style="list-style-type: none"> <li>▪ Institutional</li> <li>▪ Policy</li> <li>▪ Financial</li> <li>▪ Local Ownership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL +NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Policy makers</li> <li>▪ CLMS officers and volunteers</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>

Specific issues				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
How has the <b>connection</b> between the two projects <b>worked in practice</b> ?	<ul style="list-style-type: none"> <li>▪ How did the skills project integrate with the Education Project?</li> <li>▪ How did this contribute to the overall effectiveness of both projects?</li> <li>▪ Degree of coherence, synergies and avoidance of overlap</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Direct observation</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ ILO/IPEC Staff</li> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Community members</li> </ul>
Knowledge sharing effectiveness <b>between the project countries</b>	<ul style="list-style-type: none"> <li>▪ Organisational structure</li> <li>▪ interrelationships between project staff and stakeholders among projects and countries</li> <li>▪ Processes and procedures</li> <li>▪ Relevance, quality and effectiveness of the knowledge sharing actions undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> </ul>
Have the projects <b>shared lessons</b> from the tested models in the sub region?	<ul style="list-style-type: none"> <li>▪ Organisational structure</li> <li>▪ interrelationships between project staff, ILO Offices, projects and and stakeholders among countries</li> <li>▪ Processes and procedures</li> <li>▪ Relevance, quality and effectiveness of the knowledge sharing actions undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> </ul>

Specific issues				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Effectiveness of the <b>strategic management of both education projects articulated to other thematically linked projects</b> in sub regions	<ul style="list-style-type: none"> <li>▪ How did the project integrate with other thematically linked projects in sub regions</li> <li>▪ How did this contribute to the overall effectiveness of the project and of the other projects?</li> <li>▪ Degree of coherence, synergies and avoidance of overlap</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ ILO/IPEC Staff</li> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> </ul>
What has been the answer to and progress in applying the <b>Mid-term PIR recommendations?</b>	<ul style="list-style-type: none"> <li>▪ Number of recommendations followed</li> <li>▪ Relevance, quality and effectiveness of the actions undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> </ul>
Project achievements in the <b>education sector</b>	<ul style="list-style-type: none"> <li>▪ Number of education sector plans and programmes in target countries that refer to child labour</li> <li>▪ Reduction of child labour resulting from education programmes</li> <li>▪ Children at or above minimum age of work completing training programmes</li> <li>▪ Children at or above minimum age of work completing training programmes and acquiring decent work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL+NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> </ul>

Specific issues				
Evaluation aspects	Key indicators/questions	Data collection techniques	Who is in charge?	Stakeholders involved
Project achievements in the institutionalization of <b>child labour monitoring systems (CLMS)</b>	<ul style="list-style-type: none"> <li>▪ Relevance, quality and quantity of activities conducted and outputs delivered to strengthen the CLMS at community, local and national level</li> <li>▪ National CLMS reports produced and their findings used for national, district and community-level actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>
<b>Replication/Scaling up</b>	<ul style="list-style-type: none"> <li>▪ Further issues that are worth documenting from project experience as a basis for replication and/or scaling-up</li> <li>▪ Key lessons learned from project experience in innovative manners of supporting education and CL</li> </ul>	<ul style="list-style-type: none"> <li>▪ Document review</li> <li>▪ Interviews</li> <li>▪ Evaluation Workshops</li> </ul>	TL + NC	<ul style="list-style-type: none"> <li>▪ IPEC-EIA staff</li> <li>▪ Project management and staff</li> <li>▪ ILO/HQ and regional backstopping officials</li> <li>▪ National Partners/Constituents</li> <li>▪ Implementing government and non-governmental agencies</li> <li>▪ Community members</li> <li>▪ Beneficiaries</li> </ul>

**Annex F: Photos**



UGANDA: Primary school supported by the education project - FUE



UGANDA: Skills training - HUYSLINCI



UGANDA: trainees in apprenticeship- RYDA



KENYA: Do-nou Project- KDC



KENYA: Training with local craftsmen (carpentry) - KDC



KENYA: Training with local craftsmen (hairdressing) - KDC



KENYA: Trainees at Youth Polytechnic-KDC



MALI: Primary school supported by the education project - ALPHALOG



MALI: Primary school supported by the education project - ALPHALOG



MALI: Skills training- ALPHALOG



MALI: Skills training - GRAADECAM



INDONESIA: One Roof School supported by the project



INDONESIA: One Roof School supported by the project



BOLIVIA: Skills training - CEBIAE



BOLIVIA: Skills training-FAUTAPO