



ILO EVALUATION

Evaluation Title:	Final evaluation of the project “Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development”
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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

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List of acronyms and/or abbreviations

ADIH	Association of Industries of Haiti
CCIH	Chamber of Commerce and Industries of Haiti (Chamber de Commerce et d'Industrie d'Haïti)
CVR	Community and Violence Reduction
DINEPA	Distributeur National d'Eau Potable (National Distributor of Potable Water)
FIRJAN	Federação das Indústrias do Estado do Rio de Janeiro (Federation of Industries of the State of Rio de Janeiro)
IBESR	Institut du Bien Etre social et de Recherche (Institute for Social welfare and Research)
IBSA	India Brazil and South-Africa
DWCP	Decent Work Country Program
EVAL	ILO Evaluation Unit
GERME	Gérer Mieux Votre Entreprise
ILO	International Labor Organisation
INFP	Institut National de Formation Professionnelle
IPEC	International program on the Elimination of Child Labor
MAST	Ministère des Affaires Sociales et du Travail (Ministry of Social Affairs)
MENFP	Ministère de l'Education Nationale et de la Formation Professionnelle (National Ministry of Education and Vocational Training)
MINUSTAH	Mission des Nations Unies pour la Stabilisation d'Haïti (United Nations Mission for the Stabilization of Haïti)
M&E	Monitoring and Evaluation
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
NTCECL	National Tri-partite Committee for the Eradication of Child Labor
OECD	Organization for Economic Co-operation and Development
PAC	Project Advisory Committee
PNH	National Police of Haiti (Police Nationale d'Haïti)
RAS	Rapid Assessment Study
SENAC	Servico Nacional de Aprendizagem Comercial (National Service of Commercial Learning)
SENAI	Serviço Nacional de Aprendizagem Industrial ((National Service of Industrial Learning)
SSC	South-South Cooperation
ToR:	Terms of References
UNDP	United Nations Development Program
UNOPS	United Nations Office for Project Service

1 Executive summary / Sommaire executif

1.1 Background and context

Haiti is the poorest country in America and one of the poorest in the World, with a GNI per capita of US \$ 760 in 2012 and with significant needs in basic services. The Gini coefficient of 0.65 reflects striking disparities in the country. The richest quintile benefits from 70% of the national income, while the poorest only account for 1.5%. Even before the devastating January 2010 earthquake, over half of its population of 10 million live on less than US\$ 1 per day and 70% was living in poverty.

Despite the Government of Haiti's ratification of the ILO conventions related to child labour, namely ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Form of Child Labour), estimates indicate that more than 21% of children between the ages of 5 and 14 are caught in some form of child labour. Reports from 2011 estimate that 173,000 to 225,000 children are working as *restaveks* (domestic servants in Haitian Creole). The target areas Grand Bel Air, Cité Soleil and Canaan are known to be among the most vulnerable areas of the country.

1.2 Summary of the assignment objective, logic and structure

The purpose of this evaluation is to assess the relevance of the intervention objectives and approach, in particular to establish how the intervention has contributed to the South-South and Triangular cooperation agreement agreed by IBSA and the ILO in 2010; achievement of the Project's objectives at outcome levels, and understanding how and why have/have not been achieved the extent to which its strategy has proven efficient and effective; and whether it is likely to have a sustainable impact. It is an opportunity to take stock of achievements, performance, impacts, good practices and lessons learned from the implementation of the project towards elimination of domestic child labour en Haiti through a South-South and triangular cooperation strategy.

Knowledge and information obtained from the evaluation will be used to inform the design of future similar ILO activities in Haiti or countries in similar situations and should assess from a systemic approach the results achieved with this project and the one funded by Norway, which has been evaluated with an independent final evaluation recently¹.

¹ Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments.

1.3 Actual status of the assignment

The project's timeline was initially spread over 2 years (January 2015 – January 2017) and was extended twice at no cost. The evaluation will cover all activities implemented since the beginning of the project, August 2015, up to the field visits, September 2017. Specifically, activities implemented in Port-au-Prince. The expected end of project is September 30, 2017.

1.4 Purpose and scope of the study

As per ILO evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried out to determine the final Terms of Reference.

Scope: The final evaluation has focused on the project's achievements and their contribution to national efforts, and at a local level, to achieve the eradication of child labour and promotion of youth decent employment. The evaluation intended to cover all activities implemented since the beginning of the project, August 2015, up to the field visits, September 2017. Specifically, activities implemented in Port-a-u Prince.

1.5 Methodology of the study and limits

Evaluation methodology

In order to conduct this evaluation assignment and, as stated in the ToR, those methods have been used:

- Individual Interviews with local staff in Haiti including Viva Rio, INFP and ILO;
- In depth documents review of the PRODOC, Viva Rio work plan, progress reports, the final evaluation report and other related projects documents.

Data have been collected from individual's interviews, review of related projects documents, phone calls and meeting with key stakeholders. Two evaluations have been recently performed in Haiti between June and September 2017, one is related to domestic child labor funded by Norwegian government and a regional thematic evaluation about ILO's technical assistance implementation models.

Limits of the study

The evaluation team has received the documentation that was available and met with key stakeholders of the Project. Nevertheless, it is worth mentioning some limitations regarding the results of this study:

Only, twelve (12) persons have been interviewed (see annex 1.3. List of Interviewees, p. 53) due to the fact that some other stakeholders were not available. Other actors have received email and phone calls but did not respond;

Due to the lack of time to survey the beneficiaries, per category, the evaluation had limited data on the qualitative and interpretative measure of possible outcomes of the trainings/events delivered.

1.6 Findings

1. Most of the stakeholders did not participate in the project design. The project design has been performed by Viva Rio and reviewed by ILO. The other stakeholders have been introduced to the project during the implementing phase.
2. The needs identified are relevant and were effectively linked to the P&P outcomes and DWCP priorities.
3. Some reports submitted by the Viva Rio did not meet ILO standards.
4. It was very difficult to mobilize the beneficiaries due to violence that affected the project activities in the targeted areas.
5. The project steering Committee members has met only once in June 2017 to renegotiate a non cost project extension.
6. The members of the Tripartite Committee on Child Labor Prevention did not meet during the project timeline.
7. The project has enabled INFP with new curricular, especially in Cultural goods and services production along with the validation of the methodology “GERME” developed by ILO.

1.7 Conclusions, recommendations, lessons learned and good practice

In conclusion, this project made remarkable efforts in addressing national needs regarding child labour issues. Project design was coherent and built on the knowledge of the beneficiaries and community leaders. However, it did not include the participation of all stakeholders. The results are achieved in terms of vocational training, but the ILO conventions # 138 and 182 have not been taken into account in the project implementation activities.

Overall, budget resource was consistent to the level of activities, except for delay in the cash disbursement for some activities. The project did not have an M&E officer assigned to it, in particular. Therefore, costs have been split with other projects so that more activities could be implemented. There was some communication gaps between Viva Rio and INFP especially in the training schedule in implementation. Delay has been proven to be too long for some training session (more than 6 months) before the evaluation. The project has contributed to capacity building of some partners, especially INFP.

Recommendations

The recommendations below provide insights for better project design, implementation and evaluation in the future.

1. Involve, as much as possible, the stakeholders in the project design. This process will facilitate a better collaboration between all parties (internal and external) and facilitate better efficiency and efficacy.
2. Encourage members of the Project Steering Committee to meet on a regular basis in order to provide insights and recommendations regarding project strategies and activities.
3. Organize workshop sessions for the implementing agency on ILO standards reporting formats.
4. Schedule workshop sessions on the ILO Conventions N° 138 and Convention N°182 on child labor for all project stakeholders.

Lessons learned

- i. There was a lack of dialogue at the beginning of the project. This communication gap affects the projects results, especially in terms of training evaluation (INFP), youth placements (trade unions and employers).
- ii. The Viva Rio Haiti staff are not familiar with ILO standards reports formats.
- iii. When the stakeholders are not familiar with the ILO conventions it is reflected in the profile of selected beneficiaries and can affect the completion of project activities.
- iv. The success of the project into local community depends largely on the involvement of the community leaders.

Good Practice

The project targeted capacity at the policy level and improvement of the coordination of work between national institutions and social partners in and out the targeted areas. Initially, the project intended to work with the National Tripartite Committee for the Elimination of Child Labour (NTCECL) to facilitate practical coordination between the Government, employers' associations and labour unions.

However, the National Committee experienced internal issues which prevented it from functioning and severely limited its utility for the project. The NTCECL members have been able to meet together only once. The focal points networks do exist, but still need to be functional.

2 Project background and context

2.1 Country context

1. Haiti is the poorest country in America and one of the poorest in the world, with a GNI per capita of US \$760 in 2012 and with significant needs in basic services. Even before the devastating January 2010 earthquake, over half of its population of 10 million people lived on less than US \$1 per day and 70% was living in poverty. The Gini coefficient of 0.65 reflects striking disparities in the country. The richest quintile benefits from 70% of the national income, while the poorest only account for 1.5%. Around three-quarters of Haitians are either unemployed or try to make ends meet in the informal economy. 57.1% of jobs at the national level and 90% of jobs in the capital Port au Prince are informal, with women making up the majority of the informal economy. The result of this is under-employment and inadequate earnings, and the existence of a large number of the ‘working poor’.
2. Young people under the age of 25 represent 57.5% of the population and a pressure on the labour market. Nearly 60% of people aged 20-24 years are believed to be without a job in Haiti². The Haitian economy does not provide adequate opportunities for young workers to get their first job or start a business. Unemployed or under-employed men and women find themselves trapped in a vicious cycle of violence and social exclusion. A better access to education and the labour market, particularly for the youth, is essential for the foundation of socio-economic development and democracy in Haiti. There is no accelerated vocational training adapted to respond to specific needs and situation of the youth.
3. The situation of child labour is grave in Haiti: while there are no uncontested data about the scope of the problem, estimates indicate that more than 21% of Haitian children aged between 5 and 14 find themselves caught in some form of child labour. Reports from 2011 indicate that an estimated 173,000 to 225,000 children are working as *restaveks* (domestic servants in Haitian Creole); however the reliability of such data has been widely contested. The Government of Haiti has ratified the ILO conventions related to child labour, namely ILO Convention 138 (Minimum Age of Admission to Employment) and ILO Convention 182 (Elimination of Worst Forms of Child Labour).
4. According to the Ministry of Education and Professional Training (Ministère de l’Education Nationale et de la Formation Professionnelle - MENFP), 43% of primary school students are overage. 14% of children repeat their grades³ and an average of 10% drop out without completing their primary education. This inefficiency in the education system results partly from the inability of poor families to send all their school-age children to school. There is currently a missing link between vocational training for youths and their access to the labour market. Overage school children and youths - some

² ECLAC, *Social protection systems in Latin America and the Caribbean: Haiti*, 2013, p.11. This figure corresponds to the “enlarged unemployment rate”, i.e. open unemployment added to the proportion of inactive people who were available to work at the time of the survey.

³ Students are called overage when their age exceeds three years the normal age in the grade they attend.

of which are still in primary school at over the age of 20 - have no access to formal vocational training.

5. In that context, the approach of this project represents an innovative step forward on gathering efforts for reducing urban violence and the worst forms of child labour, through a combination of professional training, job placement and citizenship development. Building capacity locally for youth at risk is a fundamental key component towards the peace consolidation process encouraged by the government and the international community.
6. Different previous experiences in Haiti already demonstrate the importance of multi-faceted strategies, mainly when the target area is stigmatized under the spectrum of violence and misery. A central aspect of this project is to take into account a number of lessons learned from different partners - ILO, Viva Rio, Brazilian Government and others - in order to implement a pilot platform program that combines international well succeeded programs with a community- driven approach adapted to Haitian reality.
7. Inspired by the Brazilian programme “Me Encontrei”, ILO supports national institutions in Haiti to implement programs that withdraw children from the worst forms of child labour, such as domestic work, and provide accelerated education, State-certified vocational training, life skills training and enterprise experience through internship and apprenticeship (focusing on vulnerable areas including Bel Air, Cité Soleil, Fort National zones in Port-au-Prince).
8. Bel Air, Fort National and Cité Soleil, part of the project zones of intervention, are among the most vulnerable and sensitive areas of Port-au-Prince. They are characterized by a high degree of social conflicts and economic constraints, resulting consequently in urban violence, insecurity and precarious living conditions. Social conflicts are exacerbated by a lack of employment opportunities for local citizens, and especially for young people, resulting in community involvement in illicit activities or risks. Children victims of child labour are numerous in these zones.
9. ILO, Viva Rio and Ministry of Labour (MINUSTAH -CVR section) conducted a Rapid Assessment Study (RAS) on child labour in Bel Air following the earthquake. This RAS studied 1,736 children and adolescents for “le Grand Bel Air”, between 5 – 17 years old, engaged in a clearly defined « work /economic » activity. The main results of this RAS are: 23.4% of the interviewed children are orphaned, 20.2% have parents with no income-generating activity and 53.2% of these 1,736 children do not attend school. This RAS shows other daily realities for child workers. For instance, some of them are carrying weapons and relaying messages or information for gangs in exchange for money. They also suffer of frequent physical and verbal abuse from relatives and strangers. Their daily income range is between 75 to 125 HTG (1.8 to 2.9 USD\$).
10. This project strengthens and complements the activities of the ILO currently in progress in the areas of Bel Air, Fort National and Cité Soleil. In addition, its links with other partners such as Viva Rio and the Haitian government in both local and national levels and institutions present in the targeted areas, will maximize synergies for achieving the objectives and proposed outcomes.

2.2 Description of the project

11. The Project: “Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions in the areas of professional training, job placement, entrepreneurship and citizenship ” aims at promoting the socio economic integration of vulnerable children and youth through the elimination of child labour and promotion of youth decent employment. It will also address the lack of working qualification for youth, their lack of access to the labour market and worst form of child labour in Bel Air and Cité Soleil zones in Port-au-Prince.
12. The Project, inspired by the Brazilian programme “Me Encontrei”, used two types of interventions: direct action and institutional development. These interventions supported the Project strategies with regards to skill development of vulnerable youth, capacity development of entrepreneurs, promotion of income generating activities and linkage of those activities with trained beneficiaries. It also served to reinforce national and local state institutions including the MENFP, MAST, the Mairies of Delmas and Port-au-Prince. Through this Project, ILO supported national institutions in Haiti to implement programs that withdraw children from the worst forms of child labour, such as domestic work. It also provided accelerated education, State-certified vocational training, life skills training and enterprise experience through internship and apprenticeship (focusing on vulnerable areas including Bel Air, Cite Soleil, and Fort National zones in Port-au-Prince.
13. The Project activities consist of 4 components: i) employability and entrepreneurial capacities of supported adolescents and youth are improved; ii) female and male adolescents and youth improved their access to labour market through placement services; iii) INFP and training center’s capacity to develop training adapted to the labour market needs and to offer job placement services for adolescents and youth is strengthened; iv) community and institutions’ capacity to address the prevention and eradication of the worst form of child labour and violence related issues is strengthened through IPEC’s child labour monitoring systems’ experience.
14. This Project is expected to strengthen and complement the activities of the ILO in progress in the area of Bel Air, Fort National and Cité Soleil. In addition, its links with other partners at the local and national levels and institutions in the targeted area, should have maximized synergies for achieving the objectives and proposed outcomes.
15. A central aspect of this Project is to take in account a number of lessons learned from different partners - ILO, Viva Rio, Brazilian Government and others - in order to implement a pilot platform program that combines international well succeeded programs with a community- driven approach adapted to Haitian reality.
16. This Project links to three ILO country programme outcomes (CPOs), namely HTI105, HTI 1027 and HTI 129. These CPOs aim at supporting national institutions to i) reduce child labour; ii) develop innovative and adapted vocational training system, and, iii) develop micro, small and medium enterprises. This Project is part of ILO Haiti program and benefited from direct synergies from ILO Haiti “youth Jobs and skills” and “elimination of child labour projects” funded by different donors (MINUSTAH,

NORWAY) with expected indirect synergies from other projects implemented by ILO in Haiti.

2.3 Target groups and beneficiaries:

Target groups:

1. Vulnerable youth (14-30 years) and children, who are or could be potential victims of labour exploitation and/or unemployment
2. Community leaders, who display positive attitude towards citizenship and democratic values.

Geographical areas:

The zones of intervention will be flexible and include the following: Grand Bel Air, Cité Soleil, Martissant, Bon Repos, Zone Nord, Côtes des Arcadins.

2.4 Direct actions:

17. Train 355 beneficiaries in the disciplines: Infrastructure (reforestation, biodigestors), Sports, Civic engagement, Performance and Plastic Arts. Training will have both a theoretical and a practical component.
18. Implement a job placement office in Viva Rio's community centre (Kay Nou) with a team that will work directly with the project beneficiaries and employers. The office will also be open to job-seekers within the community wishing to drop-off their CVs and be entered into a general database.
19. Train and involve community leaders in civic engagement, mediation, prevention and eradication of child labour.

2.5 Institutional development action:

20. Support INFP and national institutions in the process of development of training curricula, evaluation of new set of skills and the job placement office for gradual hand-over through an enforcement of the current INFP/MENFP-SENAI vocational training cooperation and the regional SENAI/ILO-CINTERFOR vocational training initiatives
21. Train INFP staff and employers on detection and referral of worst forms of child labour and violence related issues.

3 Institutional framework and management arrangements

22. ILO is the executing agency of this project and partnered with Viva Rio for the implementation of the majority of interventions. Viva Rio has been the main implementing partner of the project under the supervision of ILO by hosting the Professional Resources and Placement Office (PRP Office) at its Professional School within its community center, Kay Nou.

Principal activities	
Viva Rio	<ol style="list-style-type: none">1. Community Mobilisation / Beneficiary Selection.2. Hosting Placement Office for training beneficiaries.3. Training in Cultural Goods, Environmental Goods and Sports + Citizenship+ provide meals during the trainings.4. Institutional Reinforcement.
ILO	<ul style="list-style-type: none">- Technical Expertise / Instructors for Trainings in micro-enterprises and civil construction.- Institutional Reinforcement.

23. According to the PRODOC, ILO and Viva Rio management should have involved Brazilian counterparts in the programming, implementation and monitoring stages of this project, allowing a regular transfer of experiences and competences.

4 Evaluation background

24. The *Project's* overall objective was to promote the socio economic integration of vulnerable children and youth through the elimination of child labour and promotion of youth decent employment. It will use a multi-faceted approach, mutually reinforcing interventions such as professional training, job placement, entrepreneurship and citizenship development. It will also address the lack of working qualification for youth, their lack of access to the labour market and worst form of child labour in Bel Air and Cité Soleil zones in Port-au-Prince.

5 Purpose, scope and clients of the evaluation

5.1 Purpose

25. The purpose of this evaluation was to assess the relevance of the intervention objectives and approach, in particular to establish how the intervention has contributed to the South-South and Triangular cooperation agreement agreed by IBSA and the ILO in 2010; achievement of the Project's objectives at outcome levels, and understanding how and why they have/have not been achieved and the extent to which its strategy has proven efficient and effective; and whether it is likely to have a sustainable impact. It is an opportunity to take stock of achievements, performance, impacts, good practices and lessons learned from the implementation of the project towards elimination of domestic child labour en Haiti through a South-South and triangular cooperation strategy.

26. Knowledge and information obtained from the evaluation will be used to inform the design of future similar ILO activities in Haiti or countries in similar situations and should assess from a systemic approach the results achieved with this project and the one funded by Norway, which has been evaluated with an independent final evaluation, recently⁴.

5.2 *Scope*

27. The final evaluation has focused on the project's achievements and their contribution to national efforts, and at a local level, to achieve the eradication of child labour and promotion of youth decent employment. The evaluation has covered all activities implemented since the beginning of the project, August 2015, up to the field visits, September 2017. Specifically, activities implemented in Port au Prince.

28. The project should be considered as a whole, including aspects from the initial design, implementation, lessons learned, replicability and recommendations for future projects and widening intervention models, with a special emphasis on South South and Triangular cooperation as a means to transfer knowledge and tools between countries in order to achieve change.

5.3 *Clients*

29. The clients of this evaluation are twofold :

A. Internal Clients:

- DWT/CO–San José: ILO DWT and Country Office for Central America ;
- RO- Latin America and the Caribbean ;
- Haiti ILO Project Office ;
- FUNDAMENTALS ;
- EVAL.

B. External Clients:

- Viva Rio - non-governmental organization ;
- Ministère des Affaires Sociales et du Travail (MAST) and Institut de Bien Être Social et de Recherche (IBESR) ;
- Institut National de Formation Professionnelle (INFP) ;
- CTH and CTSP Unions ;
- Brazilian Embassy (IBSA partner).

⁴ Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments.

6 Evaluation criteria and questions

6.1 Declaration of the evaluation criteria

30. The evaluation adopted the OECD DAC evaluation criteria in its assessment “to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability” of efforts supported by the project (OECD, 1992, p. 132).

6.2 Evaluation key questions

31. As per the Terms of Reference, the evaluation was guided by the following key questions:

6.2.1 Relevance

- Has the project responded to the real needs and expectations of the beneficiaries and stakeholders?
- Have the sectors/target groups and locations chosen based on baseline studies or knowledge of in-country previous experiences and partners?
- How relevant has been the project reinforcing ILO and country strategy to address child labour and youth employment issues?
- How well is it linked to P&P outcomes and DWCP priorities?
- How well harmonize it is in regards to National Development Frameworks?
- How did the project build on and contribute to the implementation of the in 2012 signed SSC and triangular cooperation agreement between ILO and IBSA?

6.2.2 Coherence

- Was the Project design logical and coherent? Did tripartite partners participate in the design of the Project?
- How well elements of South-South and Triangular cooperation incorporated in the project design, especially by the main implementation partner of the project, Viva Rio?
- Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (especially of the National Tripartite Committee for the Eradication of Child Labour, the INFP, among others)? Did it consider the Haitian experience in SSC and lessons learned?
- To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the Project has been based proven to be true?

6.2.3 Effectiveness

- Did the Project achieve its immediate objectives? If not, what were the factors that contributed to the Project delay and were they justifiable?
- What elements of the SSC and Triangular cooperation model were implemented that increased or hindered the achievement of the project's goals as set out in the Project Document?
- How has been Viva Rio's experience in SS and Triangular cooperation contributed to or hindered the achievements of the project?
- How have local community leaders been involved in the project, and what are lessons learned and good practices about their role and involvement that can be used for future projects in this respect?
- How well has the Project coordinated, collaborated and foster synergies with other child and youth-focused interventions supported with other ILO CL projects (particularly, with the Norwegian and the Regional CL Initiative) and other organizations?

6.2.4 Effectiveness of Management

- How do the levels of cooperation and coordination, team working, roles and linkages among ILO Haiti team, Viva Rio NGO, ILO CO-DWT Office in San José, Regional Initiative Latin America and the Caribbean free of child labour project, and related agencies and networks, support the implementation of the Project?
- Does the Project's Advisory Committee and management facilitate good results and efficient delivery? In what extent did the National Tripartite Committee support Project's implementation?
- Does the project coordination use the information generated by the M&E to follow up progress and performance of the Project and the achievement of its objectives? M&E information and indicators have been disaggregated by sex? The management takes corrective measures whenever necessary (suggested by M&E)?
- What are the main challenges, lessons learned and good practices for ILO and Viva Rio on follow-up, monitoring of this particular type of project (implementation partner implements the project through a large action programme with direct services to children and youth)?

6.2.5 Efficiency of resource use

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?
- Is the level of budget execution for each component consistent with the level of compliance of targets? Do achieve results justify the level of expenditure?

6.2.6 Impact orientation

- 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 and youth employment promotion?
- Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?

6.2.7 Sustainability orientation

- Examine if outcomes would last after Project, based on the phase out strategy implemented.
- Assess whether the Project's interventions through vocational and business training and job placement are making lasting impacts on adolescents and youth in conditions?
- Assess what contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and institutionalization of tripartite structures of governance and overseeing.

6.3 Other specific aspect

32. In addition to the above-mentioned criteria, the project aims at addressing those specific aspects:

- a) Assess the efficiency and effectiveness of having a SS and Triangular Cooperation model as the project strategy vis-à-vis a more classical project approach, as well as the “action program approach”.
- b) Discuss what gaps and opportunities in addressing worst forms of adolescents work and qualifications of youth for employment at national local levels in Haiti (areas of intervention).

7 Evaluation method

33. In order to conduct this evaluation and as stated in the ToR, the methodology consisted of the following activities:

- Conduct a desk review of project documents
- Develop the evaluation instruments based on key questions presented in the TOR
- Brief ILO and seek approval on the instruments developed
- Conduct telephone interviews with FUNDAMENTALS HQ
- Undertake a field visit among key stakeholders
- Draft evaluation report
- Finalize evaluation
- Draft stand-alone evaluation summary as per standard ILO format

7.1 Sources of data and validation

34. The sources of data and validation are presented in the paragraphs below:

7.1.1 Sources of information

35. Documents review including:

- a) Project Document;
- b) Seven Project progress reports;
- c) Final Project Report;
- d) Sustainability plan and exit strategy;
- e) Mission, meeting, workshop and training reports;
- f) Project budgets – planned and actual- expenditures;
- g) Project output documents including:
 - Model of accelerated vocational training and soft skill program;
 - Professional resources and placement office in operation (formal document);
 - Partnerships with formal and informal market stakeholders (formal documents);
 - Adolescents and youth certificated on accelerated vocational training;
 - Adolescents and youth certificated on accelerated business training;
 - Community members with the knowledge and tools to detect and refer child labor victim;
 - Awareness raising material;
 - Validated CSS model.

36. In addition to desk research and project documents review, the evaluation was conducted in active participation with the stakeholders of the project, namely:

Internal Clients:

- DWT/CO–San José: ILO DWT and Country Office for Central America
- RO- Latin America and the Caribbean
- Haiti ILO Project Office
- FUNDAMENTALS
- EVAL

External Clients:

- Viva Rio - non-governmental organization
- Ministère des Affaires Sociales et du Travail (MAST) and Institut de Bien Être Social et de Recherche (IBESR)
- Institut National de Formation Professionnelle (INFP)
- CTH and CTSP Unions
- Brazilian Embassy (IBSA partner)

37. A list of 12 respondents have been participated in the interviews. The evaluation team has not been able to reach all the potential respondents. This is due to multiple reasons especially: lack of availability for some of them, other potential respondents were not affected any more to the institution for which they worked, while other simply did not reply in spite of our effort to get in touch with them by phone and/or email . These are the limiting factors that should be considered in the context of that evaluations.

8 Evaluation findings

8.1 *Relevance*

38. Youth employment is a real issue in Haiti, especially in vulnerable areas. As the Haitian economy is weak, vocational training is not led by the market demand. Consequently, it is difficult, even for the skilled youth to find a job. The project has contributed in addressing the youth employment issue in training about 400 youths in disciplines like massonery, carpenting and cultural goods and providing necessary assistance and connection to the employers in order to enter the labor market.

39. It is reported that a training for 30 (18M, 12 W) has been organized in Kay Nou on community leadership. An additional training was organized for Haitian Police, and Community leaders.⁵

40. The project design was not really based on formal and specific studies conducted in the targeted areas but similar experiences have been served as a basis for the design of this project. For example, in 2011 a project with Brazil and the US state department confirmed the necessity to adress the youth employment issue.

41. The Decent Work Country Program has defined 4 priorities in 2015 for the 2015-2020 period namely: social dialogue, vocational training, social protection and revision of the Haitian labor code. The project was linked to the P&P outcomes and the DWCP in the sense that it focuses on vocational training and youth employment. In fact, those are two priorities defined in the DWCP document.

42. All ILO staff and IBSA stakeholders interviewed during this assignment did not provide information about the 2012 signed SSC and triangular cooperation agreement between ILO and IBSA. More precisely, they don't really know about it. Consequently, we could not provide argument supporting the fact that wether this project has indeed contributed to facilitate the implementation of the aforementioned agreement.

8.2 *Coherence*

43. The project design has built on the needs of the beneficiairies in the targeted areas. Those are real needs, identified by Viva Rio and the Government sector (MAST). The design takes those needs into account and address them in a coherent manner.

⁵ In Viva Rio , narrative report : Promote the socio-economic integration of vulnerable children and through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development , June 2017

44. While the identified needs are real, however the approach and understanding could differ from one stakeholder to another. Consequently, the more stakeholders involved in the project design, the more holistic the project approach would be and the more effective the strategies. However, most of the stakeholders did not participate in the project design. The project was designed by Viva Rio and reviewed by ILO. The others stakeholders came in during the implementation phase.
45. Regarding the SSC, project activities and strategies must be: knowledge broker (help, identify, share and adapt scalable Southern solutions that are tested, cost-effective, and sustainable), capacity builder (support developing countries to better undertake and engage in South-South and Triangular cooperation in partnership with governments, civil society organizations, and private sector) and facilitator (helping start-up collaboration and scale up promising ideas).
46. This project has considered sharing experiences from IBSA. In fact, Viva Rio which is a Brazilian NGO had a strong background that was beneficial for the project. Viva Rio capabilities are related to: i) experiences in working in similar vulnerable conditions in Rio de Janeiro, Brazil; ii) local experiences in other projects, here in Haiti, since 2004.
47. IBSA is represented by Brazil in Haiti. The agreement has been made through the Brazilian embassy;
48. Regarding the capacity builder dimension, the under-mentioned facts are important to be considered:
- This project has facilitated shared experiences between INFP and Brazilian initiatives and organisations like SENAI, SENAC, and FIRJAN. They can directly apply what they learned to the current projects they are working on while promoting better practices in their day-to-day management;
 - This project has contributed to strengthening the capacity of INFP in developing new curricula in the following fields: cultural goods and services, environmental (production of biogas) and micro-enterprises accounting in the context of an ILO's methodology named "GERME". In fact, INFP has validated this methodology.
 - In addition, from an institutional standpoint, an accelerated program was adapted to the youth. That did not exist before, as far as existing curricula are concerned.
49. Nevertheless, there is no evidence that this project has helped boosting or starting-up collaboration and scale up promising ideas.
50. The project design did not include all the stakeholders but only Viva Rio. Even though, Viva Rio has developed a strong experience in developing projects in Haiti. The input and participation of all stakeholders are important in line of the IBSA perspective. The Tripartite Committee was not part of the project design. It has put in place during the implementing stage.
51. The project has considered the SSC experience in Haiti through Viva Rio Haiti. In fact, Viva Rio Haiti staff have been working in Haiti since 2004. They have developed

accountability in vulnerable communities like Bel-Air, Cité-Soleil, etc. Their capacity to mobilize community leaders and beneficiaries even in times of troubles is an indicator of the fact that they are rooted in the community. The Viva Rio Haiti staff experiences benefited this project in terms of a wide network of community leaders and capacity to mobilize beneficiaries.

52. The projects assumptions have been proven to be true all through the implementation phase. For example, the needs for training in construction are a real need and the importance of vocational training as a tool to violence reduction and youth economic re-insertion within vulnerable locations is self-evident. The only issue was the fact that activities were to be held at Bel Air but it was decided to move them to Canaan. But, it was well discussed between the key stakeholders. Transportation allowances were provided to the beneficiaries so that they could continue with the training at Canaan.

8.3 Effectiveness

53. About 400 youth have been trained, a job placement office as been put in place and vocational training curricula developed. In that sense, the project has achieved its immediate objectives. But in terms of the respect of the 138 and 182 conventions the project does not meet ILO standards.
54. Some projects activities have been delayed by many reasons : i) violence within the areas targeted by the project, as the project started in 2015 on a difficult political context (general elections) ; ii) Slow procedures at the ILO level ; iii) delay in report submission by Viva Rio Haiti Staff. The first factor is justifiable, considering the fact it is an external one. However, the other factors could be improved and risk can be mitigated by an effective communication of ILO standard and procedures and better communication between the stakeholders. It is important to note that, ILO Haiti works under the regional office (ILO Costa Rica, San Jose. It takes time to respond to some administrative issues, but locally ILO has developed good and easy communication with all the project stakeholders.
55. Viva Rio's experience in Haiti since 2004 is a real example of the SSC. The developed experience in working within vulnerable locations in violence reduction community mobilization, and youth re-insertion has helped this project especially in the selection of beneficiaries and to mobilize them through a solid network of community leaders. Those community leaders were involved at various levels including raising awareness about child labor prevention and how to refer cases of children at risk to IBERS.
56. Until April 2017, the Tripartite Committee against Child Labor was not functional. There was only one meeting. The call to meeting was to be done by the MAST and that did not take place. But some stakeholders have been able to meet. This was the case for ILO employees and IBERS.

8.4 Effectiveness of management

57. The management was complicated. In fact, the ILO Haiti staff was insufficient; 5 people for 5 projects running simultaneously (one with Norway, one with IBSA and 3 projects with MINUSTAH). The relationship was very good with ILO Costa -Rica and with Viva

Rio, except the lack of communication and non-compliance with the submission deadline for some reports, which caused delays in submitting the reports to the donors.

58. There was a project committee made up of the Brazilian Embassy, MAST and INFP. The committee met once in June 2017. They discussed a costless extension of the project and it has been agreed.
59. The national tripartite committee did not really contribute to the project because it only met once all through the project lifetime. Actually, this committee was not functional. A representative of the trade unions (Lebrun Jean Claude) did not want to sit with the government in place (2015), another member of the trade unions (Gina Georges) was dismissed by its organization and only Jean Bonald Bolinsky Fatal was available as representative of the trade union confederation.
60. The progress reports have been submitted by Viva Rio. M&E information has been disaggregated by gender in all the progress reports. The project management team has taken corrective measures when necessary. For example, there was training and the INFP found out that the participants were not qualified. The INFP had suggested that there be a refresher course, which has been done.
61. The main challenges faced by this project can be summarized as follow:
62. Lack of involvement of some key stakeholders (trade unions representative, INFP, MAST/IBERS) in the the project design;
 - o Poor communication between the key stakeholders.

8.5 Efficiency of resource use

63. Based on the financial report, resources have been used efficiently. Project expenditures are lower than the budget allocations, except for line 11.002 (ILO international experts), where the expenditures slightly exceed the budget allocation for 1.875%.

64. The ratios and budget details are presented in the table below:

Budget numbers in USD and ratios⁶

Code	Identification	Budget allocation	Expenditures	Gap
11.001	ILO international staff	9657	3715.77 (38.48%)	5941.23 (61.52%)
11.002	ILO international experts	12447	12,680.39 (101.875%)	-233.39 (1.875%)
13.001	Administrative support	55596	49395.76 (88.85 %)	6200.24 (11.15%)
21.001	Subcontract implement agreement with Viva Rio	/ 612,714	570772 (93.16%)	41,942.00 (6.84%)
32.001	Seminars, training, workshops	86922	55890 (64.3%)	31032 (35.7%)
45.001	Equipments	2860	0 (0%)	2860 (100%)
53.001	Miscellaneous expenses	8541	0 (0%)	8541 (100%)

65. There was no project officer allocated to this project and a reduced staff at ILO Haiti (5 persons) working on 5 projects simultaneously. However, information about the staff expertise and availability to support this particular project was not available during the evaluation. We only know, for example, that the project did have an M&E officer for its own and delays have been observed in the reports that should be submitted by Via Rio.

66. In addition to the PRODOC in which the project budget is presented, the 24 months' work plan (July 1st 2015 to June 30 2017), revised in 2016, presents gross amounts regarding the expected outcomes, with no explanation. We did not have access to any financial report which we could help us compare the project budget and the bi-annual work plan in order to underline eventual gaps.

8.6 Impact orientation

67. Unemployment is a real issue in Haiti. This project attempted to provide vocational training to youth and connect them to the labor market. It has the potential to drive changes in the targeted areas. Therefore, the youth trained can sell their skills to the market place.

68. The cultural training represents another income generating activities for the beneficiaries. In addition, the job placement office, if functional, can facilitate the access of skilled youth to the market place. This kind of project can be replicated in other areas as needs are the same for training and employment.

⁶ The figures above are from the financial report. Those numbers are different from the PRODOC. This discrepancy is due to the fact that we did not have access to the PRODOC final version.

69. In terms of best practices observed, we can underline the involvement of the community leaders in the project activities. They did not just invite the beneficiaries but they also involved their families and friends. Their contribution in mobilizing people for the project activities is a key success factor.
70. The focal points are good achievement that could do the follow up of some outcomes of this project, especially the job placement aspect.

8.7 Sustainability orientation

71. Both beneficiaries and instructors have been trained. If they continue to pass on their knowledge, other people could benefit from them. However, they need a structure and funds to keep that going.
72. Cultural production, capoeira course continue to exist and perform. The Haiti-Brazil cultural center is open and operational at Pétiion-Ville. In addition, the people that have benefited the training continue to use it as an income generating activity. The project gives alternatives to generate income to the beneficiaries.
73. In order to address more in depth, the sustainability potential of the project, a matrix is presented below :

Key sustainability factors	Project components / outcomes	Potential for sustainability	Sustainability actions
<p><u>Project design and implementation</u></p> <p>A number of authors suggest that the existence of a theory, whether formal or informal, is important to project sustainability. Such a theory would include clear definitions of the target population, the needs to be met by the project, the expected outcomes of the project, and the interventions employed to attain them. It would also include arguments as to how the interventions will bring about the desired outcomes (Steadman et al., 2002; Weiss, Coffman, & Bohan-Baker, 2002).</p>	<ul style="list-style-type: none"> - PRODOC (Project Document) approved by ILO and funded by the Norwegian government; - Logic and coherent project written by Viva Rio, addressing real needs of the targeted areas and beneficiaries; - The project design did not include the other stakeholders (INFP, MAST, Trade unions organizations and private sector). - The other stakeholders stepped in during the implementation phase. 	<ul style="list-style-type: none"> - This project did not take into account the inputs of most of the stakeholders. Its potential is very low, as project cannot be well implemented and being sustainable without the involvement of all stakeholders. 	<ul style="list-style-type: none"> - Utilize community-based participatory principles in choosing strategies and approaches. This includes all the stakeholders in the project design .
<p><u>Political support and legitimation</u></p> <p>It is proved that one important key to promoting project sustainability is</p>	<ul style="list-style-type: none"> - A tripartite committee composed of 3 members of the private sector, 3 members of the trade unions 	<p>If operational, the tripartite committee will ensure interactive dialogue on the</p>	<ul style="list-style-type: none"> - Reinforcing the capacity of the stakeholders in coaching, work session

<p>political support (Scheirer, 2005). It is important to adapt projects to the policies and regulations of the relevant government bodies (Sarriot et al., 2004) or, alternatively, to exert pressure to amend the policies to better accord with the project (Pentz, 2000).</p>	<p>organizations and 3 members of state institutions (INFP , MAST/IBERS) and focal points on child labor prevention has been put in place.</p> <ul style="list-style-type: none"> - A model of accelerated vocational training and soft skill program, certified by the State (INFP) is developed to facilitate access to labour market in cooperation with SENAI. 	<p>child labor and youth employment issues. It would facilitate advocacy efforts toward the respect of 132 and 182 ILO conventions on child labor and promote youth employment especially for the inhabitants of the most vulnerable areas.</p>	<p>and experiences sharing through ILO and Viva Rio Haiti offices;</p> <ul style="list-style-type: none"> - Operationalize the tripartite committee along with the focal points in order to ensure the continuation of the collaboration of the stakeholders on child labor and youth employment issues.
<p><u>Community support</u></p> <p>Several studies have found that community support for a project, as manifested in the cooperation of community bodies (e.g., schools, community organizations, government agencies, etc.) with the project implementers (Marek et al., 1999), is a major predictor of its sustainability (Light, 1998; Savaya & Waysman, 1998; Steadman et al., 2002; Stephen et al., 2005). Johnson et al (2004) stressed the importance of strengthening the sense of ownership among those who benefit from the project in the community to increase their motivation to sustain it.</p>	<ul style="list-style-type: none"> - 90 community leaders are trained in civic principles, conflict resolution and mediation in light of Brazilian institutions experience; - 70 children and youth (under 18 years) participate in a high-level soccer academy that promotes citizenship values and engagement through community service activities; - 90 community leaders are trained in child labour prevention and eradication and child labour monitoring systems are set up in selected communities. - Shared experiences and field visits in Brazil. Reinforcement of INFP capacity in developing curricula design for cultural goods and 	<p>When trained on issues related to child labor prevention, community development, community leadership, gender equity, project management and problem solving, those leaders could replicate the training, re/inforcing their local organizations and develop good practices that will have lasting impact on their communities;</p>	<ul style="list-style-type: none"> - Develop community support and ownership for the project in the targeted communities; - Recruit the cooperation of community bodies (e.g., schools, community organizations, government agencies, etc.) and engage them in the project implementation.

	services		
<p><u><i>Financial resources and financing strategies</i></u></p> <p>Several studies show that sustainability increases when projects have multiple sources of funding (Light, 1998; Marek, Mancini, & Brock, 1999), when financing strategies are in place, and when these strategies are implemented early on (Fagen, 2001; Goodson et al., 2001; Pluye, 2002; Steadman et al., 2002; Stevens & Peikes, 2006).</p> <p>Containing the costs of the project through the use of volunteers and other means is viewed by some project operators as a means of enhancing sustainability (Scheirer, 2005).</p>	<p>The project amount has been spent as per the project phase out deadline extension (September 2017);</p> <p>The project was totally funded by Norway.</p>	<ul style="list-style-type: none"> - In regards to that factor, the potential to be sustainable is average. In fact, the project has had a one source funding and financing risks have not been shared. 	<ul style="list-style-type: none"> - Attain multiple sources of funding; - Develop fundraising strategies with partner organizations and coalition members; - Recruit and engage volunteers; - Leverage resources of stakeholders in providing training materials, at reduced or no cost, for training conference, meeting rooms etc.
<p><u><i>Human Resources</i></u></p> <p>According to Johnson, Hays, Center, and Daley (2004), staff training or expertise building in a range of matters, including strategic planning skills, knowledge of needs assessment and logic model construction, and leadership skills and fundraising expertise, is important to project sustainability. Findings show that projects that included staff preparation and training, especially training in creative and flexible problem solving,</p>	<p>The project staff has revealed to be insufficient during the project implementation phase. Moreover, no focus on direct training for project staff and regular staff meetings regarding the project outcomes, strategies and Monitoring and Evaluation.</p>	<ul style="list-style-type: none"> - In terms of Human Resources potential, this project is not sustainable: There is an insufficient number of staff comparing to the number of stakeholders involved, project workload timeline and budgets and organizational procedures. 	<ul style="list-style-type: none"> - Provide staff and community stakeholder training to develop strategic planning skills, knowledge in needs assessment and logic model construction, leadership skills and fundraising expertise; - Hold regular comprehensive staff training and preparation on key sustainability factors.

<p>had greater sustainability than projects that did not (Fagen, 2001; Shediac-Rizkallah & Bone, 1998).</p>			
<p><u><i>Project evaluation</i></u> Ongoing project evaluation is viewed as a valuable tool to promote sustainability. In addition to achieving alignment of the project's characteristics with the needs of its stake holders (Johnson et al., 2004, Weiss et al., 2002) argued that project evaluation can help in the development of strategies for sustainability, to follow up their implementation, and to evaluate their effectiveness. Similarly, evaluation can be useful in identifying problems in the project and in facilitating flexibility.</p>	<p>Quarterly narrative progress reports have been prepared by the implementing partner and submitted to the donors along with mid-term and final reports;</p> <p>All narrative reports provide M&E information regarding beneficiaries, disaggregating by gender;</p> <p>An external independent evaluation is currently ongoing (draft submitted for approval) with evaluation findings lessons learned, recommendations and best practices.</p>	<p>If taken into account, the evaluation findings, and lessons learned, recommendations and best practices have the potential to facilitate corrective actions and provide insights about what should be done or not, considering the eventuality to similar projects or the replication of this one.</p>	<p>Follow up with the evaluation recommendations.</p>

9 Conclusion, lessons learned and recommendations

9.1 Conclusion

74. This project made remarkable efforts in addressing national needs regarding child labour issues. The needs are real and selected beneficiaries have been trained. Project design was coherent and built on the knowledge of the beneficiaries and community leaders. However, it did not include the participation of all stakeholders. The results are achieved in terms of vocational training.
75. Overall, budget resource was consistent to the level of activities, except for delays in the cash disbursement for some activities. The project does not have an M&E officer assigned to it, in particular. Therefore, costs have been split with other projects so that more activities could be implemented. There were some communication gaps between Viva Rio and INFP especially in the training schedule and implementation. The evaluation of the training participants have proven to be too long (more than 6 months) and has influenced success to a greater extent. The project has contributed to capacity building of some partners, especially INFP.

9.2 Good Practice

The project targeted capacity at the policy level and improvement of the coordination of work between national institutions and social partners in and out the targeted areas. Initially, the project intended to working with the National Tripartite Committee for the Elimination of Child Labour (NTCECL) to facilitate practical coordination between the Government, employers' associations and labour unions.

However, the National Committee experienced internal issues which prevented it from functioning and severely limited its utility for the project. The NTCECL members have been able to meet together only once. The focal points network do exist, but still need to be functional.

9.3 Recommendations

A set of recommendations is presented in the lines below to facilitate improvement and effectiveness of future projects that will have to be implemented:

- Involve, as much as possible, the stakeholders in the project design. This process will facilitate a better collaboration between all parties (internal and external) and facilitate better efficiency and efficacy.
- Encourage members of the project steering committee to meet on a regular basis in order to provide insights and recommendations regarding project strategies and activities.
- Organize workshop sessions for the implementing agency on ILO standards reporting formats.

- Schedule workshop sessions on the 138 and 182 ILO on child labor conventions for all project stakeholders.

Table of findings, lessons learned and recommendations

No	Findings	Lessons learned	Recommendations
1	Most of the stakeholders did not participate in the project design. The project design has been performed by Viva Rio and reviewed by ILO. The other stakeholders have been introduced during the implementing phase.	There was a lack of dialogue at the beginning of the project. This communication gap affects the projects results, especially in terms of training evaluation (INFP), youth placements (trade unions and employers).	Call on all the stakeholders around a table and discuss the project idea even before preparing the project design. This process will facilitate a better collaboration between all parties (internal and externals) and booster more effective results.
2	Some reports submitted by the Viva Rio did not meet ILO standards.	The Viva Rio Haiti staff are not familiar with ILO standards reports formats.	Organizing workshop sessions for the Viva Rio Haiti staff on ILO standards reports formats.
3	Some stakeholders are not familiar with ILO Conventions # 138 and 182 ILO on child labor prevention.	When the stakeholders are not familiar with the ILO conventions it is reflected in the profile of selected beneficiaries and can affect the completion of project activities.	Organizing workshop sessions workshop session on the 138 and 182 ILO on child labor conventions for all project stakeholders.
4	It was very difficult to mobilize the beneficiaries in times of trouble. In fact the violence affects the project activities in the targeted areas	The success of the project into local community depends largely on the involvement of the community leaders	Integrate the community leaders into the project design and other to facilitate a better involvement inn project activities and strategies.

Table of recommendations

Recommendations	Related findings	Priority, Responsible
		Timeline , Resource implications
Recommendation 1: Call on all the stakeholders around a table and discuss the project idea even before preparing the project design. This process will facilitate a better collaboration between all parties (internal and externals) and booster more effective results	Based on finding 1	Priority: very high
		Responsible: Project team, Viva Rio.
		Timeline: During the planning and implementation of future projects relating to child labor.
		Resource implications: Yes
Recommendation 2: Organizing workshop sessions for the Viva Rio Haiti staff on ILO standards report formats.	Based on finding 2	Priority: high
		Responsible: Project team, Viva Rio and INFP
		Timeline: During the planning and implementation of future projects relating to child labor.
		Resource implications : Yes
Recommendation 3: Organizing workshop sessions workshop session on the 138 and 182 ILO on child labor conventions for all project stakeholders.	Based on Finding 3	Priority: high
		Responsible: ILO national office
		Timeline: Starting during next project implementation.
		Resource implications : Yes
Recommendation 4: Integrate the community leaders into the project design and other to facilitate a better involvement inn project activities and strategies.	Based on finding 1	Priority: very high
		Responsible: ILO and Viva Rio.
		Timeline: Starting upon next project planning.
		Resource implications : Yes

Annex 1: Terms of Reference

**Version for
comments**



INTERNATIONAL LABOUR ORGANIZATION

Terms of Reference for a Final Independent Evaluation

Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development.

XB Symbol:	HAI/89/604/99
Project title:	Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development.
Country:	Haiti
P&B Result:	Outcome 8 - Protection of workers from unacceptable forms of work
CP Result:	HTI105, HTI 127 and HTI 129
Duration:	2.1 years
Start date:	August 2015
Finish date:	September 2017
Project language:	English
Project budget:	US \$ 1,453,275.00
Project Administrative and Technical Backstopping Unit:	Fundamental Principles and Rights at Work Branch (FPRW) / International Programme on the Elimination of Child Labour (IPEC)
Date of the study:	September-October 2017
Evaluation Budget:	USD XXXX
Evaluation Manager:	Cybele Burga Solís

Abbreviations

ADIH	Association of Industries of Haiti
CL	Child Labor
CCIH	Chamber of Commerce and Industry of Haiti
CPFP	Centre Pilote de Formation Professionnelle
CTH	Confédération des Travailleurs Haïtiens
CTSP	Confédération des travailleurs des secteurs publics et privés
CSH	Coordination Syndicale Haïtienne
IBESR	Institut de Bien Être Social et de Recherches
EVAL	ILO Evaluation Unit
IBSA	India, Brazil, South Africa Dialogue Forum
IPEC	International Programme on the Elimination of Child Labour
INFP	Institut National de Formation Professionnelle
INHE	Institut Haitien de l'Enfance
ITUC	International Trade Union Confederation
FPRW	Fundamental Principles and Rights at Work Branch
FAFO	Institute of Applied International Studies
MENFP	Ministère de l'Éducation Nationale et de la Formation Professionnelle
MAST	Ministère des Affaires Sociales et du Travail
NAP	National Action Plan
NTCECL	National Tripartite Committee for the Eradication of Child Labour

1. Justification

1. These ToR correspond to the final independent evaluation of the Project *Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development* (since now, the *Project*), which is funded by the IBSA fund.
2. The *Project* aims to promote the socioeconomic development of vulnerable youth through the elimination of child labour and promotion of youth decent employment, in the Bel Air and the Cité Soleil zones in Port-au-Prince. The *Project* is an adaptation of Brazilian program **Me encontrei** and is expected to strengthen the South-South Cooperation between Haiti and Brazil by fostering experience exchanges between experts from Brazil and Haiti. The project builds on the ILO/IBSA relationship formalized in 2010 by a signed agreement with the goal to further develop and promote South-South and Triangular Cooperation. It also builds on the 2012 ILO/IBSA signed declaration of intent to “intensify and further enhance policy dialogue and exchanges between India, Brazil and South Africa (IBSA countries) in areas included in the Decent Work agenda.”
3. The *Project* is part of the ILO strategy on child labour issues through the International Programme on the Elimination of Child Labour (IPEC) within the Fundamental Principles and Rights at Work Branch (FPRW). As such, it contributes to the promotion and implementation of the ILO Convention 138 on Minimum Age for Admission to Employment and Convention 182 on the Elimination of the Worst Forms of Child Labour by addressing child labour in the informal districts. This is accomplished through withdrawal of adolescents from the worst forms of labour or at risk of facing the worst forms of child labour.
4. The *Project* started in August 2015 and will end on September 2017.
5. According to the ILO Evaluation Policy, due to the size and duration of the project, an independent evaluation must be carried out before the end of the project. The final evaluation is a requirement as described in the project document and is in line with the ILO Evaluation Policy regarding evaluation of such programmes. The evaluation will also comply with the Norms and Standards of the United Nations Evaluation Group (UNEG).
6. This final independent evaluation will be conducted by an external evaluator and managed by Ms Cybele Burga. The IBSA and the San Jose ILO Office have collaborated in defining the scope and modalities of the evaluation as presented in these Terms of Reference. The evaluation process will be participatory and will involve stakeholder counterparts throughout the process. The ILO Office, the tripartite constituents and other parties who were involved in the execution of the project are the primary users of the evaluation findings and lessons learnt. The evaluation report will be discussed at the Project Steering Committee and submitted to IBSA fund.
7. The evaluation is expected to determine if the project has achieved its stated objectives, assess the preliminary impact, relevance, efficiency, effectiveness and potential sustainability, formulate conclusions and recommendations and generate lessons learnt and good practices.
8. The evaluation will be carried out in September 2017, with a final report being available by October 2017. The *Project* will bear the cost of the evaluation.
9. The evaluation report will be in English.

2. Background

10. Haiti is the poorest country in America and one of the poorest in the World, with a GNI per capita of US \$ 760 in 2012 and with significant needs in basic services. The Gini coefficient of 0.65 reflects striking disparities in the country. The richest quintile benefits from 70% of the national income, while the poorest only account for 1.5%. Even before the devastating January 2010 earthquake, over half of its population of 10 million lived on less than US\$ 1 per day and 70% was living in poverty.
11. In addition to this, around three-quarters of Haitians are either unemployed or try to make ends meet in the informal economy. In this sense, 57.1% of jobs at the national level and 90% of jobs in the capital Port au Prince are informal, with woman making up the majority of the informal economy. The immediate consequence is under-employment and inadequate earnings, and the existence of a large number of the “working poor”.
12. The Haiti economy does not provide adequate opportunities for young workers to get their first job or start their own business. Nearly 60% of people aged 20-24 years in the country are believed to be without a job. Moreover, young people under the age of 25 represent 57.5% of the population and create pressure on the labour market. A better access to education and labour market, is essential for the foundation of socio-economic development and democracy in Haiti. There is no accelerated vocational training adapted to respond to specific needs and to the situation of youth.
13. According to the Ministry of Education and Professional Training, 43% of primary school students were over-age around 14% children repeat their grades and an average of 10% drop out of primary education. This inefficiency in the education system results partly from the inability of poor families to send all their school-age children to school, for this reason, over-age school children and youth have no access to formal vocational training. Currently, there is a missing link between vocational training for youths and their access to the labour market.
14. Despite the Government of Haiti’s ratification of the ILO conventions related to child labour, namely ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Form of Child Labour), estimates indicate that more than 21% of children between the ages of 5 and 14 are caught in some form of child labour. Reports from 2011 estimate that 173,000 to 225,000 children are working as *restaveks* (domestic servants in Haitian Creole).
15. Under the Haitian context, statistics demonstrate that women within the Gran Bel Air area are disproportionately discriminated against with regards to access to employment opportunities and/or paid 50% of what their male counterparts earn. Two common situations account (in part) for this discrepancy: 1) the inaccessibility of skilled labour jobs to women; and 2) the unequal access to education / training that would allow women to increase their employment marketability.

3. Project description and current situation

16. The *Project's* overall objective is to promote the socio economic integration of vulnerable children and youth through the elimination of child labour and promotion of youth decent employment. It will use a multi-faceted approach, mutually reinforcing interventions such as professional training, job placement, entrepreneurship and citizenship development. It will also address the lack of working qualification for youth, their lack of access to the labour market and worst form of child labour in Bel Air and Cité Soleil zones in Port-au-Prince.
17. The *Project*, inspired by the Brazilian programme "Me Encontrei", used two types of interventions: **direct action and institutional development**. These interventions supported the *Project* strategies with regards to skill development of vulnerable youth, capacity development of entrepreneurs, promotion of income generating activities and linkage of those activities with trained beneficiaries. It also served to reinforce national and local state institutions including the MENFP, MAST, the Mairies of Delmas and Port-au-Prince. Through this *Project*, ILO supported national institutions in Haiti to implement programs that withdraw children from the worst forms of child labour, such as domestic work. It also provided accelerated education, State-certified vocational training, life skills training and enterprise experience through internship and apprenticeship (focusing on vulnerable areas including Bel Air, Cite Soleil, Fort National zones in Port-au-Prince
18. The *Project* activities consist of 4 components: i) employability and entrepreneurial capacities of supported adolescents and youth are improved; ii) female and male adolescents and youth improved their access to labour market through placement services; iii) INFP and training center's capacity to develop training adapted to the labour market needs and to offer job placement services for adolescents and youth is strengthened; iv) community and institutions' capacity to address the prevention and eradication of the worst form of child labour and violence related issues is strengthened through IPEC's child labour monitoring systems' experience.
19. This *Project* is expected to strengthen and complement the activities of the ILO in progress in the area of Bel Air, Fort National and Cité Soleil. In addition, its links with other partners at the local and national levels and institutions in the targeted area, should have maximized synergies for achieving the objectives and proposed outcomes.
20. A central aspect of this *Project* is to take in account a number of lessons learned from different partners - ILO, Viva Rio, Brazilian Government and others - in order to implement a pilot platform program that combines international well succeeded programs with a community-driven approach adapted to Haitian reality.
21. This *Project* links to three ILO country programme outcomes (CPOs), namely HTI105, HTI 1027 and HTI 129. These CPOs aim at supporting national institutions to i) reduce child labour; ii) develop innovative and adapted vocational training system, and, iii) develop micro, small and medium enterprises. This *Project* is part of ILO Haiti program and benefited from direct synergies from ILO Haiti "youth Jobs and skills" and "elimination of child labour projects" funded by different donors (MINUSTAH, NORWAY) with expected indirect synergies from other projects implemented by ILO in Haiti.

22. Target groups and beneficiaries:

Target groups:

- vulnerable youth (14-30 years) and children, who are or could be potential victims of labour exploitation and/or unemployment
- Community leaders, who display positive attitude towards citizenship and democratic values.

Geographical areas:

The zones of intervention will be flexible and include the following: Grand Bel Air, Cité Soleil, Martissant, Bon Repos, Zone Nord, Côtes des Arcadins.

Direct action:

- Training of 355 beneficiaries in the sectors of: Infrastructure (reforestation, biodigestors), Sports, Civic engagement, Performance and Plastic Arts. Training will have both a theoretical and a practical component.
- Implementation of a job placement office in Viva Rio's community centre (Kay Nou) with a team that will work directly with the project beneficiaries and employers. The office will also be open to job-seekers within the community wishing to drop-off their CVs and be entered into a general database.
- Training and involvement of community leaders in civic engagement, mediation and prevention and eradication of child labour.

Institutional development action:

- Support INFP and national institutions in the process of development of training curricula, evaluation of new set of skills and the job placement office for gradual hand-over through an enforcement of the current INFP/MENFP-SENAI vocational training cooperation and the regional SENAI/ILO-CINTERFOR vocational training initiatives
- Training INFP staff and employers on detection and referral of worst forms of child labour and violence related issues.

Institutional framework and management arrangements

23. **ILO is the executing agency of this project and partnered with Viva Rio for the implementation of the majority of interventions. Viva Rio** has been the main implementing partner of the project under the supervision of ILO by hosting the Professional Resources and Placement Office (PRP Office) at its Professional School within its community center, Kay Nou.

	Principal Activities
Viva Rio	<ul style="list-style-type: none"> • Community Mobilisation / Beneficiary Selection. • Hosting Placement Office for training beneficiaries. • Training in Cultural Goods, Environmental Goods and Sports + Citizenship+ provide meals during the trainings. • Institutional Reinforcement.

ILO	<ul style="list-style-type: none"> ● Technical Expertise / Instructors for Trainings in micro-enterprises and civil construction. ● Institutional Reinforcement.
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24. According to the PRODOC, ILO and Viva Rio management should have involved Brazilian counterparts in the programming, implementation and monitoring stages of this project, allowing a regular transfer of experiences and competences.

Current situation

25. According to the last Technical Progress Report (7th), the *Project* is on track to complete its activities by the end of September 2017: 80% of the vocational training to improve employability and access to the labor market of 226 young people supported by the *Project* is completed; training with the new curricula has been carried out and the evaluation of these young people is being carried out by INFP; the placement center works with the private sector to reduce the stigma regarding hiring youth people; additional 57 people attended a community leadership workshop and 30 people from the Haitian National Police also received the trainings.
26. Summary of current by outputs and immediate objectives can be found in the [Annex 1](#).

4. Purpose, scope and Clients of the final evaluation

27. The purpose of this evaluation is to assess the relevance of the intervention objectives and approach, in particular to establish how the intervention has contributed to the South-South and Triangular cooperation agreement agreed by IBSA and the ILO in 2010; achievement of the *Project's* objectives at outcome levels, and understanding how and why have/have not been achieved the extent to which its strategy has proven efficient and effective; and whether it is likely to have a sustainable impact. It is an opportunity to take stock of achievements, performance, impacts, good practices and lessons learned from the implementation of the project towards elimination of domestic child labour en Haiti through a South-South and Triangular cooperation strategy.
28. Knowledge and information obtained from the evaluation will be used to inform the design of future similar ILO activities in Haiti or countries in similar situations and should assess from a systemic approach the results achieved with this project and the one funded by Norway, which has been evaluated with an independent final evaluation, recently⁷.
29. As per ILO evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.
30. **Scope:** The final evaluation will focus on the project's achievements and their contribution to national efforts, and at a local level, to achieve the eradication of child labour and promotion of youth decent employment. The evaluation will cover all activities implemented since the beginning of the project, August 2015, up to the field visits, September 2017. Specifically, activities implemented in Port au Prince.

The project should be considered as a whole, including aspects from the initial design, implementation, lessons learned, replicability and recommendations for future projects and widening intervention models, with a special emphasis on South South and Triangular

⁷ Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments

cooperation as a means to transfer knowledge and tools between countries in order to achieve change.

Internal Clients:

- DWT/CO–San José: ILO DWT and Country Office for Central America
- RO- Latin America and the Caribbean
- Haiti ILO Project Office
- FUNDAMENTALS
- EVAL

External Clients:

- Viva Rio - non-governmental organization
- Ministère des Affaires Sociales et du Travail (MAST) and Institut de Bien Être Social et de Recherche (IBESR)
- Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) and Institut National de Formation Professionnelle (INFP)
- The National Tripartite Committee for the Eradication of Child Labour (NTCECL)
- The Chamber of Commerce and Industry of Haiti (CCIH)
- The Association of Industries of Haiti (ADIH)
- CTH, CTSP and CSH Unions
- IBSA (Development Partner)

5. Focus and key questions of evaluation

31. The ILO is a member of the United Nations Evaluation Group (UNEG) and adheres to evaluation rules and standards of the United Nations System that were developed by UNEG, as reflected in the ILO Policy Guidelines for Results-Based Evaluation, as well as technical and ethical rules.
32. The evaluation will be implemented in the context and criteria of international development assistance as per the quality rules for evaluation for development of DAC/OECD. The ILO Policy Guidelines for Results-Based Evaluation, the technical and ethical rules as well as the code of conduct for evaluation from the United Nations System were established under those criteria and, thus, evaluation must adhere to them in order to guarantee international credibility for the evaluation process.
33. Criteria from the Development Co-operation Directorate (DCD-DAC) from the OECD for the evaluation of development assistance are: relevance, effectiveness, efficiency, impact and sustainability. Those criteria are aligned with best practices international standards. The ILO adheres to the OECD/DAC quality standards for evaluation criteria and uses them as a reference for quality control of evaluation process and products.
34. Gender issues should be addressed in accordance with ILO Guidance Note 4: *Considering gender in the monitoring and evaluation projects*. All data must be disaggregated by sex and different needs for women and men, as well as vulnerable groups included in the project must be considered along the evaluation process.

Evaluation keys questions

Relevance

1. Has the project responded to the real needs and expectations of the beneficiaries and stakeholders? Have the sectors/target groups and locations chosen based on baseline studies or knowledge of in-country previous experiences and partners?
2. How relevant has been the project reinforcing ILO and country strategy to address child labour and youth employment issues? ¿How well is it linked to P&P outcomes and DWCP priorities? How well harmonize with National Development Frameworks?
3. How did the project build on and contribute to the implementation of the in 2012 signed SSC and Triangular cooperation agreement between ILO and IBSA?

Coherence

4. Was the Project design logical and coherent? Did tripartite partners participate in the design of the Project?
5. How were elements of South-South and Triangular cooperation incorporated in the project design, especially by the main implementation partner of the project, Viva Rio?
6. Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (especially of the National Tripartite Committee for the Eradication of Child Labour, the INFP, among others)? Did it consider the Haitian experience in SSC and lessons learned?
7. To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the Project has been based proven to be true?

Effectiveness

8. Did the Project achieve its immediate objectives? If not, what were the factors that contributed to the Project delay and were they justifiable?
9. What elements of the SSC and Triangular cooperation model were implemented that increased or hindered the achievement of the project's goals as set out in the Project Document?
10. How has Viva Rio's experience in SS and Triangular cooperation contributed to or hindered the achievements of the project?
11. How have local community leaders been involved in the project, and what are lessons learned and good practices about their role and involvement that can be used for future projects in this respect?
12. How well has the Project coordinated, collaborated and foster synergies with other child and youth-focused interventions supported with other ILO CL projects (particularly, with the Norwegian and the Regional CL Initiative) and other organizations?

Effectiveness of Management

1. How do the levels of cooperation and coordination, team working, roles and linkages among ILO Haiti team, Viva Rio NGO, ILO CO-DWT Office in San José, Regional Initiative Latin America and the Caribbean free of child labour project, and related agencies and networks, support the implementation of the Project?

2. Does the Project's Advisory Committee and management facilitate good results and efficient delivery? In what extent did the National Tripartite Committee support Project's implementation?
3. Does the project coordination use the information generated by the M&E to follow up progress and performance of the Project and the achievement of its objectives? M&E information and indicators have been disaggregated by sex? The management takes corrective measures whenever necessary (suggested by M&E)?
4. What are the main challenges, lessons learned and good practices for ILO and Viva Rio on follow-up, monitoring of this particular type of project (implementation partner implements the project through a large action programme with direct services to children and youth)?

Efficiency of resource use

5. Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?
6. Is the level of budget execution for each component consistent with the level of compliance of targets? Do achieve results justify the level of expenditure?

Impact orientation

7. Assess the major high level changes that the project has contributed towards the Project development objective at national and local levels
8. Has the Project generated unintended impacts on child labour prevention and elimination and youth employment promotion?
9. Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?

Sustainability orientation

10. Examine if outcomes would last after Project, based on the phase out strategy implemented.
11. Assess whether the Project's interventions through vocational and business training and job placement are making lasting impacts on adolescents and youth in conditions?
12. Assess what contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and institutionalization of tripartite structures of governance and overseeing.

Specific aspects to be addressed

- Assess the efficiency and effectiveness of having a SS and Triangular Cooperation model as the project strategy vis-à-vis a more classical project approach, as well as the "action program approach". Please do the assessment at its role in achieving specific outcomes such as improvement of vocational training and soft skills programme, job placement mechanisms for adolescents and youth and, as a strategy to continue strengthening SSC between Haiti and Brazil.
- Discuss what gaps and opportunities in addressing worst forms of adolescents work and qualifications of youth for employment at national local levels in Haiti (areas of intervention).

6. Methodology

Proposed methodology is presented in the following paragraphs. While the evaluator can propose changes in the methodology, such changes must be discussed and approved by the Evaluation Manager. Changes will be approved as long as investigation and analysis suggest that changes are needed, the indicated range of questions is applied, the purpose of the study remain without changes and results are produced with expected quality.

a. Sources of information and field visit

The evaluator will conduct a desk review first to be followed by interviews and a field visit to Haiti. He/she can make use of the sources of information exhibited below for desk review and interview, namely the review of selected documents (1.1) and the conduct of interviews (1.2).

1. Sources of information

1.1 Documents review

The evaluator will review the following documents to be provided by the project management through e-mail:

- 1) Project Document;
- 4) Seven Project progress reports;
- 5) Final Project Report;
- 6) Sustainability plan and exit strategy;
- 5) Mission, meeting, workshop and training reports;
- 6) Project budgets – planned and actual- expenditures;
- 7) Project output documents including:
 - *Model of accelerated vocational training and soft skill program*
 - *Professional resources and placement office in operation (formal document)*
 - *Partnerships with formal and informal market stakeholders (formal documents)*
 - *Adolescents and youth certificated on accelerated vocational training*
 - *Adolescents and youth certificated on accelerated business training*
 - *Community members with the knowledge and tools to detect and refer child labor victim*
 - *Awareness raising material*
 - *Validated CSS model*

1.2 Individual interviews

Individual interviews in person during the field visit, by phone, e-mail or Skype and/or a questionnaire survey can be conducted with the following:

- a) ILO staff in Haiti, including the National Project Coordinator; the Regional Evaluation Officer and other relevant ILO staff;
- b) The FUNDAMENTALS Branch in Geneva;
- c) The ILO CO-DWT Office in San José, Costa Rica;
- d) Representatives from the VIVA Rio NGO, MAST, IBESR, MENFP, INFP, NTCECL, ADIH, CTH, CTPS, CSH, and other important stakeholders.
- e) Community leaders
- f) Other relevant stakeholders such as: representatives from the Brazilian Embassy in Haiti, etc.

Expected outputs of the evaluation

The expected outputs to be delivered by the evaluator are:

Output 1 (Inception report): The Inception Report will be proposed for review and approval by the evaluator on the basis of agreements with the Evaluation Manager. The Report must include a description of the methodology that will be used for the study (Quantitative and qualitative data collected in the field), key activities, interview questionnaires, list of key stakeholders, research questions, indicators of achievement and calendar⁸.

Output 2 (Power point-Stakeholders' workshops), as part of the in-country field work to gather collective stakeholder views, present proposed focus of the evaluation and preliminary findings and recommendations.

Output 3. (Draft evaluation report) This report will be presented to the Evaluation Manager. The report must follow ILO's templates and guidelines⁹ and must be 50 page long maximum, excluding annexes. The annexes of the report must include: questions and indicators used for the research, final questionnaires used in the field work, results of the survey, summaries of each meeting, the list of interviewees and the documents consulted. The evaluation report should include and reflect on findings from the fieldwork and the stakeholders' workshop.

Output 4 (Final evaluation report) including comments from all stakeholders.

Upon finalization of the overall evaluation report, the evaluator will be responsible for writing a brief evaluation summary which will be posted on the ILO's website. This report should be prepared following the guidelines included in [Annex 2](#) and submitted to the evaluation manager.

Draft and Final evaluation reports include the following sections:

The Final Report must include:

- (1) Front page with key information on the assignment and the study;
- (2) Content table and lists (annexes, tables and or graphs);
- (3) List of acronyms or abbreviations;
- (4) Executive summary;
- 4.1. Background and context
 - 4.1.1. Summary of the assignment objective, logic and structure
 - 4.1.2. Actual status of the assignment
 - 4.1.3. Purpose, scope and clients of the study
 - 4.1.4. Methodology for the evaluation
- 4.2. Main findings and conclusions
- 4.3. Recommendations, lessons learned and best practices
- (5) Body of the report
 - 5.1. Background of the assignment
 - 5.2. Background of the final independent evaluation
 - 5.3. Methodology
 - 5.4. Main findings organized according to the five criteria of the analytical framework

⁸ Required Reading: Checklist 3: Writing the Initial Report; Checklist 7: Presentation of the Evaluation Front Page; Checklist 6: Assessment for Evaluation Reports Quality; Checklist 8: Writing the Summary for the Evaluation Report.

⁹ Review and follow the guidelines in: Checklist 7: Presentation of the Evaluation Front Page

- (6) Conclusions
 - 6.1. Conclusions
 - 6.2. Lessons learned
 - 6.3. Best practices
 - 6.4. Recommendations
- (7) Annexes

The entire draft and final reports (including key annexes) have to be submitted in English. The executive summary with key findings, conclusions, recommendations, lessons learned and good practices should be in both English and French.

The total length of the report should be a maximum of 50 pages. This is excluding annexes; additional annexes can provide background and details on specific components of the project evaluated.

The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

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, IBSA 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. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

The draft reports will be circulated to key stakeholders (including IBSA as the donor, the tripartite constituents, other key stakeholders and partners and ILO staff i.e. project management, ILO Project Office in Haiti, ILO DWT and Country Office for Central America, Haiti, Panama and the Dominican Republic, the FUNDAMENTALS and EVAL in Geneva and the ILO Regional Office in Lima for their review. Comments from stakeholders will be consolidated by the evaluation manager and will be sent to the evaluation consultant to incorporate them into the revised evaluation report. The evaluation report will be considered final only when it gets final approval by ILO Evaluation Office.

Management arrangements

b. The evaluator responsibilities and profile

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of project documents • Development of the evaluation instrument • Briefing with ILO • Telephone interviews with FUNDAMENTALS HQ • Undertake a field visit in Haiti 	<ul style="list-style-type: none"> • An evaluation expert in the field of development with demonstrated technical expertise in evaluation methodologies and previous proven skills and experience in undertaking. • Expertise in M&E of development projects and programmes, with a minimum of 7 years' experience in the evaluation function of national and international organisations. • Full understanding of the UN evaluation norms and

<ul style="list-style-type: none"> • Draft evaluation report • Finalize evaluation • Draft stand-alone evaluation summary as per standard ILO format 	<p>standards and demonstrated experience in results-based management.</p> <ul style="list-style-type: none"> • High analytical skills with experience in conducting interviews and surveys and interpreting data and information. • Demonstrated technical expertise in evaluation tools and methodologies and is sensitive to the needs and issues of varied stakeholders. • Experience in working in Haiti will be desirable • Ability to synthesise and analyse concisely in English and fluency in French • Experience in evaluating child labour projects will be an asset
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The evaluator will report to the *Evaluation Manager* for Latin America and the Caribbean. The evaluation manager takes the responsibility in drafting TOR in consultation with all concerned and will manage the whole evaluation process and will review evaluation report to make sure it has complied to the quality checklist of ILO evaluation report.

Evaluation Office in Geneva (EVAL) will do quality assurance of the report and give approval of the final evaluation report.

The ILO Country Office for Central America, Haiti, Panama and the Dominican Republic and the project will provide administrative and logistical support during the evaluation mission. Project management will also assist in organizing a detailed evaluation mission agenda, and to ensure that all relevant documentations are up to date and easily accessible by the evaluator.

Roles of other key stakeholders: All stakeholders, particularly the relevant ILO staff, the donors, tripartite constituents, relevant government agencies, NGOs and other key partners will be consulted throughout the process and will be engaged at different stages during the process. They will have the opportunities to provide inputs to the TOR and to the draft final evaluation report.

Calendar and payment

The total duration of the evaluation process is approximately 7 weeks, with starting date on September 25th, 2017. The number of effective work days foreseen are 25, approximately 5 days in Haiti (it will depend on the number of interviews).

Meetings in Haiti will be organized by project staff in accordance with the evaluator and Evaluation Manager. A detailed programme for the in-country mission will be prepared by project staff.

The following is a schedule of tasks and anticipated duration of outputs and stages. The final version will be prepared by the evaluator after a meeting with the Project coordinator and the Evaluation Manager.

<i>Phase</i>	<i>Responsible Person</i>	<i>Tasks</i>	<i>Proposed timeline</i>	<i>Number of days</i>
I	Evaluator	<ul style="list-style-type: none"> ○ Desk Review of project related documents ○ Telephone briefing with the evaluation manager, ILO FUNDAMENTALS HQ, ILO Project office Haiti and San José and IBSA ○ Preparation of the inception report 	25 September	5

II	Evaluator (logistical support by the project and CO)	<ul style="list-style-type: none"> ○ Field visit ○ Interviews with project staff and other relevant officers in Geneva 	2 October-6 October	5
III	Evaluator	<ul style="list-style-type: none"> ○ Preparation of the workshop in Haiti ○ Workshop with the project management and ILO relevant officers for sharing of preliminary findings, if necessary through video conference 	6 October	1
IV	Evaluator	<ul style="list-style-type: none"> ○ Draft report based on desk review, field visit, interviews /questionnaires with stakeholders in Haiti and the final workshop ○ Debriefing 	To be submitted to Evaluation Manager by October 20	10
V	Evaluation manager	<ul style="list-style-type: none"> ○ Circulate draft report to key stakeholders ○ Stakeholders provide comments ○ Consolidate comments of stakeholders and send to team leader 	21-27 October	
VI	Evaluator	<ul style="list-style-type: none"> ○ Finalize the report including explanations on why comments were not included 	30 October-2 November 2	4
VII	Evaluation Manager	<ul style="list-style-type: none"> ○ Review the revised report and submit it to EVAL for final approval 	By November 3	
		Total no. of working days for Evaluator		25

Legal and Ethical Matters

This evaluation will comply with UN norms and standards for evaluation and ensure that ethical safeguards concerning the independence of the evaluation will be followed. Please refer to the UNEG ethical guidelines: <http://www.unevaluation.org/ethicalguidelines>.

To ensure compliance with ILO/UN rules safeguarding the independence of the evaluation, the contractor will not be eligible for technical work on the project for the next 12 months.

Annex 1: Summary outputs and immediate objectives

Output	Indicator	Target (end-of-project total)	Indicator Milestone
Objective 1: Employability and entrepreneurial capacities of supported adolescents and youth are improved			
6.1 Adolescents and youth received accelerated vocational training, State certificate and soft skills training.	1.1.1. number of adolescents and youth attended vocational training	355 (205 construction, 50 culture, 100 environment)	228 Training completed (64%): 100 construction, 28 Culture, 70 Environment
	1.1.2 % of trained adolescents received certificates	80% trainees	Not started yet
6.2 Adolescents and youth attended business training and received State certificate.	1.2.1 number adolescents and youth (40% females) who attended business training	30	Completed
6.3 Adolescents and youth received support to create micro enterprises and/or to regroup for their economic activities.	1.3.1 number of adolescents and youth trained on business associations	10	completed
Objective 2: Adolescents and youth's access to labour market is improved through placement services.			
2.1 Professional resources and one placement office is implemented and information on available economic and job opportunities is available.	2.1.1 Office exist and offers relevant information to trainees.	Office fully operational	Office fully operational
2.2 Partnership with formal and informal labour market stakeholders developed.	2.2.1 Number of signed agreement with employers for apprenticeship.	50 agreements signed	Viva Rio placement office team have established a list of potential partnerships and have begun to meet people towards developing formal MOUs.
2.3 355 supported youth and adolescents are placed in the labour market through internships, apprenticeships and/or employment.	2.3.1 % of supported adolescent and youth who applied for placement, that are placed	80% of adolescents and youth applicants (40% women)	44 youth working in construction in Cité Soleil
Objective 3: INFP and training centers' capacity to develop training adapted to the labour market needs and to offer job placement services for adolescents and youth is strengthened.			
3.1. A model of accelerated vocational training and soft skill program, certified by the State (INFP) is developed to facilitate access to labour market in cooperation with SENAI.	3.1.1 Level of ownership taken by INFP of new models of accelerated vocational training and creation of decent work document describing the model	Models are replicated in to training centres.	4 new curricula of vocational training in agriculture and culture has been validate by INFP.
3.2. Models for the creation of decent work opportunities	3.2.1 Document describing the model.	Document available	Document available

for adolescents in target communities and a job placement mechanism to facilitate their access to the labour market are developed.			
Objective 4: Community and institutions' capacity to address the prevention and eradication of the worst forms of child labour and violence related issues is strengthened through IPEC's child labour monitoring systems' experience.			
4.1 Citizenship and democratic values are reinforced for 90 community leaders and youth with support of Brazilian institutions.	4.1.1 90 community leaders are trained in civic principles, conflict resolution and mediation as well as child labour prevention and eradication	90 leaders trained (30% women)	4 new curricula of vocational training in agriculture and culture has been validate by INFP.
	4.1.2 70 children participate in high-level soccer academy that promote citizenship values and engagement through community service activities	70 children participated	90 teenagers participated
4.2 90 Community members have the knowledge and tools to detect and refer child labour victims and child labour monitoring systems are set up in selected communities.	4.2.1 Relevant tools available	Tool to detect and refer child labour victims available	SCREAM methodology has used. Translation of all modules in creole completed
	4.2.2 Number of adolescents and youth participate to training	90 adolescents and youth	Scream activity was held in December with 28 youth. 500 youth from Canaan have participate in an awareness raising activity on 9 June, in the framework of World Day against Child Labour

Annex 2. All relevant ILO evaluation guidelines and standard templates

1. Code of conduct form (To be signed by the evaluator)

http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm

2. Checklist No. 3. Writing the inception report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm

3. Checklist 5. Preparing the evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm

4. Checklist 6. Rating the quality of evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm

5. Template for lessons learnt and Emerging Good Practices

http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm

http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm

6. Guidance note 7. Stakeholders participation in the ILO evaluation

http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm

7. Guidance note 4. Integrating gender equality in M&E of projects

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

8. Template for evaluation title page

http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm

9. Template for evaluation summary: <http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>

[10. Guidance Note 3. Evaluation lessons learned and emerging good practices.](#)

http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165981.pdf

11. Lessons Learned (submitted by Evaluator)

<http://www.ilo.org/legacy/english/edmas/eval/template-lesson-learned.doc>

12. Emerging Good Practice (submitted by Evaluator)

<http://www.ilo.org/legacy/english/edmas/eval/template-goodpractice.doc>

Annex 2: Interview questionnaires and conversational guide

1.1.1. Questionnaires

Project evaluation Questionnaire ·

SEPTEMBER 2017

Questionnaire

“Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development”.

This project aims at promoting the socio-economic development of vulnerable youth through the elimination of child labor and promotion of youth decent employment, in Bel Air and Cité Soleil zones in Port-au-Prince. The collected data will be used confidentially to evaluate the outcomes of this projects and formulate recommendations.

Name of the institution / Person

Address

Contact

Phone number and email

a. Project Relevance						
Q1.	Has the project responded to the real needs and expectations of the beneficiaries and stakeholders?					
	At a 1 to 5 scale what note would you attribute? 1 is no, 5 is absolutely yes.					
	1	2	3	4	5	
Q2.	Have the sectors/target groups and locations chosen based on baseline studies or knowledge of in-country previous experiences and partners?					
Q3.	How relevant has been the project reinforcing ILO and country strategy					

	<p>to address child labour and youth employment issues?</p> <p>At a 1to 5 scale what note would you attribute? 1 is not relevant, 5 is absolutely relevant.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q4.	<p>How well is it linked to P&P outcomes and DWCP priorities?</p> <p>At a 1to 5 scale what note would you attribute? 1 is not well linked relevant, 5 is very well linked.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q5.	<p>How well harmonize with National Development Frameworks?</p> <p>At a 1to 5 scale what note would you attribute? 1 is not well harmonized, 5 is very well harmonized.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q6.	<p>How did the project build on and contribute to the implementation of the in 2012 signed SSC and Triangular cooperation agreement between ILO and IBSA?</p> <p>Please _____, specify</p> <p>_____</p>						

b. Project Coherence		
Q7.	<p>Was the Project design logical and coherent?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
Q8.	<p>Did tripartite partners participate in the design of the Project?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
Q9.	<p>If you respond yes to question 8, at what extent?</p> <p>a. Poor participation</p> <p>b. Good participation</p> <p>c. Satisfied participation</p>	
Q10.	<p>How elements of South-South and Triangular cooperation were incorporated in the project design, especially by the main implementation partner of the project, Viva Rio?</p>	

	<ul style="list-style-type: none"> i. Knowledge brokers: help identify, share and adapt scalable Southern solutions that are tested, cost-effective, and sustainable; ii. Capacity builders: support developing countries to better undertake and engage in South-South and Triangular cooperation, in partnership with governments, civil society organizations, and private sector; iii. Facilitators: to help 'start-up' collaborations and scale up of promising ideas. 						
Q11.	Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (especially of the National Tripartite Committee for the Eradication of Child Labour, the INFP, among others)?						
Q12.	<p>Did it consider the Haitian experience in SSC and lessons learned?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes please specify:</p> <p>_____</p> <p>_____</p>						
Q13.	<p>To what extent were external factors and assumptions identified at the time of design are still relevant?</p> <p>At a 1 to 5 scale what note would you attribute? 1 is not well harmonized, 5 is very well harmonized.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%;">4</td> <td style="width: 20%;">5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q14.	<p>Have these underlying assumptions on which the Project has been based proven to be true? Please specify</p> <p>_____</p> <p>_____</p>						

c. Effectiveness

Q15.	<p>Did the Project achieve its immediate objectives?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
Q16	<ul style="list-style-type: none"> 1. If the answer to Q15 is no, what were the factors that contributed to the Project delay? d. Financial and budget management ; e. HR management ; 	

	<p>f. Procurement and Operations management</p> <p>g. External factors _____ ;</p> <p>h. Others, _____</p> <p>–</p> <p>2. Are those factors justifiable?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
Q17.	What elements of the <i>SSC and Triangular cooperation model</i> were implemented that increased or hindered the achievement of the project's goals as set out in the Project Document?	
Q18.	How has Viva Rio's experience in SS and Triangular cooperation contributed to or hindered the achievements of the project? Please _____ explain	
Q19.	<ul style="list-style-type: none"> - How have local community leaders been involved in the project? - What are lessons learned and good practices about their role and involvement that can be used for future projects in this respect? 	
Q20.	How well has the Project coordinated, collaborated and foster synergies with other child and youth-focused interventions supported with other ILO CL projects (particularly, with the Norwegian and the Regional CL Initiative) and other organizations?	

d. Effectiveness of management		
Q21.	How do the levels of cooperation and coordination, team working, roles and linkages among ILO Haiti team, Viva Rio NGO, ILO CO-DWT Office in San José, Regional Initiative Latin America and the Caribbean free of child labour project, and related agencies and networks, support the implementation of the Project?	
Q22.	Does the Project's Advisory Committee and management facilitate good results and efficient delivery?	
Q23.	In what extent did the National Tripartite Committee support Project's	

	implementation?						
Q24.	<p>Does the project coordination use the information generated by the M&E to follow up progress and performance of the Project and the achievement of its objectives?</p> <p>At a 1to 5 scale what note would you attribute? 1 is no, 5 is absolutely yes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q25.	<p>M&E information and indicators have been disaggregated by sex?</p> <p>Yes No</p>						
Q26.	<p>Does the management takes corrective measures whenever necessary (suggested by M&E)?</p> <p>At a 1to 5 scale what note would you attribute? 1 is no, 5 is absolutely yes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q27.	<p>What are the main challenges, lessons learned and good practices for ILO and Viva Rio on follow-up, monitoring of this particular type of project (implementation partner implements the project through a large action programme with direct services to children and youth)?</p>						

e. Effectiveness of resources used							
Q28.	<p>Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?</p>						
Q29.	<p>Is the level of budget execution for each component consistent with the level of compliance of targets?</p> <p>At a 1to 5 scale what note would you attribute? 1 is no, 5 is absolutely yes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	
1	2	3	4	5			
Q30.	<p>Do achieve results justify the level of expenditure?</p> <p>Yes No</p> <p>Comment</p> <hr/>						

f. Impact orientation

Q3 1.	What are the major high level changes that the project has contributed towards the Project development objective at national and local levels?	
Q3 2.	Has the Project generated unintended impacts on child labour prevention and elimination and youth employment promotion?	
Q3 3.	Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)? i. _____ _____ ; ii. _____ _____ ; iii. _____ _____ .	

g. Sustainability orientation		
Q34.	Are the projects outcomes sustainable, based on the phase out strategy implemented? Yes No Please _____ , _____ explain _____	
Q35.	If the answer to the previous question is yes , are the Project's interventions through vocational and business training and job placement are making lasting impacts on adolescents and youth in conditions? Please _____ , _____ specify _____	
Q36.	What contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and institutionalization of tripartite structures of governance and overseeing. Please _____ , _____ specify _____	

9.3.1 Conversation guide

Conversational guide for Project Evaluation

“Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training, job placement, entrepreneurship and citizenship development”. This project aims at promoting the socio-economic development of vulnerable youth through the elimination of child labor and promotion of youth decent employment, in Bel Air and Cité Soleil zones in Port-au-Prince. The collected data will be used confidentially to evaluate the outcomes of this projects and formulate recommendations.

Name of the institution /Person

Address

Person of contact

Phone number and email

Topic 1. How relevant do you find this project?

Topic 2. What are the more significant and practical results achieved, regarding the objectives?

Topic 3. At what extend this project has contributed to promoting socio-economic development and eliminate child labor? Please provide some real facts.

Topic 4. What gaps and opportunities in addressing worst forms of adolescents work and qualifications of youth for employment at national local levels in Haiti (areas of intervention).

Topic 5. What are the top 3 areas where the project has exceled?

Topic 6. What are the top 3 areas where the project has some dysfunctions?

Topic 7. What are the top 3 recommendations you should provide in order to improve such project results the next time?

Annex 3: List of interviewees

NOM	POSTE	INSTITUTION	TELEPHONE	EMAIL
OIT				
Sylvie Dupuis	CTA du projet	ILO		dupuis@ilo.org
Eunice Seignon	Program assistant	ILO		Seignon@ilo.org
Walter Romero	Program officer	ILO San Jose		romerow@ilo.org
Gouvernement				
Jules Moise	Assistant Director	MAST	40876737	julesmoise@yahoo.com
Lise Jeune Boucicault	Chief Operating Officer	INFP	48990473	lisejeune@yahoo.fr
Eugene Georges Edouard	focal Point INFP/BIT	ILO	34625221	eugenegeorgesedouard@yahoo.fr
Syndicat				
Marie Louise Lebrun	Secretary Assistant	CTH	3854-8038	louiselebrun633@gmail.com
Gauthier Etienne Yvette	Secretary Assistant	CTSP	3745-31 53	gautyve@yahoo.fr
Autres partenaires				
Ana Luiza Membrive Martins	Cooperation officer	Brazilian Embassy	2817-0891	Ana.membrive@itaarat.gov.br
Mariam Yazdani	Country Director	VIVA RIO	31706464	mariamyazdani@vivario.org.br
Antonio Gonzales	Administrative officer	VIVA RIO	3870-0605	antoniogonzalez@vivario.org.br
Pedro Braum	Project officer	VIVA RIO	4894-4731	braum@vivario.org.br

Annex 4: Evaluation matrix

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Relevance: The degree in which the project’s objectives and scope adapts to priorities and/or demands from the target group, beneficiaries and the donor.			Sources of data							
1. Has the Project responded to the real needs and expectations of the beneficiaries and stakeholders? Have the sectors/target groups and locations chosen based on baseline studies or knowledge of in-country previous experiences and partners?	Perception of relevance of project, including selected training and awareness-raising activities and studies commissioned for influencing the national debates on child labour	Country Level Interviews (internal + beneficiaries)	X			x				
	Evidence of adaptability/changing needs	Country Level Interviews (internal)	X	X		x		x		x
2. How relevant has been the project reinforcing ILO and country strategy to address child labour and youth employment issues? ¿How well is it linked to P&P	Evidence of how the project relates to LO and Country Strategy	Country Level Interviews (internal)	X		x			x		

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
outcomes and DWCP priorities? How well harmonize with National Development Frameworks?										
3. How did the project build on and contribute to the implementation of the 2012 signed SSC and Triangular cooperation agreement between ILO and IBSA?	Existence of the 3 major elements of the SSC and triangular cooperation (knowledge broker – capacity builder – facilitator)	Document review Country Level Interviews (ILO)					x			x
Coherence: The degree in which the strategy is logical and consistent, selection criteria of intervention areas, government levels included in the project framework and coherence between the technical design and allocated budget.										
4. Was the Project design logical and coherent?	Validity of project design and strategy Participation of the stakeholders in the project design	Document review Interviews with internal stakeholders		X					x	x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
5. How elements of South-South and Triangular cooperation were incorporated in the project design, especially by the main implementation partner of the project, Viva Rio?	Evidence how effective implication of other partners in the implementation by Viva Rio	Document review Interviews with internal stakeholders		X					x	x
6. Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (especially of the National Tripartite Committee for the Eradication of Child Labour, the INFP, among others)? Did it consider the Haitian experience in SSC and lessons learned?	Evidence of effective participation of all key stakeholders in the project design	Document review Interviews with internal stakeholders	X	X	x					x
7. To what extent were external factors and assumptions identified at the time of design, on which the Project has been based, are proven to be true?	Validity of external factors and assumptions in the project	Document review Interviews with internal stakeholders					x	x	x	x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
<p>Effectiveness: of procedures, outputs, intermediate and final outcomes. Analysis will be developed based on an assessment of the horizontal logic of the Logical Framework Matrix. The M&E mechanism of the project will be evaluated as well.</p>										
8. Did the Project achieve its immediate objectives? If not, what were the factors that contributed to the Project delay and were they justifiable?	Extent to which immediate objectives (outcomes) were achieved	Document review								x
	Perception of factors that caused delays, if any and their justification	Interviews with internal stakeholders and donor				x		x		
9. What elements of the SSC and Triangular cooperation model were implemented that increased or hindered the achievement of the project's goals as set out in the Project Document?	Influence of elements SSC and TCM on the project goals	Interviews with internal stakeholders and Document review	X	X						x
10. How has Viva Rio's experience in SS and Triangular cooperation contributed to or	Evidence of lessons learned	Interviews with internal Viva Rio					x			x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
hindered the achievements of the project?		Staff								
11. How have local community leaders been involved in the project, and what are lessons learned and good practices about their role and involvement that can be used for future projects in this respect?	Number and pertinence of lessons learned Number of Com. leaders that participated in the project	Interviews with internal stakeholders	X					x		x
12. How well has the Project coordinated, collaborated and foster synergies with other child and youth-focused interventions supported with other ILO CL projects (particularly, with the Norwegian and the Regional CL Initiative) and other organizations?	Nature and extent of the collaboration with other project partners	Interviews with internal stakeholders and Document review	X	X	X			x	x	

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Effectiveness of Management										
13. How do the levels of cooperation and coordination, team working, roles and linkages among ILO Haiti team, Viva Rio NGO, ILO CO-DWT Office in San José, Regional Initiative Latin America and the Caribbean free of child labour project, and related agencies and networks, support the implementation of the Project?	Stakeholders' level of knowledge of each other's' roles Their perception of the extent to which the project leveraged possible synergies between stakeholders/partners	Interviews with internal stakeholders and Document review	X	X					x	x
14. Does the Project's Advisory Committee and management facilitate good results and efficient delivery? In what extent did the National Tripartite Committee support Project's implementation?	Perception of quality and usefulness of the information contained in the M&E reporting	Interviews Document review					x		x	
15. Does the project coordination use the information generated by the M&E to follow up progress and performance of the Project and the achievement of its objectives?	Key elements from M&E utilized to improve project implementation	Interviews with internal stakeholders	x	X				x	x	
16. What are the main challenges lessons learned and good practices for ILO and Viva	Evidence of lessons learned	Interviews with internal	X	X				x	x	

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Rio on follow-up, monitoring of this particular type of project (implementation partner implements the project through a large action programme with direct services to children and youth)?		stakeholders								
		Interviews Document review	X	X			x		x	x
Efficiency of resource use										
17. Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?	Alignment of delivery with expenditure Evidence of challenges met relating to resources allocation	Interviews Document review		X					x	x
18. Is the level of budget execution for each component consistent with the level of compliance of targets? Do achieve results justify the level of expenditure?	Ratio cost/effectiveness	Interviews Document review		X					x	x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Impact: assess if the strategy approach of the Project allows to make significant contributions to the long-term objectives.										
19. Assess the major high level changes that the project has contributed towards the Project development objective at national and local levels	Real contribution to the changes in perception and adoption of new frameworks relating to child labour	Interview with project partners and document review	X	X					x	x
20. Has the Project generated unintended impacts on child labour prevention and elimination and youth employment promotion?	Unintended impact registered during the project implementation documented	Interview with project partners and document review		X		x			x	x
21. Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?	Number of lessons learned documented	Interview with project partners and document review		X		x			x	x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
<p>Sustainability orientation: will measure the probability that beneficiaries of a certain activity continue after concluding external financing. Project must be sustainable from an environmental, economic and social perspective.</p>										
<p>22. Examine if outcomes would last after Project, based on the phase out strategy implemented.</p>	<p>Extent to which project led to learning and change in perceptions</p> <p>Potential for duplication of trainings/knowledge transfer</p> <p>Potential for continuity of project activities following project completion</p> <p>Potential for adoption of NAP</p>	<p>Interview with project partners and document review</p>	<p>x</p>	<p>X</p>						
<p>23. Assess whether the Project’s interventions through vocational and business training and job placement are making lasting impacts on</p>	<p>Number of youth trained and capable utilize what they have</p>	<p>Interview with project partners and document</p>	<p>X</p>	<p>X</p>						

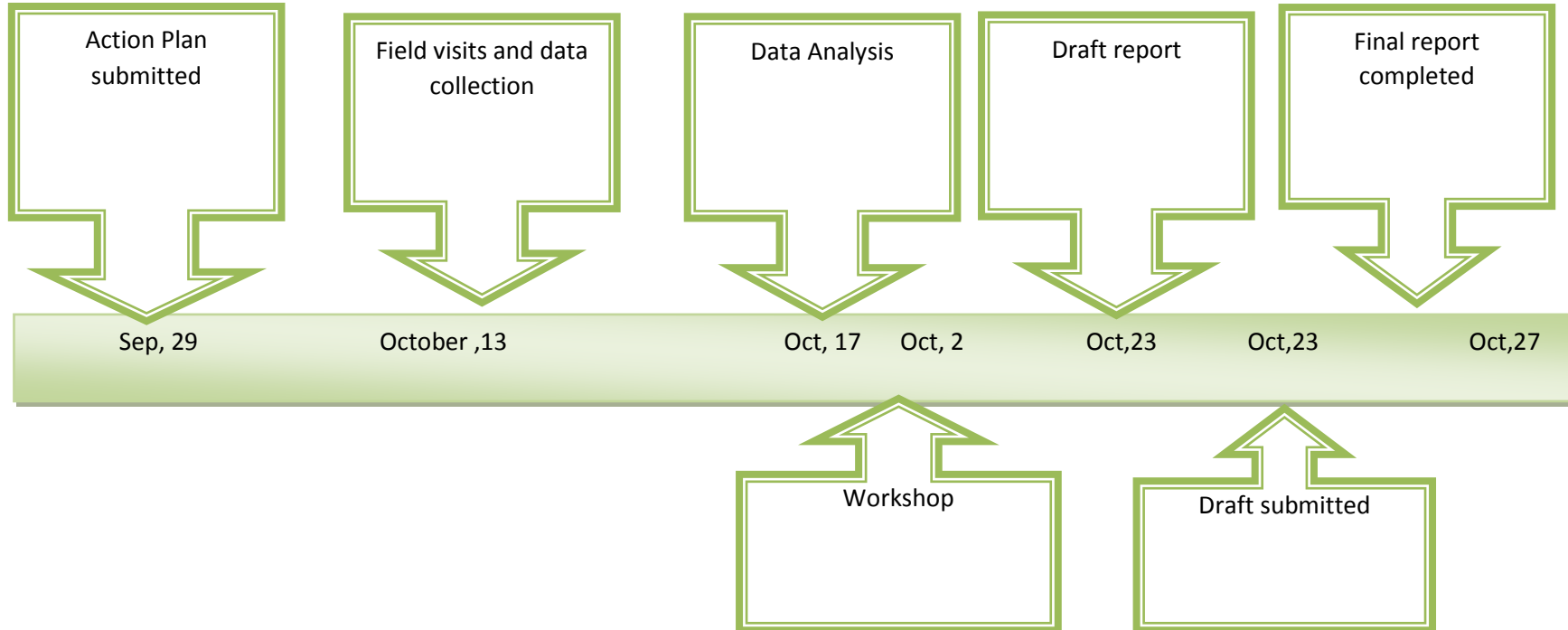
CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
adolescents and youth in conditions?	learned or trained on	review								
24. Assess what contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and institutionalization of tripartite structures of governance and overseeing.	Level of ownership and intention of institutions to maintain programmes following project completion	Interview with project partners and document review	X	X						

Annex 5: Workplan for the evaluation

The scheduled work plan along with the timeline is presented in the chart below.

Evaluation: _____

Date: _____



Annex 6: ILO Emerging Good Practice Template

ILO Emerging Good Practice Template

Project Title: Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training , job placement , entrepreneurship and citizenship development

Project TC/SYMBOL: HAI/89/604/99

Name of Evaluator: Lesly Jules

Date: Sept – Oct. 2017

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<p>The project targeted capacity at the policy level and improvement of the coordination of work between national institutions and social partners in and out the targeted areas. Initially, the project intended to working with the National Tripartite Committee for the Elimination of Child Labour (NTCECL) to facilitate practical coordination between the Government, employers' associations and labour unions.</p> <p>However, the National Committee experienced internal issues which prevented it from functioning and severely limited its utility for the project. The NTCECL members have been able to meet together only once. The focal points network do exist, but still need to be functional.</p>
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<p>The tripartite committee of the project was the entity responsible to ensure that the project meet the NDF and policicies in child labor prevention and vocational training. The tripartite committee members only met once all through the project duration.</p>
Establish a clear cause-effect relationship	<p>At the nearly beginning of the project implementation, it was almost impossible to perform the forcasted activities in Bel Air, due to violence in an electoral context. When the project activities are relocated in Canaan. It become possible to perform them normally.</p>
Indicate measurable impact and targeted beneficiaries	<p>A group of 10 beneficiaries have been hired by INFP to pain their building. Some of the project beneficiairies have openend a capoeira course in P-V where they train ex-pats and create revenues out of it.</p>

<p>Potential for replication and by whom</p>	<p>There is opportunity to replicate similar projects in the target areas or other vulnerable regions in Haiti or in other country with similar context. This could facilitate capacity building for state institution and provide economic alternatives for in need people while preventing child labor.</p>
<p>Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)</p>	<p>This initiative was aligned with the ILO Decent Work Country Programme (2015-2020) - priority 4) Strengthen tripartism and social dialogue.</p>
<p>Other documents or relevant comments</p>	

Annex 7: ILO Lesson Learned Template

ILO Lesson Learned Template

Project Title: Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training , job placement , entrepreneurship and citizenship development

Project TC/SYMBOL: HAI/89/604/99

Name of Evaluator: Lesly Jules

Date: Sept. - Octb. 2017

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	There was a lack of dialogue at the beginning of the project. This communication gap affects the projects results, especially in terms of training evaluation (INFP), youth placements (trade unions and employers).
Context and any related preconditions	Viva Rio has developed a certain experience in working in the targeted areas. In fact, they know that needs are real. However, the input of the other stakeholders should provide more accountability and facilitate better results.
Targeted users / Beneficiaries	Community leaders, trade unions, INFP, MAST, IBERS, CCIH, ADIH.
Challenges /negative lessons - Causal factors	Some of the stakeholders (trade unions representatives) did not feel in confidence to provide their support to the project implementation.
Success / Positive Issues - Causal factors	There is no positive issue identified.
ILO Administrative Issues (staff, resources, design, implementation)	In terms of design, staff, resources and implementation, ILO should ensure that the stakeholders participate in the design of the project. This could be done during the review of the project by questioning those stakeholders regarding their experiences in the targeted areas along with their understanding of the real needs of those areas.

ILO Lesson Learned Template

Project Title: Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training , job placement , entrepreneurship and citizenship development

Project TC/SYMBOL: HAI/89/604/99

Name of Evaluator: Lesly Jules

Date: Sept. - Octb. 2017

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The Viva Rio Haiti staff are not familiar with ILO standards reports formats.
Context and any related preconditions	The information collected during the evaluation did not confirm any previous project where Viva Rio has worked with ILO as implementing partner.
Targeted users / Beneficiaries	ILO project manager staff / ILO regional Office / Project donors.
Challenges /negative lessons - Causal factors	Delay were due to the fact that some reports did not meet ILO standards .In many cases, those reports have been sent back to correction and review.
Success / Positive Issues - Causal factors	This is an opportunity for Viva Rio staff to be trained on ILO standard in order to be more efficient next time.
ILO Administrative Issues (staff, resources, design, implementation)	It is important for ILO to systematically make sure that the implementing partner(s) is/are familiar with the tools and ILO standards by organizing workshop session with the involved stakeholders.

ILO Lesson Learned Template

Project Title: Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training , job placement , entrepreneurship and citizenship development

Project TC/SYMBOL: HAI/89/604/99

Name of Evaluator: Lesly Jules

Date: Sept. - Octb. 2017

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	When the stakeholders are not familiar with the ILO conventions it is reflected in the profile of selected beneficiaries and can affect the completion of project activities.
Context and any related preconditions	Some of the stakeholders are very familiar with ILO conventions # 138 and 182 on Child labor prevention while others did not really collaborate with ILO before (at least as implementing partner). This has reflected in the profile of beneficiaries.
Targeted users / Beneficiaries	Viva Rio / project beneficiaries / INFP / MAST- IBERS.
Challenges /negative lessons - Causal factors	Delay were due to the fact that some beneficiarries do not meet the required profile in terms of age, for example. Respondents says that a lot of beneficiaries that took part in the training were not youth.
Success / Positive Issues - Causal factors	This is an opportunity for Viva Rio staff to be trained on ILO Conventions # 138 and 182 on child labor prevention.
ILO Administrative Issues (staff, resources, design, implementation)	Workshop on ILO Conventions should be part of every project related to chid labor in which ILO is involed.

ILO Lesson Learned Template

Project Title: Promote the socio-economic integration of vulnerable children and youth through a multi-faceted approach and mutually reinforcing interventions as professional training , job placement , entrepreneurship and citizenship development

Project TC/SYMBOL: HAI/89/604/99

Name of Evaluator: Lesly Jules

Date: Sept. - Octb. 2017

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	The success of the project into local community depends largely on the involvement of the community leaders
Context and any related preconditions	Every area has its particular reality. One of the best way to understand those issues is to listen to those who are living it on a daily basis. The community leaders are among those who can provide a better frame work to understand the real needs of the community. So it is crucial that in every project they are involved as well in the design and the implementation.
Targeted users / Beneficiaries	Project beneficiaries.
Challenges /negative lessons - Causal factors	When the community leaders are not well integrated in the project design and implementation, this project experiment unnecessary delay and social conflicts between the beneficiaries and implementing partners.
Success / Positive Issues - Causal factors	No positive issue associated.
ILO Administrative Issues (staff, resources, design, implementation)	It is important for ILO to systematically make sure that the community leaders are involved all through the project phases. This could be done by working together during workshop, feedback and in field observation.

Annex 8: Bibliography and reference

- IBSA PRODOC for signature, June 2, 2015.
- Project narrative report , June 2017
- Haiti-Brazil trip terms of reference
- IBSA AWP Viva Rio, revised June 2016
- Mid-term report evaluation
- Terms of References for consultant for developing trainings on culture
- Viva Rio 2017 work plan by output
- Terms of Reference for a final Independent Evaluation , IBSA CL draft
- South-South and triangular cooperation and decent work: focus on triangular cooperation, Partnerships and Field Support Department (PARDEV), International Labour Organization. 4, Route des Morillons, CH-1211 Geneva-22 – Switzerland.
- Code of conduct form (To be signed by the evaluator)
http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm
- Checklist No. 3. Writing the inception report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm
- Checklist 6. Rating the quality of evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
- Checklist 5. Preparing the evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
- Template for lessons learnt and Emerging Good Practices
http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm
http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm
- Guidance note 7. Stakeholders participation in the ILO evaluation
http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm
- Guidance note 4. Integrating gender equality in M&E of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm
- Template for evaluation title page
http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm
- Template for evaluation summary:
<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>
- Guidance Note 3. Evaluation lessons learned and emerging good practices.
http://www.ilo.org/wcmstp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165981.pdf
- Lessons Learnd (submitted by Evaluator)
- <http://www.ilo.org/legacy/english/edmas/eval/template-lesson-learned.doc>
- Emerging Good Practice (submitted by Evaluator)
- <http://www.ilo.org/legacy/english/edmas/eval/template-goodpractice>